



CANADA'S CENTRE  
FOR DIGITAL AND  
MEDIA LITERACY

## CYBER CHOICES CURRICULUM CONNECTIONS – ONTARIO

### Language – Grade 3

#### Understanding Media Texts

##### Overall Expectations

- Use overt and implied messages to draw inferences and make meaning in simple media texts
- Express personal opinions about ideas presented in media texts

#### Reading for Meaning

##### Overall Expectations

- Identify the point of view presented in a text and suggest some possible alternative perspectives

### Language – Grade 4

#### Understanding Media Texts

##### Overall Expectations

- Use overt and implied messages to draw inferences and construct meaning in media texts
- Express opinions about ideas, issues, and/or experiences presented in media texts, and Give evidence from the texts to support their opinions
- Identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text and suggest how the text might change if a different point of view were used

## Language – Grade 5

### Understanding Media Texts

#### Overall Expectations

- Use overt and implied messages to draw inferences and construct meaning in media texts
- Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions

## Health and Physical Education – Grade 3

### Healthy Living

#### Overall Expectations

- Demonstrate an understanding of factors that contribute to healthy development
- Understanding Health Concepts

#### Specific Expectations

- A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging and respect for diversity.
- A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging
- D1.4 Identify the characteristics of healthy relationships and describe ways of responding to bullying and other challenges and communicating consent in their interactions with others
- D1.5 Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape) and/or emotional development (e.g., of self-awareness, adaptive skills, social skills)

## Health and Physical Education – Grade 4

### Healthy Living

#### Overall Expectations

- A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging and respect for diversity.
- D1 Demonstrate an understanding of factors that contribute to healthy development
- D1.2 Identify risks associated with communications technology (e.g., internet and cell phone use, including participation in gaming and online communities and the use of text messaging), and describe precautions and strategies for using these technologies safely
- D1.3 describe various types of bullying, abuse, and other non-consensual behaviour

### Healthy Living D2

#### Overall Expectations

- D2. Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

#### Specific Expectations

- D2.2 Apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations

## Health and Physical Education – Grade 5

### Healthy Living

#### Overall Expectations

- D1. Demonstrate an understanding of factors that contribute to healthy development

#### Specific Expectations

- D1.1 Identify trusted people (e.g., parents, guardians, neighbors, teachers, crossing guards, police, older students, coaches, elders) and support services that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour and abusive and violent situations

### Healthy Living D3

#### Overall Expectations

- D3. Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

#### Specific Expectations

- D3.2 explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating)