

<b>Key</b>	✓ Learning Outcomes that match with delivery style / underlining philosophy of the Classroom Activity
	‡ Learning Outcomes that match with the topic of the Module

### Grade 4

#### Health & Physical Education

Media & Peer Pressures    Healthy Eating    Active Living    Teasing    Adult Role Models    School Climate

### 1. LIVING SKILLS

#### Personal Skills

1.1	use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress;	✓	✓	✓	✓		
1.2	use adaptive, management, and coping skills to help them respond to the various challenges they encounter;	✓	✓	✓	✓		

#### Interpersonal Skills

1.3	communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately;	✓	✓	✓	✓		
1.4	apply relationship and social skills ...to help them interact positively with others, build healthy relationships, and become effective team members;	✓	✓	✓	✓		✓

#### Critical and Creative Thinking

1.5	use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education;	✓	✓	✓	✓	✓	✓
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### A. ACTIVE LIVING

#### A1. Active Participation

A1.1	actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part;			√‡	√‡		
A1.2	demonstrate an understanding of factors that contribute to their personal enjoyment of being active;	√‡	√‡	√‡	√‡	√	√
A1.3	identify factors that can either motivate or make it difficult for people to be physically active every day and describe ways of overcoming obstacles to staying active;	√‡	√‡	√‡	√‡	√‡	√‡

#### A2. Physical Fitness

A2.2	identify how different physical activities affect the body and contribute to physical fitness and good health;			√‡			
A2.3	assess their level of exertion during physical activity, using simple self-assessment techniques;			√‡			
A2.4	develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity;			√‡	√‡		

#### A3. Safety

A3.1	demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity;		√	√‡	√‡		
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### C. HEALTHY LIVING

#### Healthy Eating

C1.1	identify the key nutrients provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance;		√†				
C2.1	analyse personal food selections through self-monitoring over time, using the criteria in Canada's Food Guide and develop a simple healthy-eating goal appropriate to their age and activity level;		√†				
C3.1	identify ways of promoting healthier food choices in a variety of settings and situations (e.g., school, arena, recreation centre, stores, food courts, special events; when camping, having a snack or meal at a friend's house, eating on weekends versus weekdays;	√†	√†			√†	√†

#### Personal Safety and Injury Prevention

C1.2	identify risks associated with communications technology and describe precautions and strategies for using these technologies safely;	√†					
C1.3	describe various types of bullying and abuse including bullying using technology and identify appropriate ways of responding;	√	√	√	√†		√
C2.2	apply a decision-making process to assess risks and make safe decisions in a variety of situations;	√†	√†	√†	√†		

#### C2.3 Substance Use, Addictions, and Related Behaviours

	demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes;	√†					
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### LANGUAGE

#### Reading

##### *Reasoning and Critical Thinking*

develop their opinions by reading a variety of materials;

√      √      √      √      √      √

##### *Oral and Visual Communication*

##### *Group Skills*

present information to their peers in a focused and organized form on a topic of mutual interest;

√      √      √      √      √      √

listen to others and stay on topic in group discussion;

√      √      √      √      √      √

use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions);

√      √      √      √      √      √

##### *Media Communication Skills*

identify and describe the different types of advertising that they encounter in their surroundings (e.g., on billboards, T-shirts);

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### THE ARTS

#### Drama and Dance

##### Knowledge of Elements

Demonstrate an understanding of voice and audience by speaking and writing in role as (e.g., using the first person point of view); characters in a story;

✓

✓

✓

✓

✓

✓

##### Creative Work

Demonstrate the ability to maintain concentration while in role (e.g., create tableaux in small groups, facial expressions, and symbols to convey meaning);

✓

✓

✓

✓

✓

✓