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| <p>Theme 1: Topic 1, “God Knows My Name” Theme 2: Topic 1, “Our Families”</p> | <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., use asymmetrical cut-paper composite shapes to depict a Canadian landscape, with a clear foreground, middle ground, and background; use colour values and shapes in a “What’s inside me?” painting in the X-ray style of Norval Morrisseau to create contrast between the inside and the outside of the figure)</p> |
| <p>Theme 1: Topic 1, “God Knows My Name” Theme 1: Topic 6, “Being Part of the Group”</p> | <p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges</p> |
| <p>Theme 1: Topic 1, “God Knows My Name” Theme 2: Topic 1, “Our Families” Theme 1: Topic 6, “Being Part of the Group”</p> | <p>D2.1 express personal feelings and ideas about art experiences and images (e.g., create a poster for an exhibition, using words of different sizes and colours to show their excitement about the event; express thoughts and ideas about an art work while in role as the artist in a peer artist interview)</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 | |
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| 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. As such, 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.

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| <p>Theme 4: Topic 2, <i>“Learning About Decisions”</i></p> <p>Theme 4: Topic 3, <i>“We Get Help With Our Decisions”</i></p> | <p>Substance Use, Addictions, and Related Behaviours</p> <p>D2.3 apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (<i>e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances</i>) [A1.5 Self, 1.6 Thinking]</p> |
| <p>Theme 1: Topic 1, <i>“God Knows My Name”</i></p> <p>Theme 1: Topic 2, <i>“Different and Alike”</i></p> <p>Theme 1: Topic 3, <i>“All Kinds of Feelings”</i></p> <p>Theme 2: Topic 2, <i>“Family Love is Open”</i></p> <p>Theme 2: Topic 5, <i>“What is a Friend?”</i></p> <p>Theme 2: Topic 6, <i>“Being Part of the Group”</i></p> | <p>Human Development and Sexual Health</p> <p>D1.4 identify the characteristics of healthy relationships (<i>e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest</i>) and describe ways of responding to bullying and other challenges (<i>e.g., exclusion, discrimination, peer pressure, abuse</i>) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]</p> |
| <p>Theme 2: Topic 5, <i>“What is a Friend?”</i></p> <p>Theme 3: Topic 3, <i>“Our First Home”</i></p> <p>Theme 3: Topic 5, <i>“We Grow and Change”</i></p> | <p>D1.5 identify factors (<i>e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (<i>e.g., of hair, skin, teeth, body size and shape</i>), social-emotional development (<i>e.g., of self-awareness, adaptive skills, social skills</i>), and the development of a healthy body image (<i>e.g., of the ability to enjoy, respect, and celebrate one’s body, to acknowledge one’s thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do</i>) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]</p> |

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| <p>Theme 1: Topic 1, “God Knows My Name” Theme 1: Topic 2, “Different and Alike” Theme 5: Topic 1, “The World is Full of Wonderful People”</p> | <p>D3.3 describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]</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 the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details
- communicate orally in a clear, coherent manner presenting ideas, opinions, and information orally in a logical sequence
- choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary and a few elements of style, to communicate their meaning accurately and engage the interest of their audience

The expectations for Reading include:

- demonstrate understanding of a variety of texts using stated and implied ideas from the texts as evidence
- express personal opinions about ideas presented in texts
- read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

The expectations for Writing include:

- gather information to support ideas for writing in a variety of ways and/or from a variety of sources
- write short texts using a variety of forms
- use words and phrases that will help convey their meaning as specifically as possible

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.

Writing

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| <p>Theme 3: Topic 3, “Our First Home” Theme 4: Topic 2, “Learning About Decisions”</p> | <p>2.1 write short texts using a variety of forms (<i>e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition</i>)</p> |
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LANGUAGE

Media Literacy

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| <p>Theme 2: Topic 5, “What is a Friend?”</p> | <p>1.4 describe how different audiences might respond to specific media texts (<i>e.g., select a magazine that appeals to them, predict the responses of different age groups or of children from different countries to the magazine, and explain the reasons for their predictions</i>)</p> |
| <p>Theme 2: Topic 2, “Family Love is Open” Theme 2: Topic 4, “Sisters and Brothers”</p> | <p>3.1 identify the topic, purpose, and audience for media texts they plan to create (<i>e.g., a collage of images conveying the mood of a poem to help classmates understand the poem</i>)</p> |
| <p>Theme 2: Topic 2, “Family Love is Open”</p> | <p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (<i>e.g., a tape-recorded interview to present a classmate’s opinion about a favourite show, toy, or game</i>)</p> |

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| Theme 2: Topic 2, <i>“Family Love is Open”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 5: Topic 1, <i>“The World is Full of Wonderful People”</i> | 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a pamphlet about a unit of study could require titles, headings, subheadings, captions, different font sizes, colour, and illustrations) |
| Theme 2: Topic 2, <i>“Family Love is Open”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 5: Topic 1, <i>“The World is Full of Wonderful People”</i> | 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques |
| Theme 2: Topic 2, <i>“Family Love is Open”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 2: Topic 5, <i>“What is a Friend?”</i> Theme 5: Topic 1, <i>“The World is Full of Wonderful People”</i> | 4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts |

MATHEMATICS

Data Management and Probability

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| Theme 1: Topic 2, <i>“Different and Alike”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 3: Topic 5, <i>“We Grow and Change”</i> | <ul style="list-style-type: none"> collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject |
| Theme 1: Topic 2, <i>“Different and Alike”</i> Theme 2: Topic 1, <i>“Our Families”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 3: Topic 5, <i>“We Grow and Change”</i> | <ul style="list-style-type: none"> collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence (e.g., in a pictograph, one car sticker represents 3 cars; on a bar graph, one square represents 2 students) |
| Theme 1: Topic 2, <i>“Different and Alike”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 3: Topic 5, <i>“We Grow and Change”</i> | <ul style="list-style-type: none"> read primary data presented in charts, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language, and describe the shape of the data (e.g., “Most of the data are at the high end.”; “All of the data values are different.”) |
| Theme 1: Topic 2, <i>“Different and Alike”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 3: Topic 5, <i>“We Grow and Change”</i> | <ul style="list-style-type: none"> interpret and draw conclusions from data presented in charts, tables, and graphs |

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| Theme 2: Topic 2, “Family Love is Open” | <ul style="list-style-type: none"> demonstrate an ability to organize objects into categories, by sorting and classifying objects using two or more attributes simultaneously |
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MATHEMATICS

Measurement

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| Theme 3: Topic 5, “We Grow and Change” | <ul style="list-style-type: none"> estimate, measure, and record length, height, and distance, using standard units (i.e., centimetre, metre, kilometre) |
| Theme 3: Topic 5, “We Grow and Change” | <ul style="list-style-type: none"> compare and order objects on the basis of linear measurements in centimetres and/or metres (e.g., compare a 3 cm object with a 5 cm object; compare a 50 cm object with a 1 m object) in problemsolving contexts |

SCIENCE AND TECHNOLOGY

Understanding Life Systems

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| Theme 4: Topic 3, “We Get Help With Our Decisions” Theme 3: Topic 3, “Our First Home” Theme 3: Topic 5, “We Grow and Change” | 1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration (e.g., the point of view of home builders, gardeners, nursery owners, vegetarians), and suggest ways in which humans can protect plants |
| Theme 4: Topic 2, “Learning About Decisions” Theme 4: Topic 3, “We Get Help With Our Decisions” | 1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects |
| Theme 4: Topic 3, “We Get Help With Our Decisions” | 3.1 describe the basic needs of plants, including air, water, light, warmth, and space |
| Theme 2: Topic 1, “Our Families” | 3.5 describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing (e.g., food – from rice plants; houses for shelter – from the wood of trees; medicines – from herbs; clothing – from cotton plants) |

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| <p>Theme 4: Topic 2, “Learning About Decisions”</p> | <p>3.7 describe the different ways in which plants are grown for food (e.g., on farms, in orchards, greenhouses, home gardens), and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits</p> |
| <p>Theme 4: Topic 2, “Learning About Decisions” Theme 4: Topic 3, “We Get Help With Our Decisions”</p> | <p>3.8 identify examples of environmental conditions that may threaten plant and animal survival (e.g., extreme heat and cold; floods and/or droughts; changes in habitat because of human activities such as construction, use of gas-powered personal watercraft on lakes)</p> |

SCIENCE AND TECHNOLOGY

Understanding Structures and Mechanisms

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| <p>Theme 4: Topic 2, “Learning About Decisions” Theme 4: Topic 3, “We Get Help With Our Decisions” Theme 5: Topic 2, “The World is Full of Wonderful Work”</p> | <p>1.2 assess the environmental impact of structures built by various animals and those built by humans</p> |
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SCIENCE AND TECHNOLOGY

Understanding Matter and Energy

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| <p>Theme 4: Topic 2, “Learning About Decisions” Theme 4: Topic 3, “We Get Help With Our Decisions” Theme 5: Topic 2, “The World is Full of Wonderful Work”</p> | <p>1.1 assess the effects of the action of forces in nature (natural phenomena) on the natural and built environment, and identify ways in which human activities can reduce or enhance this impact</p> |
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SCIENCE AND TECHNOLOGY

Understanding Earth and Space Systems

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| Theme 4: Topic 2, “Learning About Decisions” Theme 4: Topic 3, “We Get Help With Our Decisions” | 1.1 assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects |
| Theme 4: Topic 2, “Learning About Decisions” Theme 4: Topic 3, “We Get Help With Our Decisions” | 1.2 assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils |

SOCIAL STUDIES

Heritage and Identity

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| Theme 2: Topic 1, “Our Families” Theme 2: Topic 6, “Being Part of the Group” Theme 4: Topic 1, “Families Have Commitments” Theme 5: Topic 2, “The World is Full of Wonderful Work” | A1.2 compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day (e.g., the roles of women, men, and children; challenges related to the environment, work, community life, the law) |
| Theme 5: Topic 1, “The World is Full of Wonderful People” | A1.3 identify some key components of the Canadian identity (e.g., bilingualism, multiculturalism, founding nations, religious freedom), and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity (e.g., with reference to Canada’s official languages, cultural contributions, place names, observances such as National Aboriginal Day or Black History Month) |
| Theme 5: Topic 2, “The World is Full of Wonderful Work” | A3.3 identify some of the main factors that helped shape the development of settlements in Canada during this period (e.g., the establishment of trading posts based on trade routes and the knowledge of First Nations peoples; navigable lakes and rivers for trade and transportation; climate; proximity to natural resources; the origins of settlers), and describe how the physical features of the land (e.g., topography, proximity to water, fertility of the soil) and the availability of goods and services (e.g., mills, churches, roads) can facilitate settlement and enhance community life |

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| <p>Theme 1: Topic 2, <i>“Different and Alike”</i> Theme 2: Topic 6, <i>“Being Part of the Group”</i> Theme 5: Topic 1, <i>“The World is Full of Wonderful People”</i></p> | <p>A3.7 describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation (<i>e.g., cooperation between First Nations and settler communities with respect to the sharing of medicines and technologies; intermarriage between First Nations women and European men; cooperative efforts to establish farms and villages; conflict as settlers impinged on First Nations lands; conflicts between different religious or ethnic groups</i>)</p> |
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SOCIAL STUDIES

People and Environments

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| <p>Theme 5: Topic 2, <i>“The World is Full of Wonderful Work”</i></p> | <p>B1.1 describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region</p> |
| <p>Theme 5: Topic 2, <i>“The World is Full of Wonderful Work”</i></p> | <p>B1.2 describe some major connections between features of the natural environment and the type of employment that is available in a region, with reference to two or more municipal regions in Ontario (<i>e.g., in the District Municipality of Muskoka, which is known for its lakes, beaches, and many islands, some of the employment opportunities are seasonal jobs in the recreation industry; Dryden and its surrounding area is heavily forested, so there are a number of employment opportunities in the pulp and paper industry; the natural attraction of Niagara Falls led to the development of the area around it as a tourist centre, so the region offers many jobs in tourist and service industries</i>)</p> |
| <p>Theme 5: Topic 2, <i>“The World is Full of Wonderful Work”</i></p> | <p>B3.4 identify and describe the main types of employment that are available in two or more municipal regions in Ontario (<i>e.g., jobs dependent on natural resources; jobs in manufacturing, tourism and recreation, the service sector, education, government</i>)</p> |