

→ Curriculum Connections



➤ Curriculum Connections

Lessons		Curriculum Expectations:	
Lesson 1 ➤	➤ DRINK DETECTIVE	Health and Physical Education - Healthy Living <i>See the Ontario Curriculum, Health and Physical Education, Grades 1-8, for examples, teacher prompts and student responses related to expectations.</i>	
	What Will The Students Learn?		
Checkpoint 1	By the end of this lesson, students will be able to:	Gr. 3	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C1.1 demonstrate an understanding of how the origins of food affect its nutritional value and environmental impact [CT]
	<ul style="list-style-type: none"> Use self-awareness and self-monitoring skills as they examine the nutritional content of various drinks and personal drink choices in order to make healthier choices. 		
	How Will I Know What The Students Have Learned?	Gr. 4	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living 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 [CT] C3.1 identify ways of promoting healthier food choices in a variety of settings and situations [CT]
	Can students apply self-awareness skills as they demonstrate an understanding of healthier drink choices?	Gr. 5	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C2.1 explain how to use Nutrition Facts tables and ingredient lists on food labels to make healthier personal food choices [CT]
	<ul style="list-style-type: none"> Assessment Tool 1: Anecdotal Recording Chart Assessment Tool 2: Sip Smart!™ Ontario Drink Diary Teacher observation and verbal feedback Student self-assessment using Thumbs-Up Strategy 	Gr. 6	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating [CT]
	Gr. 7	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C3.1 demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines, and identify ways of encouraging healthier eating practices	

Lessons		Curriculum Expectations:	
Lesson 2 →	➔ SUGAR, SUGAR!	Health and Physical Education - Healthy Living	
	What Will The Students Learn?	<i>See the Ontario Curriculum, Health and Physical Education, Grades 1-8, for examples, teacher prompts and student responses related to expectations.</i>	
Lesson 2 →	By the end of this lesson, students will be able to: <ul style="list-style-type: none"> Examine nutrition fact tables of various drinks to make healthier food choices. Use self-awareness and self-monitoring skills to make classroom healthy drinking goals. 	Gr. 3	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C3.1 explain how local fresh foods and foods from different cultures can be used to expand their range of healthy eating choices [CT]
	How Will I Know What The Students Have Learned?	Gr. 4	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living 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 [CT]
Checkpoint 1	Can students apply self-awareness skills as they demonstrate an understanding of healthier food choices? <ul style="list-style-type: none"> Assessment Tool 1: Anecdotal Recording Chart Assessment Tool 2: Sip Smart!™ Ontario Drink Diary Teacher observation and verbal feedback Student self-assessment using Thumbs up Strategy 	Gr. 5	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C2.1 explain how to use Nutrition Facts tables and ingredient lists on food labels to make healthier personal food choices [CT]
	Can students use nutrition labels to demonstrate an understanding of the amounts of sugar in various drinks? <ul style="list-style-type: none"> Assessment Tool 1: Anecdotal Recording Chart Teacher observation and verbal feedback 	Gr. 6	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating [CT]
Checkpoint 2		Gr. 7	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C3.1 demonstrate an understanding of personal and external factors that affect people's food choices and eating routines, and identify ways of encouraging healthier eating practices

Lessons		Curriculum Expectations:	
Lesson 3 →	→ NOT JUST SUGAR	Health and Physical Education - Healthy Living <i>See the Ontario Curriculum, Health and Physical Education, Grades 1-8, for examples, teacher prompts and student responses related to expectations.</i>	
	What Will The Students Learn?	Gr. 3	<p>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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>C2.1 demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health [PS]</p>
	By the end of this lesson, students will be able to: <ul style="list-style-type: none"> Use self-awareness and self-monitoring skills to analyze the class' healthy drink choices. Explore the effects of various sugary drink ingredients on the body. Communicate research findings in a variety of forms for different audiences. 	Gr. 4	<p>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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>C2.1 analyze 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 [CT]</p> <p>C3.1 identify ways of promoting healthier food choices in a variety of settings and situations [CT]</p>
	How Will I Know What The Students Have Learned?	Gr. 5	<p>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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>C2.1 explain how to use Nutrition Facts tables and ingredient lists on food labels to make healthier personal food choices [CT]</p>
Checkpoint 1	Can students apply self-awareness skills as they demonstrate an understanding of healthier drink choices? <ul style="list-style-type: none"> Assessment Tool 1: Anecdotal Recording Chart Assessment Tool 2: Sip Smart!™ Ontario Drink Diary Teacher observation and verbal feedback Student self-assessment using Thumbs-Up Strategy 	Gr. 6	<p>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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>C3.1 explain how healthy eating and active living work together to improve a person's general health and well-being and how the benefits of both can be promoted to others [CT]</p>
	Can students identify the amount of caffeine in a drink and consider the effects of sugar, caffeine, and acid on their body, including oral health? <ul style="list-style-type: none"> Assessment Tool 1: Anecdotal Recording Chart Teacher observation and verbal feedback 	Gr. 7	<p>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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>C2.1 demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders [CT]</p>
		Science: Understanding Life Systems <i>See the Ontario Curriculum, Science, Grades 1-8, for examples, teacher prompts and student responses related to expectations.</i>	
Checkpoint 3	Can students communicate research findings with different audiences and for a variety of purposes? <ul style="list-style-type: none"> Assessment Tool 1: Anecdotal Recording Chart Assessment Tool 3: Observations of "Tooth" Experiment Teacher observation and verbal feedback 	Gr. 3	2.7 use a variety of forms to communicate with different audiences and for a variety of purposes
		Gr. 4	2.6 use a variety of forms to communicate with different audiences and for a variety of purposes
		Gr. 5	2.5 use a variety of forms to communicate with different audiences and for a variety of purposes
		Gr. 6	2.5 use a variety of forms to communicate with different audiences and for a variety of purposes
		Gr. 7	2.5 use a variety of forms to communicate with different audiences and for a variety of purposes

Lessons		Curriculum Expectations:	
Lesson 4 →	<p>→ SIP SMART!</p> <p>What Will The Students Learn?</p> <p>By the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Use self-awareness and self-monitoring skills to analyze the class' healthy drink choices. • Explore the effects of various sugary drink ingredients on the body. • Communicate research findings in a variety of forms for different audiences. 	<p>Health and Physical Education - Healthy Living <i>See the Ontario Curriculum, Health and Physical Education, Grades 1-8, for examples, teacher prompts and student responses related to expectations.</i></p>	
		Gr. 3	<p>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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>C2.1 demonstrate an understanding of the importance of good oral health to overall health, and assess the effect of different food choices on oral health [PS]</p>
		Gr. 4	<p>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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>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 [CT]</p> <p>C3.1 identify ways of promoting healthier food choices in a variety of settings and situations [CT]</p>
Checkpoint 1	<p>How Will I Know What The Students Have Learned?</p> <p>Can students apply self-awareness skills as they demonstrate an understanding of healthier food choices?</p> <ul style="list-style-type: none"> • Assessment Tool 2: Sip Smart!™ Ontario Drink Diary • Teacher observation and verbal feedback • Student self-assessment using 3, 2, 1 Reflection Exit Card 	Gr. 5	<p>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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>C2.1 explain how to use Nutrition Facts tables and ingredient lists on food labels to make healthier personal food choices [CT]</p>
		Gr. 6	<p>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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>C3.1 explain how healthy eating and active living work together to improve a person's general health and well-being and how the benefits of both can be promoted to others [CT]</p>
Checkpoint 2	<p>Can students identify the amount of caffeine in a drink and consider the effects of sugar, caffeine, and acid on their body, including oral health?</p> <ul style="list-style-type: none"> • Assessment Tool 3: Observations of "Tooth" Experiment • Teacher observation and verbal feedback 	Gr. 7	<p>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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living</p> <p>C2.1 demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders [CT]</p>
			<p>Science: Understanding Life Systems <i>See the Ontario Curriculum, Science, Grades 1-8, for examples, teacher prompts and student responses related to expectations.</i></p>
Checkpoint 3	<p>Can students communicate research findings with different audiences and for a variety of purposes?</p> <ul style="list-style-type: none"> • Assessment Tool 1: Anecdotal Recording Chart • Teacher observation and verbal feedback 	Gr. 3	2.7 use a variety of forms to communicate with different audiences and for a variety of purposes
		Gr. 4	2.6 use a variety of forms to communicate with different audiences and for a variety of purposes
		Gr. 5	2.5 use a variety of forms to communicate with different audiences and for a variety of purposes
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		Gr. 7	2.5 use a variety of forms to communicate with different audiences and for a variety of purposes

Lessons		Curriculum Expectations:	
Lesson 5 →	→ THINK BEFORE YOU DRINK!	Health and Physical Education - Healthy Living <i>See the Ontario Curriculum, Health and Physical Education, Grades 1-8, for examples, teacher prompts and student responses related to expectations.</i>	
	What Will The Students Learn?		
	By the end of this lesson, students will be able to: <ul style="list-style-type: none"> Use self-awareness and self-monitoring skills to analyze the class' healthy drink choices. Demonstrate an understanding of personal and external factors that affect people's drink choices. 	Gr. 3	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C1.1 demonstrate an understanding of how the origins of food affect its nutritional value and environmental impact [CT]
		Gr. 4	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C3.1 identify ways of promoting healthier food choices in a variety of settings and situations [CT]
	How Will I Know What The Students Have Learned?	Gr. 5	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C3.1 describe how advertising and media influences affect food choices, and explain how these influences can be evaluated to make healthier choices [CT]
Checkpoint 1	Can students apply self-awareness skills as they demonstrate an understanding of healthier food choices? <ul style="list-style-type: none"> Assessment Tool 1: Anecdotal Recording Chart Assessment Tool 4: Quiz Grades 3, 4, and 5 Assessment Tool 5: Quiz Grades 6 and 7 Student self-assessment using 5 Minute Write 	Gr. 6	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating [CT]
		Gr. 7	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, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living C3.1 demonstrate an understanding of personal and external factors that affect people's food choices and eating routines, and identify ways of encouraging healthier eating practices
Checkpoint 2	Can students demonstrate an understanding of personal and external factors that affect people's drink choices? <ul style="list-style-type: none"> Assessment Tool 1: Anecdotal Recording Chart Teacher observation and verbal feedback 	Science: Understanding Life Systems <i>See the Ontario Curriculum, Science, Grades 1-8, for examples, teacher prompts and student responses related to expectations.</i>	
		Gr. 3	2.7 use a variety of forms to communicate with different audiences and for a variety of purposes
		Gr. 4	2.6 use a variety of forms to communicate with different audiences and for a variety of purposes
		Gr. 5	2.5 use a variety of forms to communicate with different audiences and for a variety of purposes
		Gr. 6	2.5 use a variety of forms to communicate with different audiences and for a variety of purposes
		Gr. 7	2.5 use a variety of forms to communicate with different audiences and for a variety of purposes

References:

The Ontario Curriculum, Grades 1 – 8: Health and Physical Education, 2015 (revised)