

Helping Kids Live Well
Target Grades: K-6

Curriculum:

The following table outlines the curriculum content that is discussed in this presentation. This presentation can support the work that is done in the classroom and provides opportunities for students to actively participate.

Physical Education/Health Education

General Learning Outcome – GLO	Outcome Strand	Sub-Strand	SLO Description	K	1	2	3	4	5	6
Fitness Management										
	Fitness Components	Fitness Components	Discuss exercises and physical activities associated with health-related fitness components	X	X	X	X			
	Fitness Components	Fitness Components	Recognize/Identify the health-related fitness components					X	X	
	Fitness Benefits	Fitness Benefits	Discuss the fact that daily physical activity makes muscles strong, including the heart	X						
	Fitness Benefits	Fitness Benefits	Recognize that vigorous physical activity is important for health and fitness development		X					
	Fitness Benefits	Fitness Benefits	Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs				X			

General Learning Outcome – GLO	Outcome Strand	Sub-Strand	SLO Description	K	1	2	3	4	5	6
	Fitness Benefits	Fitness Benefits	Identify the fitness benefits						X	
	Fitness Development	Exercise Physiology (structure and function)	Show an understanding of the location of main internal body parts affected by exercise	X	X	X				
	Fitness Development	Exercise Physiology (effects of exercise on body systems)	Recognize the physical changes in the body during physical activity	X	X	X				
	Fitness Development	Exercise Physiology (structure and function)	Show an understanding of the location, size, and function of the heart				X	X		
	Fitness Development	Exercise Physiology (effects of exercise on body systems)	Identify short-term effects of exercise/physical activity on the body				X	X		
	Fitness Development	Exercise Physiology (structure and function)	Recognize the terms associated with the function of the cardiovascular system in the context of exercise and physical activity						X	
	Fitness Development	Exercise Physiology (effects of exercise on body systems)	Describe the effects of aerobic activities and inactivity on the cardiovascular system						X	
	Fitness Development	Exercise Physiology (effects of exercise on body systems)	Describe the effects of exercise and inactivity on the human skeletal system							X
	Fitness Development	Warm-up/Cool-down	Recognize that proper warm-up activities prepare muscles for vigorous activities	X	X	X	X			

General Learning Outcome – GLO	Outcome Strand	Sub-Strand	SLO Description	K	1	2	3	4	5	6
	Fitness Development	Warm-up/Cool-down	Recognize the importance of light aerobic activities and stretching as part of cool-down following vigorous activity					X		
	Fitness Development	Motivational Factors	Identify personal factors that influence physical activity participation and build self-confidence	X	X	X	X			
	Fitness Development	Motivational Factors	Discuss how setting realistic goals and developing strategies can contribute to personal achievement					X		
	Fitness Development	Motivational Factors	Determine the intrinsic and extrinsic factors that motivate participation in fitness development						X	
	Fitness Development	Training Principles	Show an understanding of the factors affecting personal fitness development		X	X	X	X	X	X
	Acquisition / Application of Fitness Management Skills	Heart-Rate Monitoring	Determine own degree of exertion through simple methods while participating in physical activities	X	X	X	X			
	Acquisition / Application of Fitness Management Skills	Heart-Rate Monitoring	Demonstrate efficient ways to determine heart rate before and after exercise					X		

General Learning Outcome – GLO	Outcome Strand	Sub-Strand	SLO Description	K	1	2	3	4	5	6
Personal and Social Management										
	Personal Development	Decision-Making/Problem-Solving Process	Identify daily decisions and/or choices and how choices are made for health and well-being	X						
	Personal Development	Goal-Setting (process)	Identify examples of simple, realistic goals for healthy living that are short term and long term			X				
	Personal Development	Goal-Setting (process)	Identify a goal-setting process for establishing personal goals					X		
	Personal Development	Goal-Setting (personal planning and responsibility)	Describe the importance of self-regulation and taking responsibility for one's own actions for personal success						X	
	Personal Development	Goal-Setting (personal planning and responsibility)	Determine effective time-management techniques and organizational skills for personal planning							X
	Personal Development	Goal-Setting (personal planning and responsibility)	Describe the factors that affect personal motivation and achievement of goals					X		
	Personal Development	Decision-Making/Problem-Solving Process	Identify the influence of self and others on setting priorities and making responsible personal decisions						X	

General Learning Outcome – GLO	Outcome Strand	Sub-Strand	SLO Description	K	1	2	3	4	5	6
	Personal Development	Decision-Making/Problem-Solving Process	Describe how personal factors and social factors influence making responsible and health-enhancing decisions							X
	Acquisition of Personal and Social Management Skills	Goal-Setting/Planning	Set goals to enhance health and physical well-being					X		
	Acquisition of Personal and Social Management Skills	Decision-Making/Problem-Solving	Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices						X	
	Acquisition of Personal and Social Management Skills	Decision-Making/Problem Solving	Determine positive and negative consequences of possible solutions as part of the decision-making/problem solving process for making healthy living choices							X
Healthy Lifestyle Practices										
	Application of Decision-Making/Problem-Solving Skills	Personal Health Practices	Identify daily habits for leading a physically active and healthy life	X		X				
	Application of Decision-Making/Problem-Solving Skills	Healthy Food Choices (planning)	Match a variety of healthy snacks to food groups and “other groups”	X						

General Learning Outcome – GLO	Outcome Strand	Sub-Strand	SLO Description	K	1	2	3	4	5	6
	Application of Decision-Making/Problem-Solving Skills	Healthy Food Choices (planning)	Sort/classify a variety of foods into the food groups according to Canada's Food Guide to Healthy Eating			X				
	Application of Decision-Making/Problem-Solving Skills	Personal Health Practices	Use a decision-making/problem-solving process, with guidance, to determine consequences of good and poor daily health habits				X			
	Application of Decision-Making/Problem-Solving Skills	Personal Health Practices	Identify the importance of taking responsibility for personal hygiene practices on a regular basis					X		
	Personal Health Practices	Illness/Disease Prevention	Identify ways to prevent reactions to various environmental conditions					X		
	Active Living	Benefits of Physical Activity	Identify the health benefits of participating in regular physical activity	X	X	X	X			
	Active Living	Benefits of Physical Activity	Describe feelings associated with participation in physical activities as these feelings contribute to personal health and well-being					X		
	Active Living	Benefits of Physical Activity	Recognize the physical benefits and the socio-emotional benefits of participating in daily physical activities							X

General Learning Outcome – GLO	Outcome Strand	Sub-Strand	SLO Description	K	1	2	3	4	5	6
	Active Living	Influence of Technology on Physical Activity	Discuss how automation and information technology has an impact on daily physical activity	X	X	X	X			
	Active Living	Influence of Technology on Physical Activity	Determine how much personal time is spent in active and sedentary activity for a set period of time					X		
	Active Living	Influence of Technology on Physical Activity	Identify the positive and negative influences of media and other sources on promoting active living							X
	Active Living	Physical Activity Choices	Identify opportunities to be active daily, alone or with family and others			X	X			
	Active Living	Physical Activity Choices	Identify ways to be physically active indoors and outdoors in own community on a daily on a daily and/or regular basis					X		
	Active Living	Physical Activity Choices	Identify responsible decisions that promote daily physical activity							X
	Nutrition	Healthy Eating (choosing food)	Recognize the food guide rainbow and a variety of foods in Canada's Food Guide to Healthy Eating	X	X					
	Nutrition	Healthy Eating (choosing food)	Differentiate between "everyday" and "sometime" foods in Canada's Food Guide to Healthy Eating			X	X			

General Learning Outcome – GLO	Outcome Strand	Sub-Strand	SLO Description	K	1	2	3	4	5	6
	Nutrition	Healthy Eating (choosing food)	Demonstrate an understanding of food groups, serving sizes, and serving numbers that support good health					X		
	Nutrition	Healthy Eating (choosing food)	Identify food choices and types of physical activity for a healthy body							X
	Nutrition	Healthy Eating (growth and development)	Recognize that you need food to grow and feel good	X	X					
	Nutrition	Healthy Eating (growth and development)	Identify the function of a variety of food groups for growth and development			X	X	X		
	Nutrition	Healthy Eating (growth and development)	Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body							X
	Nutrition	Food and Fluid for Active Bodies	Identify the need for daily food & fluid to support physical activity	X	X	X	X			
	Nutrition	Food and Fluid for Active Bodies	Describe the best type and quantities of fluid to consume during various physical activities under different conditions					X		
	Nutrition	Food and Fluid for Active Bodies	Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities							X

General Learning Outcome – GLO	Outcome Strand	Sub-Strand	SLO Description	K	1	2	3	4	5	6
	Substance Use & Abuse Prevention	Effects of Substance Use	Identify helpful and/or harmful substances and their effects on a healthy body	X	X	X	X			
	Substance Use & Abuse Prevention	Effects of Substance Use	Describe effects and consequences of substance use on body systems						X	
	Substance Use & Abuse Prevention	Helpful and Harmful Substances	Identify and describe the potential dangers associated with substance use in the community				X			
	Substance Use & Abuse Prevention	Factors Affecting Substance Use	Recognize the factors that can influence making decisions regarding substance use				X			
	Substance Use & Abuse Prevention	Factors Affecting Substance Use	Identify peer, cultural, media and social influences related to substance use and abuse						X	

Grade 5 Science Curriculum

Specific Learning Outcomes

Grade 5: Maintaining a Healthy Body

5-1-01	Use appropriate vocabulary related to their investigations of human health. Include: nutrients; carbohydrates; proteins; fats; vitamins; minerals; Canada's Food Guide to Healthy Eating; food group; serving size; terms related to the digestive, skeletal, muscular, nervous, integumentary, respiratory, and circulatory systems	GLO: B3, C6, D1
5-1-02	Interpret nutritional information found on food labels. <i>Examples: ingredient proportions, identification of potential allergens, information related to energy content and nutrients</i>	GLO: B3, C4, C5, C8
5-1-03	Describe the types of nutrients in foods and their function in maintaining a healthy body. Include: carbohydrates, proteins, fats, vitamins, minerals	GLO: B3, D1
5-1-04	Evaluate a daily menu plan and suggest changes to make it align more closely with Canada's Food Guide to Healthy Eating. Include: serving size recommendations according to age for each food group	GLO: B3, C3, C4, C8
5-1-05	Evaluate prepared food products using the design process. <i>Examples: frozen pizza, snack foods, beverages</i>	GLO: B3, C3, C4, C8
5-1-10	Identify the major components of the respiratory and circulatory systems, and describe the role of each system in the human body. Include: the nose, trachea, and lungs take in oxygen and expel carbon dioxide; the heart, blood vessels, and blood transport oxygen, nutrients, and waste products such as carbon dioxide	GLO: D1, E2
5-1-13	Identify and describe factors necessary to maintain a healthy body. Include: daily physical activity, a balanced diet, fluid replacement, adequate sleep, appropriate hygiene practices, regular check-ups	GLO: B3, C4, D1

5-1-15	Explain how human health may be affected by lifestyle choices and natural- and human-caused environmental factors. Include: smoking and poor air quality may cause respiratory disorders; unhealthy eating and physical inactivity may lead to diabetes or heart disease; prolonged exposure to the Sun can cause skin cancer	GLO: B3, B5, C4, D1
--------	--	------------------------