

<p>Theme 5: Topic 1, “<i>A Common Project</i>” Theme 5: Topic 2, “<i>Understanding Justice</i>” Theme 5: Topic 3, “<i>Some Issues in Social Justice</i>”</p>	<p>B2.6 communicate the results of their inquiries using appropriate vocabulary (<i>e.g., demography, per capita, quality of life, developed/developing countries, gross national product [GNP], gross domestic product [GDP], literacy rate, correlation, exploitation, competition, fair trade</i>) and formats appropriate for specific audiences (<i>e.g., create an interactive presentation on foreign debt in Africa, using an electronic white board; use GIS in a presentation on the impact of desertification; create a photo essay with accompanying text or oral comments on conditions in a city in the developing world; write an article for the school newspaper on the impact of water privatization</i>)</p>
<p>Theme 5: Topic 1, “<i>A Common Project</i>” Theme 5: Topic 3, “<i>Some Issues in Social Justice</i>” Theme 5: Topic 4, “<i>Growing Toward Social Justice</i>”</p>	<p>B3.5 identify various groups and organizations that work to improve quality of life (<i>e.g., Free the Children, International Planned Parenthood Federation, Médecins sans frontières/Doctors without Borders, Right to Play, Water for People</i>), and describe their focus</p>

HEALTH AND PHYSICAL EDUCATION

Strand A: Social-Emotional Learning Skills

This strand helps students develop social-emotional learning skills, to foster overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive. In all grades, learning related to the expectations in this strand occurs in the context of learning related to the other three strands and is assessed and evaluated within these contexts. These skills must be explicitly taught and evaluated in the context of learning in all strands of the curriculum, in order to make the learning personally relevant for students. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the social-emotional learning skills of the Ontario Health and Physical Education Curriculum (2019) and *Fully Alive* is not included in this chart. It would simply be too long. Below, you can see an at-a-glance summary of the social-emotional learning skills.

Social-Emotional Learning Skills at a Glance	
Students will learn skills to:	So that they can:
<ul style="list-style-type: none"> • identify and manage emotions 	<ul style="list-style-type: none"> • express their feelings and understand the feelings of others
<ul style="list-style-type: none"> • recognize sources of stress and cope with challenges 	<ul style="list-style-type: none"> • develop personal resilience
<ul style="list-style-type: none"> • maintain positive motivation and perseverance 	<ul style="list-style-type: none"> • foster a sense of optimism and hope
<ul style="list-style-type: none"> • build relationships and communicate effectively 	<ul style="list-style-type: none"> • support healthy relationships and respect diversity
<ul style="list-style-type: none"> • develop self-awareness and self-confidence 	<ul style="list-style-type: none"> • develop a sense of identity and belonging
<ul style="list-style-type: none"> • think critically and creatively 	<ul style="list-style-type: none"> • make informed decisions and solve problems

HEALTH AND PHYSICAL EDUCATION

Healthy Living

NOTE: ALL expectations of the Human Development and Sexual Health topic of the Healthy Living strand are met through the *Fully Alive* program. Supplemental materials have been developed to ensure all expectations pertaining to this topic are addressed. Supplemental materials include reference to the coded specific expectations of the Human Development and Sexual Health topic. As such, the specific expectations for this topic have been coded in the chart below. Opportunities to address expectations in the remaining topics of the Healthy Living strand have also been noted below.

<p>Theme 1: Topic 4, “The Mind: Acting Freely” Theme 1: Topic 5, “Character” *Theme 3: Topic 1, “The Gift of Sexuality”</p>	<p>Personal Safety and Injury Prevention</p> <p>D2.2 demonstrate the ability to assess situations for potential dangers (<i>e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning without exploring potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing</i>), and apply strategies for avoiding dangerous situations [A1.2 Coping, 1.6 Thinking]</p>
<p>Theme 2: Topic 2, “Roots” *Theme 3: Topic 3, “Growth and Change” *Theme 3: Topic 4, “Young People: In Relationship”</p>	<p>D3.2 analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (<i>e.g., violence against women, girls, people who are transgender or gender non-conforming</i>) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (<i>e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances</i>) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking]</p>
<p>Theme Two Virtue: Mercy Theme 2: Topic 5, “Friendship and Stress” *Theme 3: Topic 3, “Growth and Change”</p>	<p>Substance Use, Addictions, and Related Behaviours</p> <p>D2.4 demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (<i>e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others</i>) can help maintain mental health and resilience in times of stress [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.6 Thinking]</p>

<p>Theme 1: Topic 4, “The Mind: Acting Freely” Theme 1: Topic 5, “Character” Theme 2: Topic 2, “Roots” *Theme 3: Topic 1, “The Gift of Sexuality” *Theme 3: Topic 2, “Male and Female: In Relationship” *Theme Three Virtue: Chastity *Theme 3: Topic 3, “Growth and Change” *Theme 3: Topic 4, “Young People: In Relationship” *Theme 3: Topic 5, “The Gift of Fertility”</p>	<p>Human Development and Sexual Health</p> <p>D1.4 identify and explain factors that can affect an individual’s decisions about sexual activity (e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns such as the legal age of consent; awareness of the risk of sexually transmitted and blood-borne infections [STBBIs]; concerns about the risk of becoming a parent; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages), and identify sources of support regarding sexual health (e.g., a health professional [doctor, nurse, public health practitioner], a teacher, a guidance counsellor, a religious leader, a parent or other trusted adult, a reputable website) [A1.1 Emotions, 1.2 Coping, 1.5 Self]</p>
<p>Theme 1: Topic 1, “The Wonder of Creation” *Theme 3: Topic 1, “The Gift of Sexuality” *Theme 3: Topic 3, “Growth and Change”</p>	<p>D1.5 demonstrate an understanding of gender identity (e.g., male, female, Two-Spirit, transgender), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual, pansexual, asexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [A1.2 Coping, 1.5 Self]</p>
<p>Theme 1: Topic 4, “The Mind: Acting Freely” Theme 1: Topic 5, “Character” *Theme 3: Topic 1, “The Gift of Sexuality” *Theme Three Virtue: Chastity *Theme 3: Topic 3, “Growth and Change” *Theme 3: Topic 4, “Young People: In Relationship” *Theme 3: Topic 5, “The Gift of Fertility”</p>	<p>D2.3 demonstrate an understanding of abstinence, contraception and the use of effective and suitable protection to prevent pregnancy and STBBIs, and the concept of consent, as well as the skills (e.g. self-awareness, communication, assertiveness, and refusal skills) they need in order to make safe and healthy decisions about sexual activity (e.g., delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; opting to seek additional information and support; having safer sex) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]</p>

<p>Theme 2: Topic 1, “Building Bridges” Theme 2: Topic 4, “Friendship” *Theme 3: Topic 2, “Male and Female: In Relationship” *Theme 3: Topic 4, “Young People: In Relationship” Theme 3: Topic 6, “True Love”</p>	<p>D3.3 analyse the attractions and benefits associated with being in a healthy relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBIs and related risk to future fertility, becoming a parent before you are ready, sexual harassment and exploitation; potential for dating violence) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]</p>
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* Curriculum connections are *strengthened and/or introduced* by the addition of supplemental curriculum supports developed for the 2019 Health and Physical Education Curriculum Policy Document.

LANGUAGE

The basic language skills involved in oral communication, reading, and writing are essential for most learning. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the Ontario Language Curriculum and *Fully Alive* is not included in this chart. It would simply be too long. Below you can see a few examples of the expectations from these three areas that are most frequently addressed in *Fully Alive*:

The expectations in Oral Communication include:

- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
- extend an understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights, to other texts, including print and visual texts, and to the world around them
- communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

The expectations for Reading include:

- demonstrate an understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
- extend an understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

- read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

The expectations for Writing include:

- gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources
- write complex texts of a variety of lengths using a wide range of forms
- use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions

These expectations, and many others, are found in many, if not most, of the topics in *Fully Alive*. There are, however, some very specific expectations that are touched in some topics in *Fully Alive*. Some of these correlations follow.

Media Literacy

<p>Theme 3: Topic 3, “Growth and Change”</p>	<p>1.1 explain how a variety of media texts address their intended purpose and audience (<i>e.g., this stage production based on a popular novel uses music and lighting to enhance the original and appeal to its fans; this commercial for a sports car uses fast-paced editing and rock music to appeal to the target audience – young, single men and women</i>)</p>
<p>Theme 2: Topic 3, “Wings” Theme 3: Topic 3, “Growth and Change”</p>	<p>1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (<i>e.g., compare the coverage of a lead story in a morning newspaper to the coverage of that story on the evening news; compare the order in which news stories are reported on two different television channels and suggest reasons for the differences; compare the treatment of a historical figure in a movie to his or her treatment in a print biography</i>)</p>
<p>Theme 2: Topic 3, “Wings” Theme 3: Topic 3, “Growth and Change” Theme 3: Topic 4, “Young People: In Relationship”</p>	<p>1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (<i>e.g., explain how a series of newspaper stories on a controversial issue captured and maintained their interest; explain the similarities and differences in the treatment of a particular topic or theme in different media texts and evaluate the relative effectiveness of the treatments; as a class, evaluate the media’s coverage of a social or environmental issue over a two-week period</i>)</p>

<p>Theme 2: Topic 3, “Wings” Theme 3: Topic 3, “Growth and Change” Theme 3: Topic 4, “Young People: In Relationship”</p>	<p>1.4 explain why different audiences (<i>e.g., with respect to gender, age, culture, race, income level</i>) might have different responses to a variety of media texts (<i>e.g., predict how a member of a particular age/gender/ethno-cultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction</i>)</p>
<p>Theme 2: Topic 3, “Wings” Theme 3: Topic 3, “Growth and Change”</p>	<p>1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view (<i>e.g., a television broadcast of a sports game presents the views of fans, the announcers, the sponsors, and the television network; different media texts represent people of different age, gender, income level, or ethnocultural background differently, communicating obvious or subtle messages that might indicate bias or stereotyping; different points of view are often presented in a news report of a conflict</i>)</p>
<p>Theme 2: Topic 3, “Wings” Theme 3: Topic 3, “Growth and Change” Theme 3: Topic 4, “Young People: In Relationship”</p>	<p>1.6 identify who produces different media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (<i>e.g., a music company’s interest in a recording may be different from that of the artist; the company that produces a video game and the game’s creator may have different views on how the game should be promoted</i>)</p>
<p>Theme 2: Topic 3, “Wings” Theme 3: Topic 3, “Growth and Change”</p>	<p>2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning (<i>e.g., print advertisements use text, images, colour, different fonts, and different camera angles in a seamless combination to create an effect</i>)</p>
<p>Theme 2: Topic 3, “Wings” Theme 3: Topic 3, “Growth and Change”</p>	<p>2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (<i>e.g., website conventions: home pages provide users with a convenient preview of the types of information available; website techniques: “sidebars” with inviting audio/video elements entice viewers to browse and explore new topics that might not have been their first priority</i>)</p>

<p>Theme 1: Topic 5, “Character” Theme 2: Topic 1, “Building Bridges” Theme 3: Topic 1, “The Gift of Sexuality” Theme 4: Topic 1, “Commitment”</p>	<p>3.1 explain why they have chosen the topic for a media text that they plan to create (e.g., a poster advertising a class fund-raising campaign to appeal to local parent groups, businesses, or service organizations), and identify challenges they may face in engaging and/or influencing their intended audience</p>
<p>Theme 1: Topic 5, “Character” Theme 2: Topic 1, “Building Bridges” Theme 3: Topic 1, “The Gift of Sexuality” Theme 4: Topic 1, “Commitment”</p>	<p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a multimedia presentation about their class or grade, to be presented to parents during graduation ceremonies) and explain why it is an appropriate choice</p>
<p>Theme 1: Topic 5, “Character” Theme 2: Topic 1, “Building Bridges” Theme 3: Topic 1, “The Gift of Sexuality” Theme 4: Topic 1, “Commitment”</p>	<p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., conventions in advertisements for a product to appeal to different age groups among the students: text, images, “free offer” promotional gimmicks; techniques: use of age-appropriate content in all elements of the advertisement)</p>
<p>Theme 1: Topic 5, “Character” Theme 2: Topic 1, “Building Bridges” Theme 3: Topic 1, “The Gift of Sexuality” Theme 4: Topic 1, “Commitment”</p>	<p>3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character; a one-minute video advertising a class fund-raising project; a website based on the content of a unit of study; a report on school sports events to be presented during morning announcements; magazine advertisements for a particular product, aimed at different age groups among the students in the school; an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper; a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying; a storyboard for a video of a favourite song that is not available as a video)</p>
<p>Theme 1: Topic 5, “Character” Theme 2: Topic 1, “Building Bridges” Theme 3: Topic 1, “The Gift of Sexuality” Theme 4: Topic 1, “Commitment”</p>	<p>4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers</p>

Theme 1: Topic 5, “Character” Theme 2: Topic 1, “Building Bridges” Theme 3: Topic 1, “The Gift of Sexuality” Theme 4: Topic 1, “Commitment”	4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
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MATHEMATICS

Data Management and Probability

Theme 3: Topic 3, “Growth and Change”	<ul style="list-style-type: none"> collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject and record observations or measurements
Theme 3: Topic 3, “Growth and Change”	<ul style="list-style-type: none"> collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools) and display the data in charts, tables, and graphs (including histograms and scatter plots) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software)
Theme 3: Topic 3, “Growth and Change”	<ul style="list-style-type: none"> select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph (i.e., from types of graphs already studied, including histograms and scatter plots)
Theme 3: Topic 3, “Growth and Change”	<ul style="list-style-type: none"> read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., election data or temperature data from the newspaper, data from the Internet about lifestyles) presented in charts, tables, and graphs (including frequency tables with intervals, histograms, and scatter plots)