

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
Health Education						
Growth and Development						
A3.2 Demonstrate an understanding that body growth and development are influenced by heredity, gender, and other factors;	†◆					
Strategies for Healthy Living						
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;			†◆			
Values and Practices for Healthy Living						
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 health of the school;						†◆
Strategies for Positive Development and Healthy Development and Healthy Relationships						
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;	†◆			†◆		
Physical education						
Active living						
7. participate with and show respect for persons of like and different skill levels;			†◆	†◆		
Skill Development						
11. Demonstrate an appreciation of the differences between co-operative and competitive activities and the role of each in physical education			†◆	†◆		

English Language Arts						
General Curriculum Outcomes (GCO)						
<i>GCO1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feeling, and experience.</i>						
Specific Curriculum Outcomes						
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				†◆		
Grade 5						
Health Education						
Growth and Development						
A3.1 Demonstrate knowledge of the physical and emotional changes that take place during puberty;	†◆					
Strategy for Healthy Living						
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;			†◆			
Values and Practices for Healthy Living						
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;	†◆			†◆		

The Student Body: Promoting Health at Any Size

Nova Scotia Learning Outcomes, cont.

Strategy for Positive Personal Development and Healthy Relationship						
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	†◆	†◆				
Physical Education						
Active Living						
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;			†◆			
Skill Development						
10. Demonstrate respect for his/her opponents and give everyone an equal chance to participate;			†◆			
English Language Arts						
General Curriculum Outcomes (GCO)						
<i>GCO1: Student will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feeling, and experience.</i>						
Specific Curriculum Outcomes						
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		†+	†+	†+	†+	†+
Grade 6						
Health education						
Strategies for Healthy Living						
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;			†◆	†◆		
Values and Practices for Healthy Living						
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;						†◆
Strategy for Positive Personal Development and Healthy Relationship						
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;	†◆					†◆
Physical Education						
Active Living						
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;			†◆		†◆	

Science						
Life Science: Meeting Basic Needs and Maintaining a Healthy Body						
Growth and Development						
<ul style="list-style-type: none"> Relate bodily changes, such as acne on the skin and growth of body hair, to growth and development 		†◆				
Maintain a Healthy Body						
<ul style="list-style-type: none"> Describe the nutritional and other requirements for maintaining a healthy body Evaluate the usefulness of different information sources and answer questions about health and diet 		†◆	†◆			
	†◆	†◆				
English Language Arts						
General Curriculum Outcomes (GCO)						
<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>						
Specific Curriculum Outcomes						
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						