



### Additional Nova Scotia Curriculum

	Learning Outcomes that match with the topic of the Module
	Learning Outcomes that match with delivery style of the Classroom Activity

Grade 4	Media Peer Pressues	Healthy Eating	Active Living	Teasing	Adul Role Models	School Climate
<b>Health Education</b>						
<b>Growth and Development</b>						
A3.2 Demonstrate an understanding that body growth and development are influenced by heredity, gender, and other factors;	†◆					
<b>Strategies for Healthy Living</b>						
B1.1 Demonstrate knowledge of the personal and social factors affecting food choices;	†◆					
B1.2 Demonstrate an ability to select nutritious breakfast foods;		†◆			†◆	†◆
B3.3 Demonstrate knowledge needed to seek help when personal safety is threatened;				†◆		
B7.1 Participate in a broad range of physical activity;						
B7.2 Describe the role of exercise and diet in maintaining healthy bones and muscles;			†◆			
<b>Values and Practices for Healthy Living</b>						
C2.1 Demonstrate an understanding of ways that friends, family, and community groups can support healthy decision making;	†◆		†◆	†◆	†◆	†◆
C3.1 Demonstrate an understanding of how society's values and behaviors related to health and sickness have changed over time;	†◆			†◆		
C4.1 Demonstrate proactive strategies for enhancing the social and environmental healthy of the school;						†◆
<b>Strategies for Positive Development and Healthy Development and Healthy Relationships</b>						
D1.1 Identify and demonstrate attitudes and behaviors that support healthy lifestyle choices;		†◆		†◆		
D1.4 Identify the causes and effects of positive and negative stress;	†◆			†◆	†◆	†◆
D2.1 Demonstrate respect and caring in relating with classmates;			†◆	†◆		
D2.2 Define and demonstrate what it means to be good friend;				†◆		
D2.3 Demonstrate an understanding that relationships entail both right and responsibilities;				†◆		
D3.1 Identify positive and negative examples of peer influence in decision making;	†◆			†◆		
<b>Physical education</b>						
<b>Active living</b>						
7. participate with and show respect for persons of like and different skill levels;			†◆	†◆		
<b>Skill Development</b>						
11. Demonstrate an appreciation of the differences between co-operative and competitive activities and the role of each in physical education			†◆	†◆		

<b>English Language Arts</b>						
<b>General Curriculum Outcomes (GCO)</b>						
<i>GCO1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feeling, and experience.</i>						
<b>Specific Curriculum Outcomes</b>						
1.1 explore and discuss their thoughts, ideas, and experiences and consider those of their peers	†+	†+	†+	†+	†+	†+
1.2 explain personal opinion and respond to the questions and opinions of others	†+	†+	†+	†+	†+	†+
1.3 listen critically to others' ideas or opinions expressed	†+	†+	†+	†+	†+	†+
<i>GCO 2: Students will be expected to communicate information and ideas effectively and cleanly, and to respond personally and critically.</i>						
2.1 contribute to conversation, small-group and whole-group discussion, showing an awareness of where to speak and when to listen	†+	†+	†+	†+	†+	†+
2.3 give and follow instructions and respond to questions and directions	†+	†+	†+	†+	†+	†+
<i>GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.</i>						
3.1 show basic courtesies of conversation in-group interactions	†+	†+	†+	†+	†+	†+
3.2 identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people				†◆		
<b>Grade 5</b>						
<b>Health Education</b>						
<b>Growth and Development</b>						
A3.1 Demonstrate knowledge of the physical and emotional changes that take place during puberty;	†◆					
<b>Strategy for Healthy Living</b>						
B1.1 Demonstrate knowledge of the 6 major nutrients and how they affect body function;		†◆				
B1.2 Make healthy, balanced food choices		†◆				
B5.1 Demonstrate strategies for managing anger in oneself and others;	†◆					
B5.2 Demonstrate strategies for managing feeling associated with the physical and social change of puberty;				†◆		
B7.1 Participate in a broad range of physical activities;			†◆			
<b>Values and Practices for Healthy Living</b>						
C1.1 Demonstrate an awareness of the influence of family practices and values on their lifestyle choices;					†◆	
C3.1 Demonstrate an understanding of how society's values and behaviors related to nutrition, fitness and lifestyle have changed over time.	†◆				†◆	
C4.1 Demonstrate proactive strategies for enhancing the social and environmental health of the community;				†◆		†◆
C5.1 Identify and celebrate the diversity of cultures;	†◆			†◆		
C5.2 Demonstrate an awareness of the effects of stereotyping and discrimination;	†◆			†◆		

<b>Strategy for Positive Personal Development and Healthy Relationship</b>						
D1.1 Demonstrate an understanding of the effect of self-esteem on decision making;	†◆	†◆		†◆		
D1.2 Identify and practice strategies for strengthening self-esteem;	†◆			†◆		
D1.4 Recognize and respond to symptoms of stress;	†◆			†◆	†◆	
D2.1 Demonstrate respect and caring when relating with classmates;	†◆		†◆	†◆		
D2.2 Recognize signs that indicate a problem in their personal relationships at home and at school, and apply effective strategies for solving these problems;				†◆	†◆	
D3.1 Identify positive and native expectation of peer influence in decision marking	†◆			†◆		
D3.2 Evaluate various of information regarding health and diet	†◆	†◆				
<b>Physical Education</b>						
<b>Active Living</b>						
7. Demonstrate a willingness to choose and participate in an activity in at home or in the community for personal enjoyment and health benefits;			†◆		†◆	
8. Monitor nutritional intake and relate it to an active healthy lifestyle;			†◆			
<b>Skill Development</b>						
10. Demonstrate respect for his/her opponents and give everyone an equal chance to participate;			†◆			
<b>English Language Arts</b>						
<b>General Curriculum Outcomes (GCO)</b>						
<i>GCO1: Student will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feeling, and experience.</i>						
<b>Specific Curriculum Outcomes</b>						
1.1 contribute thoughts, ideas, and experiences to discussions, and ask question to clarify their ideas and those of their peers	†+	†+	†+	†+	†+	†+
1.2 ask and respond to question to seek clarification or explanation of ideas and concepts	†+	†+	†+	†+	†+	†+
1.3 explain and support personal ideas and opinions	†+	†+	†+	†+	†+	†+
1.4 listen critically to others' ideas and opinions	†+	†+	†+	†+	†+	†+
<i>GCO 2: Students will be expected to communicate information and ideas effectively and cleanly, and to respond personally and critically.</i>						
2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners	†+	†+	†+	†+	†+	†+
2.3 give and follow precise instructions and respond to questions and directions	†+	†+	†+	†+	†+	†+
<i>GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.</i>						
3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation	†+	†+	†+	†+	†+	†+
3.2 identify examples of prejudice, stereotyping, or bias in oral languages; recognize their negative effect on individuals and cultures; and attempt to use language that shows respects for all people				†◆		

GCO 5: <i>Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</i>						
5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts	†+	†+	†+	†+	†+	†+
- respond to personal, group, and instructional needs for information through accessing a variety of texts						
- demonstrate understanding of how classification systems and basic reference materials are used to facilitate research						
- use a range of reference texts and a database or an electronic search to aid in the selection of texts						
- increase their abilities to access information in response to their own and others' question						
GCO 7: <i>Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.</i>						
7.1 use their background knowledge to question and analyze information presented in print and visual texts		†+	†+	†+	†+	†+
<b>Grade 6</b>						
<b>Health education</b>						
<b>Strategies for Healthy Living</b>						
B1.1 Demonstrate an understanding of the factors that determine nutrient and energy needs;		†◆				
B1.2 Assess the nutrition value of various convenience foods and restaurant foods;		†◆				
B2.1 Demonstrate assertiveness when refusing potentially harmful substances and behaviors;		†◆		†◆		
B7.1 Participate in a broad range of physical activities;	†◆					
B3.4 Identify and practice strategies for protecting themselves and others from abuse and violence;			†◆	†◆		
<b>Values and Practices for Healthy Living</b>						
C2.1 Demonstrate an awareness of the effect of change within the family					†◆	
C4.1 Identify ways that individuals, communities, and countries co-operate to protect and maintain environmental health;						†◆
<b>Strategy for Positive Personal Development and Healthy Relationship</b>						
D1.1 Identify and document personal traits, interests, abilities, skills, lifestyle preferences, and goals for the future;	†◆			†◆		
D1.3 Identify and practice effective work habits at home and at school			†◆		†◆	†◆
D1.4 Apply stress management strategies;				†◆		
D1.5 Apply decision-making strategies to complex and/or challenging problems;				†◆		
D2.1 Demonstrate respect and caring in relating with classmates;			†◆			
D2.2 Identify and practice conflict resolution skills				†◆		
D3.1 Examine the role of the media in shaping and reinforcing lifestyle values and practices;	†◆					
D5.3 Demonstrate an awareness of human rights and international children's rights;	†◆					†◆
<b>Physical Education</b>						
<b>Active Living</b>						
1. Seek out, participate with, and show respect for persons of like and different skill levels;			†◆			
4. Demonstrate a willingness to choose to exercise at home for personal enjoyment and benefit;			†◆		†◆	

<b>Science</b>						
<b>Life Science: Meeting Basic Needs and Maintaining a Healthy Body</b>						
<b>Growth and Development</b>						
<ul style="list-style-type: none"> <li>Relate bodily changes, such as acne on the skin and growth of body hair, to growth and development</li> </ul>		†◆				
<b>Maintain a Healthy Body</b>						
<ul style="list-style-type: none"> <li>Describe the nutritional and other requirements for maintaining a healthy body</li> <li>Evaluate the usefulness of different information sources and answer questions about health and diet</li> </ul>		†◆	†◆			
	†◆	†◆				
<b>English Language Arts</b>						
<b>General Curriculum Outcomes (GCO)</b>						
<i>GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.</i>						
<b>Specific Curriculum Outcomes</b>						
1.1 contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others	†+	†+	†+	†+	†+	†+
1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts	†+	†+	†+	†+	†+	†+
1.3 defend and/support their opinions with evidence	†+	†+	†+	†+	†+	†+
1.4 listen critically to others' ideas or opinions and points of view	†+	†+	†+	†+	†+	†+
<i>GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.</i>						
2.1 contribute to and respond constructively in conversation, small group and whole-group discussion	†+	†+	†+	†+	†+	†+
2.2 give and follow instructions and evaluate to a variety of questions and instruction	†+	†+	†+	†+	†+	†+
<i>GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.</i>						
3.1 listen attentively and demonstrate awareness of the needs, rights, and feeling of others	†+	†+	†+	†+	†+	†+
3.2 detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language				†◆		
<i>GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.</i>						
5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts	†+	†+	†+	†+	†+	†+
- use a range of texts and a database or an electronic search to facilitate the selection process						