



# Personal Wellness

Grade 3-5

(2016)



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# 1. Introduction

## 1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, where all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

*“To have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.”*

## 1.2 Atlantic Canada Essential Graduation Competencies (Draft, 2015)

Essential Graduation Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The Essential Graduation Learnings statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems’ missions are met by design and intention. The Essential Graduation Learnings statements are supported by curriculum outcomes.

Essential Graduation Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate from high school. Achievement of the Essential Graduation Competencies prepares students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

<b>Creativity and Innovation</b>	<i>Learners are expected to engage in creative processes, to make unforeseen connections, and to generate new and dynamic ideas, techniques and products. They value aesthetic expression and appreciate the creative and innovative works of others.</i>
<b>Citizenship</b>	<i>Learners are expected to act responsibly and contribute positively to the quality and sustainability of their environment, communities and society. They assess the social, cultural, economic and environmental interconnectedness and act as stewards in a local, national and global context.</i>
<b>Communication</b>	<i>Learners are expected to express themselves effectively through a variety of media. They listen, view and read for information and enjoyment.</i>

**Personal and Career Development** *Learners are expected to become self-aware and self-directed individuals who set goals, make thoughtful decision regarding learning, health and wellness, and career pathways, and take responsibility for pursuing their goals throughout life.*

**Critical Thinking** *Learners are expected to analyze and evaluate ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.*

**Technology Fluency** *Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning and career and personal goals.*

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## 2. Pedagogical Components

### 2.1 Pedagogical Guidelines

#### Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching both education and the world. It is also essential that educators recognize their own biases and are careful not to assume levels of physical, social or academic competencies based on gender, culture, socio-economic status, etc.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Newcomer students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and religion. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

#### Universal Design for Learning

Universal Design for Learning is a “framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also “...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports *Universal Design for Learning* for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- **Multiple means of representation:** provide diverse learners options for acquiring information and knowledge
- **Multiple means of action and expression:** provide learners options for demonstrating what they know
- **Multiple means of engagement:** tap into learners' interests, offer appropriate challenges, and increase motivation and engagement

For further information on *Universal Design for Learning*, view online information at the [CAST website](#), download the [UDL reference handout](#), or refer to the appendices section of this document.

UDL is neither curriculum nor a checklist. If it were either one it would oversimplify the act and professionalism of teaching. As an educator, you have studied pedagogy, classroom management, and theory. You have a collection of tools, resources, and strategies you have learned recently or over the years. The structure of UDL guides you to actively, attentively, and purposely pull from that collection. It also asks you to think differently (p. 4, *Design and Deliver*).

Louis Lord Nelson (2104) suggests the following reflective questions to support planning (p. 134):

*When I plan my lessons do I:*

- *Have a clear goal?*
- *Know how I am going to measure whether students have met the goal?*
- *Create activities and assignments that guide students toward the lesson goal?*
- *Create lessons and activities designed with options mentioned under the three principles of Engagement, Representation and Action and Expression?*
- *Create assessments directly related to the lesson's goal?*
- *Create assessments designed with the options listed under Action and Expression?*
- *Use a variety of tools and resources to create my lesson plans?*

Nelson makes the following recommendation:

*Start small. Choose one focus within the framework. Choose one focus within your practice. Enlist the involvement of other teachers, and talk with each other about your experiences. Trade suggestions. Share experiences. Share successes. Watch for change. (p. 136)*

This curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

### **English as an Additional Language-Curriculum**

Being the only official bilingual province, New-Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The New Brunswick. Department of Education and Early Childhood Development (EECD) provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. NB EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

## 2.2 Pedagogical Guidelines

### Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected throughout the learning cycle. Teachers use their professional skills, insight, knowledge, and specific criteria to determine student performance in relation to learning outcomes. Assessment is more effective if it is ongoing, participatory (formative assessment), rather than reserved for the end of a period of learning to determine a mark (summative evaluation). Each type of assessment has a different purpose, but all should be used to inform decisions regarding teaching and learning. Classroom assessment practices should be “balanced” (i.e., include both types), but the emphasis must be placed on ongoing formative assessment.

Evidence of learning needs to be collected from a variety of sources throughout the year. Some examples of assessment practices include:

- Questioning
- Observation
- Conferences
- Demonstrations
- Presentations
- Role plays
- Technology Applications
- Projects and Investigations
- Checklists/Rubrics
- Responses to texts/activities
- Reflective Journals
- Self and peer assessment
- Career Portfolios
- Projects and Investigations

### Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the [Formative Assessment](#) document.

## **Summative Assessment**

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubric templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in the area of assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site at: <https://portal.nbed.nb.ca/tr/AaE/Pages/default.aspx>

## **Cross-Curricular Literacy**

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day -in and out of school. All New Brunswick curricula include references to literacy practices and materials are available to embed explicit strategies for strengthening comprehension and to help teachers strengthen their students' reading skills.

Key documents that highlight specific cross- curricular strategies include: [K-2 Literacy Look Fors](#), [3-5 Literacy Look Fors](#), [Cross-Curricular Look Fors](#) (Grades 6-12) and [Cross-Curricular Reading Tools](#). These documents describe learning environments and key strategies that support cross-curricular literacy practices.

## 3. Subject Specific Guidelines

### 3.1 Rationale

The aim of the Personal Wellness Curriculum for grades 3-5 is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of themselves and others, and plan for the future. Health education is integral to EECD's mission and provides students with the knowledge, skills, attitudes and experiences needed to become successful learners and healthy adults.

The Personal Wellness Curriculum incorporates outcomes from the formally separate Health curriculum and the Personal Development and Career Planning curriculum. Health and wellness education encourages students to manage their own well-being and make well-informed, health-enhancing choices and develop behaviours that contribute to the well-being of themselves and others. Students learn how to: communicate effectively; be resilient; identify and minimise risk; develop strategies for coping with adversity; as well as, access and use support, for themselves and others. They develop an understanding of the attitudes and values that impact well-being, such as respect, care and concern for others. They recognize and explore career options and opportunities and commit to lifelong learning.

#### **New Brunswick's Wellness Strategy**

The New Brunswick's Wellness Strategy 2014-2021 provides a framework that will enable any community, school, workplace, organization, family or individual to identify how goals, activities, or mandates are supported by improved wellness and can contribute to enhancing wellness within the province.

The New Brunswick Wellness Strategy supports action on all dimensions of wellness and determinants of health, encourages a comprehensive approach and focuses on inclusiveness and equity. The renewed framework also promotes using a mental fitness approach to wellness, which is critical to motivation and engagement.

As defined in New Brunswick's Wellness Strategy, wellness is "the optimal state of health and well-being of individuals and groups". It is the ability of people and communities to reach their fullest potential, both in terms of health and fulfillment of purpose. The active pursuit of good health and the removal of personal and societal barriers to healthy living are key elements to achieving wellness."

Seven dimensions have been identified in New Brunswick's Wellness Strategy:

- **Emotional:** understanding ourselves, sharing feelings and coping with the challenges life can bring.
- **Mental/Intellectual:** being open to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment.
- **Physical:** taking care of our bodies and getting through our daily activities without undue fatigue or physical stress
- **Social:** relating and connecting with other people.

- **Spiritual:** living meaningful and purposeful lives, and establishing peace and harmony in our lives.
- **Environmental:** recognizing our own responsibility for the quality of the air, the water and the land that surround us.
- **Occupational:** getting personal fulfillment from our jobs or our chosen career fields, working in a healthy environment and maintaining balance in our lives.

In developing the Personal Wellness curriculum these dimensions were taken into account.

### **Comprehensive School Health**

This document is intended to support the implementation of the Comprehensive School Health (CSH) model in the public schools of New Brunswick. CSH is an integrated approach to health that incorporates instruction, services and supports, and the school environment. This model extends curriculum further than has traditionally been the case. Students are expected to fully meet their individual potential, contribute to community and pursue wellness. They will acquire knowledge, skill development, and the development of attitudes and behaviours that are supported by activities and services within the schools and their communities. This curriculum is developed in recognition that health is a shared responsibility among individuals, families, schools and communities.



## **Health Literacy**

Health literacy is the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across a lifetime (Rootman and El-Bihberty, 2008). It is hoped that the knowledge and skills acquired through this curriculum will enable students to acquire a level of health literacy needed to adopt a healthy lifestyle now and lay the foundation for a lifetime.

## **Quality Health Education**

Today's health education curriculum should teach essential knowledge, shape personal values and beliefs that support healthy behaviors, develop essential health skills necessary to adopt, practice and maintain health-enhancing behaviors. It has clear goals and behavioural outcomes, as well as, instructional strategies and learning experiences that are related to the behavioural outcomes.

## **Positive Mental Health**

Positive mental health is an essential component of overall health and can be developed by supporting individual resilience, creating supportive environments and addressing the influence of the broader determinants of mental health (Morrison and Peterson, 2013). Children today are experiencing more stress and anxiety than ever before and therefore, special attention has been given to this particular dimension of wellness.

According to Morrison and Peterson (2013), the literature on positive mental health approaches include a range of key concepts that describe the nature and characteristics of promising perspectives and practices for the promotion of mental wellness among children. These positive mental health themes include: social emotional learning, positive (strength focused) development, protective factors and resiliency, diversity, acceptance and understanding of student mental health needs, connectedness, strength-based perspectives, mental fitness and self-efficacy. Many of these themes have been addressed in the Personal Wellness curriculum.

## **Personal Development and Career Planning**

In most Canadian provinces, career education in schools begins in the early years and increases in depth and specificity over time. At the elementary school level, instruction related to career planning is generally integrated into health. The content at this level is often directly linked to developing a knowledge of self, skills to interact with others and an awareness of the importance of growth and change. The content is also geared towards developing an awareness of the relationship between work and learning, the importance of personal responsibility and good work habits, as well as, how work relates to the needs and functions of society. Content should also include recognizing the importance and diversity of work and an awareness of the different occupations and changing roles over time.

This Personal Wellness curriculum uses the competencies outlined in the Blueprint for Life/Work Designs as the foundation for student learning outcomes. The Blueprint outlines the skills, knowledge, and attitudes essential for effectively managing life, learning and work roles in the 21<sup>st</sup> century. This framework was developed through the collaboration of representatives from the

National Life/Work Centre, Canada Career Information Partnership, Human Resources Development Canada, along with partners in every Canadian province and territory. The cornerstone of the Blueprint is the matrix of eleven competencies grouped into three sections. These sections provide the basis for the general curriculum outcomes of this document.

Along with the Blueprint, two skills organizers are referenced in the outcomes of this curriculum document. These frameworks are based on research with employers and provide a comprehensive overview of the skills required by all Canadian workers:

- [The Essential Skills](#) were identified and validated by the Government of Canada, along with other national and international agencies. These skills are used in nearly every job and throughout life in different ways and in varying degrees of complexity.
- [The Employability Skills](#) were developed by the Conference Board of Canada and also provide an organizer for common skills in all jobs.

Through this course, students will be given the opportunity to explore and further develop these skills to better prepare them for learning opportunities as well as the world of work.

## **Diversity**

The Personal Wellness curriculum recognises that values, behaviours, priorities and actions related to personal wellness reflect varying contextual factors which influence the ways people live. The curriculum develops an understanding that the meanings and interests individuals and social groups have in relation to health practices and physical activity participation are diverse and therefore require different approaches and strategies. For example, when promoting healthy food choices, it is important to be aware that some students may have limited access to certain foods at home, due to food insecurity or family preferences or traditions. For this reason, caution is recommended when doing challenges that require students to bring specific foods for lunches or snacks. This does not mean a teacher should avoid discussing healthy choices, however, because all students will benefit from learning that healthy choices are often less expensive than their unhealthy alternatives (e.g. veggie sticks to snack on instead of a chocolate bar).

## **3.2 Course Description**

The Personal Wellness curriculum addresses the physical, mental/intellectual, emotional, social, spiritual, environmental and occupational dimensions of health as identified in the New Brunswick Wellness Strategy. This course is designed to motivate and assist students to maintain and improve their health, reduce health-related risk behaviors and gain a better understanding of themselves. In essence, it involves learning about the habits, behaviors, interactions and decisions related to healthy living and planning for the future. It is personal in nature and involves such topics like healthy eating, physical activity, healthy growth and development, personal safety, emotions, appreciation for diversity, relationships, strengths and personal qualities, and the world of work.

### 3.3 Curriculum Organizers and Outcomes

#### Curriculum Organizers

The Personal Wellness curriculum has been divided into strands. A strand consists of prescribed learning outcomes that share a common focus. The four strands are:

**Wellness:** As stated in New Brunswick’s Wellness Strategy, *“wellness is the optimal state of health and well-being of individuals and groups. It is the ability of people and communities to reach their fullest potential, both in terms of health and fulfillment of purpose. The active pursuit of good health and the removal of personal and societal barriers to healthy living are key elements to achieving wellness.”*

Wellness is a balanced state of emotional, intellectual, physical, social, environmental, occupational and spiritual well-being that enables students to reach their full potential in the school community. Personal wellness occurs with commitment to lifestyle choices based on healthy attitudes and actions.

Under this domain, students gain the knowledge necessary for developing and maintaining a healthy and safe lifestyle. Topics include healthy eating, healthy personal habits, and benefits of physical activity, growth and development and misuse of substances.

**Mental Fitness:** means having a positive sense of how to think, feel, and act which affects our ability to enjoy life and deal with challenges. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity.

Under this domain, students will recognize emotions in themselves and in others; identify strategies for understanding and recognizing their emotions; make decisions about responsible reactions to them, as well as, learn how to seek help when necessary.

**Relationships:** Mental health and physical well-being rely heavily on one’s abilities to form close relationships. The process of relationship building begins with families and moves to the formation of friendships. All relationships help with the development of interpersonal skills and provide experiences that assist in fine-tuning reactions to emotions and feelings. Healthy relationships are enjoyable and respectful, providing opportunities for many opportunities that affect self-esteem. A healthy relationship is a shared responsibility and requires effective communication. In this domain, students learn to value the uniqueness of others, the characteristics of healthy relationships and strategies for resolving conflict.

**Career Development:** Career development is a lifelong process of managing learning that starts at an early age, builds incrementally, and lays the foundation for assisting and preparing students to make educational, career, and employment choices. It is a lifelong, ongoing process through which students integrate their personal, family, school and community learning experiences to facilitate career and lifestyle choices and to help them transition through life and work stages. Exposing students early to career possibilities enables them to see the connections between what they are learning in school (their academic skills) and what people are doing in the “real world.” Increasing students’ awareness of the types of skills needed for potential future

jobs will make their learning purposeful and will help students realize the future applicability of academic topics they are exposed to in early educational experiences. Effective career education programs also serve to increase student academic achievement, reduce high school drop-out rates, and improve the overall standard of living of communities and their citizens.

In this domain, students will develop self- concept by looking at interests, skills, and strengths and how they are linked to careers. Moreover, students will explore the world of work and examine how personal work habits are transferable to the workplace.

## **Outcomes**

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

**General Curriculum Outcomes (GCO)** are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

### **Wellness:**

1. *Students will make responsible and informed choices to promote and maintain a healthy lifestyle.*

### **Mental Fitness:**

2. *Students will develop positive mental health.*

### **Relationships:**

3. *Students will apply the knowledge, skills and attitudes necessary to establish and maintain healthy relationships.*

### **Career Development:**

4. *Students will develop a knowledge of self and explore the world of work.*

**Specific Curriculum Outcomes (SCO)** are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

A summary chart of the specific outcomes can be found on page 17.

# Curriculum Outcomes Summary Chart

## Wellness

General Curriculum Outcome	Students will make responsible and informed choices to promote and maintain a healthy lifestyle.		
	Grade 3	Grade 4	Grade 5
Specific Curriculum Outcome	1.1 recognize the importance of healthy eating and regular physical activity for a healthy lifestyle;	1.1 examine the benefits of healthy eating and physical activity for a healthy lifestyle;	1.1 assess personal health habits and their relationship to wellness;
	1.2 describe personal habits that contribute to improved health;	1.2 explain strategies to promote healthy growth and development;	1.2 analyse the impact of the using strategies to promote healthy growth and development;
	1.3 describe how visible and invisible differences make each person unique and valuable;	1.3 identify changes that occur during puberty;	1.3 explain how the body changes during puberty;
	1.4 identify strategies to promote healthy growth and development;	1.4 identify personal hygiene practices related to puberty and well-being;	1.4 explain the importance of personal hygiene practices related to puberty;
	1.5 distinguish between helpful and harmful substances and their effects on health, and;	1.5 describes strategies to avoid the use of harmful substances, and;	1.5 discuss the factors that may influence substance use or misuse, and;
	1.6 describe behaviors and procedures that contribute to personal safety.	1.6 evaluate ways of minimizing risks in potentially dangerous situations.	1.6 select personal safety practices that promote injury prevention.

**Mental Fitness**

General Curriculum Outcome	Students will develop a positive mental health.		
	Grade 3	Grade 4	Grade 5
Specific Curriculum Outcomes	2.1 recognize the importance of talking about emotions;	2.1 describe a range of emotions;	2.1 identify sources and signs of stress as well as ways to manage it;
	2.2 demonstrate self-calming strategies to regulate emotional reactions, and;	2.2 identify strategies for regulating emotional reactions, and;	2.2 demonstrate methods for regulating emotional reactions, and;
	2.3 examine emotional responses and their influence on behaviour.	2.3 recognize expression of feelings in others.	2.3 identify strategies for seeking support for self and others.

**Relationships**

General Curriculum Outcome	Students will apply the knowledge, skills and attitudes necessary to establish and maintain healthy relationships.		
	Grade 3	Grade 4	Grade 5
Specific Curriculum Outcomes	3.1 demonstrate acceptance and appreciation for diversity;	3.1 describe how appreciating diversity can positively influence relationships;	3.1 analyze how appreciating diversity enhances community relationships;
	3.2 identify strategies to build and enhance friendships;	3.2 identify the importance of communication to build and maintain friendships;	3.2 describe empathic responses and their impact on interpersonal relationships;
	3.3 explain bullying and ways to prevent and intervene when it occurs, and;	3.3 identify the various types of bullying and appropriate strategies to respond, and;	3.3 explain the impact of relational aggression, and;
	3.4 explore strategies to resolve conflict.	3.4 apply strategies to resolve conflict.	3.4 describe strategies to deal with conflict across a variety of interpersonal relationships.

**Career Development**

General Curriculum Outcome	Students will develop knowledge of self and explore the world of work.		
	Grade 3	Grade 4	Grade 5
Specific Curriculum Outcomes	4.1 explore interests, skills, strengths and personal qualities necessary to build a positive self-concept;	4.1 link interests, skills, strengths and personal qualities to a positive self-concept;	4.1 develop further interests, skills, strengths and personal qualities to build/enhance a positive self-concept;
	4.2 recognize how skills, and interests can influence career choices, and;	4.2 link skills and interests to specific careers, and;	4.2 investigate specific careers and its relatedness to personal skills and interests;
	4.3 recognize the importance and diversity of work.	4.3 explain good work habits at school that are transferable to the workplace.	4.3 integrate good work habits at school, at home and in the community that are transferable to the workplace, and;
			4.4 describe the way jobs change over time in response to society's needs.

## 4. Curriculum Outcomes

### Wellness

**GCO 1: Students will make responsible and informed choices to promote and maintain a healthy lifestyle.**

By the end of grade 3, students will:

SCO 1.1	recognize the importance of healthy eating and regular physical activity for a healthy lifestyle;	
Concepts and Content (learning focus)	I Can Statements	
healthy eating; Canadian Food Guide; four food groups; food labels; Canadian Physical Activity Guidelines; proper hydration; strategies for increasing physical activity (i.e.: decrease screen time); short term and long term benefits of physical activity	I can describe healthy eating habits. I can sort food into the four food groups. I can list foods that don't belong to the four food groups. I can list healthy food choices for meals and snacks. I can tell why drinking water is important. I can describe moderate to vigorous physical activity and its benefits. I can list physical activities that develop different parts of my body. I can list three short-term benefits of physical activity.	
Resources		
<b>Rubrics:</b> <a href="#">Grade 3</a>  <b>Program:</b> <a href="#">At My Best</a>	<b>Websites:</b> <a href="#">Canada's Food Guide</a> <a href="#">Canada's Food Guide – First Nations</a> <a href="#">Screen Smart</a> <a href="#">Media Smarts</a> <a href="#">TeachNutrition.ca</a> <a href="#">Heart Healthy Schools NB</a>	<b>Documents:</b> <a href="#">UDL Sample Lesson</a> <a href="#">Nutrition Free Resources</a> <a href="#">Canadian PA Guidelines</a>  <b>Videos:</b> <a href="#">Food Labels (US)</a> <a href="#">Food Groups</a> <a href="#">The Key to Physical Activity</a> <a href="#">Canada's Food Guide</a>

SCO 1.2	describe personal habits that contribute to improved health;	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
prevent the spread of communicable diseases (vaccinations, hand washing, sneezing into sleeve, avoiding the t-zone); oral health (dental care; cavities; plaque)	I can show how to wash my hands correctly. I can describe the t-zone. I can demonstrate how to sneeze or cough into my sleeve. I can show how to brush and floss my teeth correctly.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a> <b>Website:</b> <a href="#">Oral Health in the Classroom</a> <b>Document:</b> <a href="#">Body Battles by Rita Golden Gelman</a>  <b>Videos:</b> <a href="#">Hand Washing</a> <a href="#">Sneezing 101</a> <a href="#">Germ Smart-Wash Your Hands</a> <a href="#">Protect! Don't Infect: Germ Wars</a>		

SCO 1.3	describe how visible and invisible differences make each person unique and valuable;	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
uniqueness of individuals which includes visible differences (skin, hair, eye colour, facial features, body size and shape – growth and development, ability/disability, clothing, possessions, etc.) and invisible differences (learning abilities, skills, talents, personal and cultural values and beliefs, family diversity (including single parent families, blended families, foster families, same gender parented families, etc.) gender (Gender is a complex concept; it is made up of three parts: gender biology (sex assigned at birth); gender expression (how we dress and act) and gender identity (how we feel inside), family background, etc.	I can list visible differences. I can list invisible differences. I can describe how I am unique.	
<b>Resources</b>		

<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Websites:</b>	<b>Document:</b> <a href="#">UDL Sample Lesson Plan</a>
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<b>SCO 1.4</b>	<b>identify strategies to promote healthy growth and development;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
decision-making model; goal setting (i.e. SMART goals)	I can list the steps to take to make a proper decision. I can explain why setting goals is important. I can describe how to set goals.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Websites:</b> <a href="#">What I Have Learned (SMART Goal Setting) Decision Making</a>	<b>Document:</b> <a href="#">Eat Well Be Active SMART Goals</a>

<b>SCO 1.5</b>	<b>distinguish between helpful and harmful substances and their effects on health, and;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
examples of helpful substances (i.e.: insulin) and harmful substances (i.e.: tobacco, e-cigarettes, alcohol, etc.); substance use and abuse; addictions	I can list three helpful substances. I can list three harmful substances. I can describe the difference between helpful and harmful substances. I can tell the difference between proper use and abuse of substances.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Website:</b> <a href="#">Identifying Harmful Substances – Lesson Plan</a>	<b>Documents:</b> <a href="#">Smoking and Quitting – Storybook for K-5 (PDF)</a> <a href="#">Sample Lesson Plans - Alberta</a>

SCO 1.6	describe behaviors and procedures that contribute to personal safety.	
Concepts and Content	I Can Statements	
identifying/preventing dangerous situations (fire, injury, child luring, etc.); cybersafety; using equipment appropriately in all activities (i.e. helmet when biking; using playground equipment the right way); concussion awareness; approaching animals safely; allergy safety (by-stander role for preventing allergic reactions)	I can tell a safe adult something that is difficult to share. I can identify personal information and ways to protect it. I can identify when elements of a situation are unsafe. I can list behaviors that will keep myself and others safe.	
Resources		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Websites:</b> <a href="#">Kids in the Know Personal Safety Program</a> <a href="#">Parachute Preventing Injuries</a> <a href="#">Allergy Adventures (England)</a> <a href="#">Food Allergy Canada</a> <a href="#">Allergy Aware</a> <a href="#">Allergy Asthma Info Asso</a> <a href="#">Food Allergies in Schools Toolkit (US)</a>	<b>Documents</b> <a href="#">Food Allergy Awareness Toolkit for Schools – Australia (PDF)</a> <a href="#">Concussions (KidsHealth.org)</a>
<b>Video:</b> <a href="#">Explaining Food Allergies to Kids</a> <a href="#">Concussions 101</a>		

## Mental Fitness

### GCO 2: Students will develop positive mental health.

By the end of grade 3, students will:

SCO 2.1	recognize the importance of talking about emotions;	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
definition of positive mental health; primary emotions (happy, sad, angry and scared), empathy	I can describe what a feeling is. I can talk about my feelings comfortably. I can recognize the feelings of others.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Website:</b> <a href="#">Zones of Regulation</a>	<b>Documents:</b> <a href="#">UDL Sample Lesson Plan</a> <a href="#">Stress Lessons Toolkits</a> <a href="#">Zones Bingo</a>

SCO 2.2	demonstrate self-calming strategies to regulate emotional reactions, and;	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
self-calming strategies: deep breathing, visualization, special space, meditation, physical activity, sensory management, talking to a friend, etc.	I can use strategies to calm myself.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Websites:</b> <a href="#">YouTube - GoZen</a> <a href="#">Mindfulness for Children</a> <a href="#">Zones of Regulation</a>	<b>Document:</b> <a href="#">UDL Sample Lesson Plan</a>

[Center for Early Childhood Mental Health Consultation](#)

<b>SCO 2.3</b>	<b>examine emotional responses and their influence on behaviour.</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
various emotional responses experienced by individuals in different situations	I can list emotions that others have in different situations.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Websites:</b> <a href="#">Peacefirst</a> <a href="#">WITS</a> <a href="#">Zones of Regulation</a> <a href="#">Healthy Active Kids</a> <a href="#">Teach Resiliency</a>	<b>Document:</b> <a href="#">UDL Sample Lesson Plan</a>

## Relationships

### GCO 3

**Students will apply the knowledge, skills and attitudes necessary to establish and maintain healthy relationships.**

By the end of 3, students will:

<b>SCO 3.1</b>	<b>demonstrate acceptance and appreciation for diversity;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
diversity (acceptance/appreciation/celebration), examples of diversity, including family diversity	I can list examples of diversity. I can name ways that demonstrate appreciation for others.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Websites:</b> <a href="#">WITS Program</a> <a href="#">Start Empathy</a> <a href="#">Teaching Tolerance</a> <a href="#">Human Rights Education</a>	<b>Documents:</b> <a href="#">UDL Sample Lesson Plan</a> <a href="#">KidsHealth - Empathy</a>

<b>SCO 3.2</b>	<b>identify strategies to build and enhance friendships;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
qualities of a good friend (kind, honest, fair, fun to be with, helpful, etc.); making and keeping friends (respect, communication; conflict resolution)	I can describe a good friend. I can find three ways to be a good friend. I can name ways to keep friends.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Websites:</b> <a href="#">Kids in the Know Personal Safety Program</a> <a href="#">The Ophelia Project</a>	<b>Documents:</b> <a href="#">UDL Sample Lesson Plan Let's Be Friends</a>

<b>SCO 3.3</b>	<b>explain bullying and ways to prevent and intervene when it occurs, and;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
definition of bullying; strategies for preventing bullying; where to go for help; difference between bullying and conflict	I can define bullying. I can distinguish between bullying and conflict. I can list three ways to deal with bullying.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Websites:</b> <a href="#">PREVNet</a> <a href="#">The Ophelia Project</a> <a href="#">Kids in the Know Personal Safety Program</a> <a href="#">Safe@School</a> <a href="#">WITS</a>	<b>Documents:</b> <a href="#">UDL Sample Lesson Plan Relational Aggression RAISE BOYS</a> <a href="#">It Has A Name: Relational Aggression</a>

<b>SCO 3.4</b>	<b>explore strategies to resolve conflict.</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
conflict resolutions models (models should include: how to speak and listen, work together to find positive solutions, choose a mutually agreeable option)	I can state ways to resolve conflict.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Websites:</b> <a href="#">Conflict Resolution Workshop</a> <a href="#">WITS</a> <a href="#">Human Rights Education</a>	<b>Document:</b> <a href="#">Conflict Resolution</a>

## Career Development

### GCO 4

**Students will develop knowledge of self and explore the world of work.**

By the end of 3, students will:

<b>SCO 4.1</b>	<b>explore the interests, skills, and strengths necessary to build a positive self-concept;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
strengths; positive self-esteem; self-awareness; nurturing inner self	I can list things I like to do. I can list things I'm good at. I can share my personal strengths with others.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Website:</b> <a href="#">Ways to Spark Self-Discovery</a>	<b>Documents:</b> <a href="#">UDL Sample Lesson Plan</a> <a href="#">Getting to Know Me PDF</a> <a href="#">Blueprint For Life</a>

<b>SCO 4.2</b>	<b>explore how skills and interests can influence career choices, and;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
career exploration; transferable skills	I can identify jobs in my community. I can lists jobs that interest me. I can connect what I'm good at to jobs.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Website:</b>	<b>Documents:</b> <a href="#">UDL Sample Lesson Plan</a> <a href="#">Blueprint For Life</a>

<b>SCO 4.3</b>	<b>recognize the importance and diversity of work.</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
importance of work, gender stereotype and occupations	I can describe why work is important. I can describe a gender stereotype.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 3</a>	<b>Website:</b> <a href="#">Non-Traditional Careers in New Brunswick</a> <a href="#">Ontario Skills Passport</a>	<b>Document:</b> <a href="#">When I Grow Up - PDF</a>

## Wellness

**GCO 1: Students will make responsible and informed choices to promote and maintain a healthy lifestyle.**

By the end of grade 4, students will:

SCO 1.1	examine the benefits of healthy eating and physical activity for a healthy lifestyle;	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
benefits of healthy eating; four food groups, food labels, healthy food choices; benefits of proper hydration; short and long term benefits of physical activity; screen time	I can list the benefits of healthy eating. I can locate food labels and use them to make healthy choices. I can make healthy drink choices. I can explain short term effects of physical activity. I can list long term benefits of physical activity.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>  <b>Videos:</b> <a href="#">Canada's Food Guide Vegetables and Fruit</a> <a href="#">Grain Products</a> <a href="#">Milk and Alternatives</a> <a href="#">Meat and Alternatives</a>	<b>Websites:</b> <a href="#">Canada's Food Guide</a> <a href="#">Canada's Food Guide – First Nations</a> <a href="#">Sip Smart! Screen Smart</a> <a href="#">Eat Well and Be Active Toolkit</a> <a href="#">Mission Nutrition</a> <a href="#">Wallet Wellness (Financial Literacy and Healthy Eating)</a> <a href="#">TeachNutrition.ca</a> <a href="#">Heart Healthy Schools NB</a>  <b>Program:</b> <a href="#">At My Best 4, 5, 6</a>	<b>Documents:</b> <a href="#">ActNowBC</a> <a href="#">Aboriginal Diabetes Initiative Resource (PDF)</a> <a href="#">Teach Nutrition: Food Guide activities (use after viewing the videos)</a> <a href="#">Canadian PA Guidelines</a> <a href="#">Nutrition Free Resources</a> (Food Model Cards order)

<b>SCO 1.2</b>	<b>explain strategies to promote healthy growth and development;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
decision making; goal setting; forming healthy habits	I can show ways to make proper decisions about my health and well-being. I can set short-term goals for myself.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>	<b>Websites:</b> <a href="#">Eat Well and Be Active Toolkit</a> <a href="#">At My Best 4 5 6</a>	<b>Document:</b> <a href="#">Setting SMART Goals</a>

<b>SCO 1.3</b>	<b>identify changes that occur during puberty;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
physical changes that occur during puberty (using appropriate vocabulary): growth of body hair, breast development, onset of menstruation and nocturnal emissions, changes in voice and body size and weight), production of body odour, skin changes  emotional (excitement, embarrassment, confusion, fear) and social impact (changes in relationships, teasing due to changes, attraction to others) resulting from these changes.	I can list physical changes that occur during puberty. I can list emotional changes that occur during puberty. I can list social changes that occur during puberty.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>	<b>Websites:</b> <a href="#">Teaching Sexual Health</a> <a href="#">Teaching Sexual Health Puberty Changes in Me</a>	<b>Document:</b> <a href="#">UDL Lesson Plan</a> <a href="#">Puberty Sample Lesson Plans</a>
<b>SCO 1.4</b>	<b>identify personal hygiene practices related to puberty and personal well-being;</b>	

Concepts and Content	I Can Statements	
increased importance of regular bathing/showering; use of hygiene products; regular clothing changes; oral health; benefits of sleep; positive sleep routines, etc.	I can list personal hygiene practices related to changes in my body. I can list the impact of some foods on my oral health. I can list three reasons why sleep is healthy.	
Resources		
Kids.org (sleep)		
<b>Rubrics:</b> <a href="#">Grade 4</a>  <b>Videos:</b> <a href="#">You Tube - Hand Hygiene</a> <a href="#">You Tube – How to Brush your Teeth Properly</a>	<b>Websites:</b> <a href="#">Oral Health in the Classroom</a> <a href="#">Teaching Sexual Health</a> <a href="#">KidsHealth.org (sleep)</a>	<b>Documents:</b> <a href="#">UDL Lesson Plan</a> <a href="#">Sleep – KidsHealth.org</a>

SCO 1.5	describe strategies to avoid the use of harmful substances, and;	
Concepts and Content	I Can Statements	
list of harmful substances: tobacco, alcohol, drugs, e-cigarettes, energy drinks, etc.; influence of peer pressure; refusal skills	I can give examples of peer pressure that encourages the use of harmful substances. I can demonstrate decision making and refusal skills when offered harmful substances.	
Resources		
<b>Rubrics:</b> <a href="#">Grade 4</a>	<b>Website:</b> <a href="#">E-Cigarettes Sip Smart!</a>	<b>Document:</b> <a href="#">Back off Tobacco (Manitoba)</a> <a href="#">iMinds Drug Literacy Resource</a>

<b>SCO 1.6</b>	<b>evaluate ways of minimizing risks in potentially dangerous situations.</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
safety strategies (buddy system; trusting your instinct, etc.); safe adults; respecting boundaries; potentially dangerous situations: outdoor activities, safe use of technology; concussion awareness	<p>I can assess situations to determine if they are safe or unsafe.</p> <p>I can use safety strategies when needed.</p> <p>I can describe personal boundaries.</p> <p>I can describe ways to stay safe when using technology.</p> <p>I can describe ways to stay safe while doing outdoor activities.</p>	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>	<b>Websites:</b> <a href="#">Kids in the Know Personal Safety Program</a> <a href="#">Parachute Preventing Injuries</a>	<b>Document:</b> <a href="#">Concussions (KidsHealth.org)</a>

## Mental Fitness

**GCO 2: Students will develop positive mental health.**

By the end of grade 4, students will:

<b>SCO 2.1</b>	<b>describe a range of emotions;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
primary emotions (happy, sad, angry, fear, disgust, embarrassment and surprised): what they look like, how they feel, how they are physically expressed	I can describe seven primary emotions. I can discuss how paying attention to my feelings helps me manage my behavior and my interactions with others.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>	<b>Website:</b> <a href="#">Zones of Regulation</a>	<b>Document:</b> <a href="#">UDL Lesson Plan</a>

<b>SCO 2.2</b>	<b>identify strategies for regulating emotional reactions, and;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
strategies: laughter, physical activity, connecting with nature, talking with others, seeking help; relaxation techniques, mindfulness, etc.	I can list 5 strategies for regulating my emotions.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>	<b>Website:</b> <a href="#">Kids in the Know Personal Safety Program</a>	<b>Program:</b> <a href="#">Mindup</a>

<b>SCO 2.3</b>	<b>recognize expression of feelings in others.</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
primary emotions (happy, sad, angry, fear, disgust, embarrassment and surprised); empathy	I can identify emotions in others. I can help others.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>	<b>Website:</b> <a href="#">Kids in the Know Personal Safety Program</a> <a href="#">Roots of Empathy</a>	<b>Document:</b> <a href="#">UDL Lesson Plan</a>

## Relationships

### GCO 3

**Students will apply the knowledge, skills and attitudes necessary to establish and maintain healthy relationships.**

By the end of 4, students will:

<b>SCO 3.1</b>	<b>describe how appreciating diversity can positively influence relationships;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
diversity (acceptance/appreciation/celebration); examples of diversity including family diversity	I can list ways to show empathy toward others. I can name ways to appreciate others.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>	<b>Websites:</b> <a href="#">WITS Program</a> <a href="#">Celebrate What's Right with the World</a> <a href="#">Human Rights Education</a>	<b>Document:</b> <a href="#">UDL Lesson Plan</a>

<b>SCO 3.2</b>	<b>identify the importance of communication to build and maintain friendships;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
review the benefits of a positive relationship (enjoyable, respectful, sharing, trust, good communication); characteristics of an unhealthy relationship (tattling, gossiping, exclusion); ways of communicating (verbal or non-verbal including facial expressions, body language, text or written based language); components of effective communication (good listening skills, refusal skills, conflict resolution skills)	I can describe a healthy relationship. I can describe an unhealthy relationship. I can list ways of communicating with others. I can list and demonstrate good listening skills.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>	<b>Document:</b> <a href="#">Healthy Relationships Resource Kit (NL – PDF)</a>	

<b>SCO 3.3</b>	<b>identify the various types of bullying and appropriate strategies to resolve conflict, and;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
social, physical, verbal, cyberbullying (self/peer exploitation); bullying based on sexual orientation and or gender identity	I can list the various types of bullying. I can describe ways to respond to the various types of bullying.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>	<b>Websites:</b> <a href="#">Kids in the Know Personal Safety Program</a> <a href="#">PREVNet Types of bullying</a> <a href="#">New Brunswick LGBTQ Inclusive Education Resource</a>	<b>Document:</b> <a href="#">UDL Lesson Plan</a>

SCO 3.4	apply strategies to resolve conflict.	
Concepts and Content	I Can Statements	
conflict resolutions models (models should include: how to speak and listen, work together to find positive solutions, choose a mutually agreeable option)	I can use a strategy to resolve conflict.	
Resources		
<b>Rubrics:</b> <a href="#">Grade 4</a>		
<b>Websites:</b> <a href="#">Peacefirst</a> <a href="#">WITS</a> <a href="#">Human Rights Education</a> <a href="#">Teaching Tolerance</a>		

## Career Development

**GCO 4**
**Students will develop knowledge of self and explore the world of work.**

By the end of 4, students will:

<b>SCO 4.1</b>	<b>link interests, skills and strengths to a positive self-concept;</b>	
<b>Concepts and Content</b>		<b>I Can Statements</b>
definition of positive self-concept; interests, skills, strengths and personal qualities		I can describe my strengths. I can describe my interests. I can describe my skills. I can explain positive self-concept. I can give examples how my skills, strengths, interests can impact how I feel about myself.
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>		<b>Website:</b> <a href="#">The Zones of Regulation</a> <a href="#">The Ophelia Project</a>

<b>SCO 4.2</b>	<b>link skills and interests to specific careers, and;</b>	
<b>Concepts and Content</b>		<b>I Can Statements</b>
career exploration;		I can describe jobs that interest me. I can connect what I know about myself to jobs that interest me. I can list three jobs that are new to me.
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>  <b>Video:</b> <a href="#">Your Career Path</a>		

<b>SCO 4.3</b>	<b>explain good work habits at school that are transferable to the workplace.</b>	
<b>Concepts and Content</b>		<b>I Can Statements</b>
personal habits (being on time, rested, organized, polite, engaged, etc.) and effects on student/employee performance;		I can describe the habits I use at school that can help me in the work place.
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 4</a>		<b>Document:</b> <a href="#">UDL Lesson Plan Blueprint For Life</a>

## Wellness

**GCO 1: Students will make responsible and informed choices to promote and maintain a healthy lifestyle.**

By the end of grade 5, students will:

SCO 1.1	assess personal health habits and their relationship to wellness;	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
healthy eating, body fuel (carbohydrates, fats, proteins); sleep hygiene; personal hygiene; physical activity; dimensions of wellness (mental health); screen time; prevention of the spread of communicable diseases (vaccinations, hand washing, sneezing into sleeve, avoiding the t-zone)	<p>I can compare my eating habits for a week with the Canada's Food Guide.</p> <p>I can list the basic functions of carbohydrates, fats and proteins.</p> <p>I can monitor my screen time over the course of three days.</p> <p>I can discuss how I feel after physical activity.</p> <p>I can compare how I feel when I am rested to when I am tired.</p> <p>I can connect personal habits to health and well-being.</p>	
<b>Resources</b>		
<p><b>Rubrics:</b> <a href="#">Grade 5</a></p> <p><b>Videos:</b> <a href="#">The 6 Major Nutrients</a>  <a href="#">Canada's Food Guide</a>  <a href="#">The Nutrients – Vegetables and Fruit</a>  <a href="#">The Nutrients – Grain Products</a>  <a href="#">The Nutrients – Milk and Alternatives</a>  <a href="#">The Nutrients – Meat and Alternatives</a></p>	<p><b>Websites:</b> <a href="#">Canada's Food Guide</a>  <a href="#">Oral Health in the Classroom</a>  <a href="#">Heart Smart</a>  <a href="#">TeachNutrition.ca</a>  <a href="#">Heart Healthy Schools NB</a></p> <p><b>Program:</b> <a href="#">At My Best 4, 5, 6</a></p>	<p><b>Documents:</b> <a href="#">Teach Nutrition: Food Guide activities (use after viewing the videos)</a>  <a href="#">Nutrition Free Resources</a>  <a href="#">Eat Well and Be Active Tracking Tool</a>  <a href="#">Menu Planner</a>  <a href="#">The Plate Mate</a>  <a href="#">Mission 5421</a>  <a href="#">Canadian PA Guidelines</a></p>

<b>SCO 1.2</b>	<b>analyze the impact of using strategies to promote healthy growth and development;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
decision making; goal setting	I can set a personal goal and examine its impact on my health and well-being.	
<b>Resources</b>		
Rubrics: <a href="#">Grade 5</a>		

<b>SCO 1.3</b>	<b>explain how the body changes during puberty;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
physical changes at puberty; overview of female and male reproductive systems; menstruation and production of sperm	I can explain physical changes at puberty. I can list the functions of the female reproductive organs. I can list the functions of the male reproductive organs. I can summarize the menstruation cycle. I can summarize the production of sperm.	
<b>Resources</b>		
Rubrics: <a href="#">Grade 5</a>	Website: <a href="#">Always Changing</a>	Document: <a href="#">UDL Lesson Plan</a>
Videos: <a href="#">Puberty (Always Changing/Growing)</a>	It's Perfectly Normal (book by Robie H. Harris and Michael Emberly)	

<b>SCO 1.4</b>	<b>explain the importance of personal hygiene practices related to puberty;</b>	
<b>Concepts and Content</b>		<b>I Can Statements</b>
personal hygiene practices related to puberty (importance of regular bathing/showering; keeping external reproductive organs clean; use of hygiene products; regular clothing changes; oral health; benefits of sleep; positive sleep routines, etc.)		I can discuss personal hygiene practices related to changes in my body and include them in my daily routine.
<b>Resources</b>		
Rubrics: <a href="#">Grade 5</a>		Website: <a href="#">Always Changing</a>

<b>SCO 1.5</b>	<b>discuss the factors that may influence substance use or misuse, and;</b>	
<b>Concepts and Content</b>		<b>I Can Statements</b>
peer pressure; social media; cultural norms; traditions; addictions; use and misuse of substances		<p>I can give example of the use and misuse of substances.</p> <p>I can distinguish between positive and negative peer pressure.</p> <p>I can tell how media can influence decision making.</p> <p>I can tell how cultural norms and traditions can influence decision making.</p> <p>I can use decision-making and refusal skills to deal with pressures to misuse of substances.</p> <p>I can identify behaviours that could lead to addiction.</p>
<b>Resources</b>		
Rubrics: <a href="#">Grade 5</a>		Website: <a href="#">Smoking is not Cool</a> Document: <a href="#">Teaming up for Tobacco Free Kids (Alberta -PDF)</a>

SCO 1.6	select personal safety practices that promote injury prevention.	
Concepts and Content	I Can Statements	
safety strategies (i.e.: buddy system; trusting your instinct, etc.); safe adults; respecting boundaries; potentially dangerous situations (i.e.: outdoor activities, technology use; dog safety); allergy safety; concussion awareness	I can choose strategies in a variety of situations to keep myself safe.	
Resources		
<b>Rubrics:</b> <a href="#">Grade 5</a>	<b>Website:</b> <a href="#">Kids in the Know Personal Safety Program</a> <a href="#">Parachute Preventing Injuries</a>	<b>Documents:</b> <a href="#">Concussions (KidsHealth Org.)</a>

## Mental Fitness

**GCO 2: Students will develop positive mental health.**

By the end of grade 5, students will:

<b>SCO 2.1</b>	<b>identify sources and signs of stress, as well as, ways to manage it;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
physical activity (yoga); sleep habits; CAR; relaxation; connection with family and friends; mindfulness; meditation	I can list sources of stress. I can list signs of stress. I can name 3 ways to reduce stress.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a>	<b>Websites:</b> <a href="#">Kids in the Know Personal Safety Program</a> <a href="#">The Zones of Regulation</a> <a href="#">WITS Program</a> <a href="#">Mindup</a> <a href="#">Positive Mental Health Toolkit</a>	<b>Documents:</b> <a href="#">UDL Lesson Plan</a> <a href="#">Mental Fitness PDF</a> <a href="#">On the Right Track PDF</a> <a href="#">Mental Fitness Tips Card</a>

SCO 2.2	demonstrate methods for regulating emotions, and;	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
emotions (all feelings are acceptable), appropriate and inappropriate behaviors (not all behaviors are acceptable); difficult emotions: anger; sad, scared, embarrassed (physical manifestation of feelings)	I can distinguish between the way I feel and the way I act. I can identify what difficult emotions look like. I can discuss ways of managing difficult emotions.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a> <b>Website:</b> <a href="#">Kids in the Know Personal Safety Program</a> <b>Document:</b> <a href="#">UDL Lesson Plan</a> <a href="#">The Zones of Regulation</a>		

SCO 2.3	identify strategies for seeking support for self and for others.	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
establishing individual support networks of adults and peers; ways to access support or help; barriers to seeking support or help (i.e.: lack of confidentiality, trust, etc.); strategies to overcome barriers	I can ask for help for myself. I can ask for help for my friends or for others. I can name people and places to ask for help.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a> <b>Websites:</b> <a href="#">Kids in the Know Personal Safety Program</a> <b>Document:</b> <a href="#">UDL Lesson Plan</a> <a href="#">WITS Program</a>		

## Relationships

### GCO 3

**Students will apply the knowledge, skills and attitudes necessary to establish and maintain healthy relationships.**

By the end of grade 5, students will:

SCO 3.1	analyze how appreciating diversity enhances community relationships;	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
diversity (acceptance/appreciation/celebration); examples of diversity including family diversity	I can examine how diversity strengthens a community. I can investigate ways to celebrate community diversity.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a> <b>Websites:</b> <a href="#">Kids in the Know Personal Safety Program</a> <a href="#">Beyond the Hurt</a> <a href="#">Teaching Tolerance</a>		

<b>SCO 3.2</b>	<b>describe empathic responses and their impact on interpersonal relationships;</b>	
<b>Concepts and Content</b>		<b>I Can Statements</b>
empathy (non-verbal responses: body position and orientation); facial expression; arm and leg positioning; eye contact; voice tone, etc.)		I can give examples of non-verbal communication. I can explain empathy. I can discuss the importance of empathy in my relationships with others.
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a>	<b>Websites:</b> <a href="#">Roots of Empathy</a> <a href="#">Zones of Regulation</a> <a href="#">ACT for Youth</a>	<b>Documents:</b> <a href="#">UDL Lesson Plan</a> <a href="#">Red Rover Guide to Empathy (PDF)</a> <a href="#">Friendship – The Ophelia Project</a>

<b>SCO 3.3</b>	<b>analyze the various types of bullying and appropriate strategies to respond, and;</b>	
<b>Concepts and Content</b>		<b>I Can Statements</b>
social, physical, verbal, cyberbullying (self/peer exploitation)		I can distinguish between the various types of bullying. I can identify the role of the target, the aggressor and the bystander. I can demonstrate effective strategies to respond to bullying situations.
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a>	<b>Websites:</b> <a href="#">MediaSmarts – Put Downs Lesson</a> <a href="#">PREVNet Types of Bullying</a> <a href="#">Kids Help Phone</a>	

<b>SCO 3.4</b>	<b>analyze strategies to deal with conflict across a variety of interpersonal relationships.</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
various conflict resolution models: various relationships (i.e.: family, friends, teacher, bus driver, coach, neighbour); changes that may occur in friendship	I can select appropriate strategies to resolve conflict in different settings.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a>	<b>Websites:</b> <a href="#">Human Rights Education</a> <a href="#">Teaching Human Rights</a>	

## Career Development

### GCO 4

Students will develop knowledge of self and explore the world of work.

By the end of 5, students will:

<b>SCO 4.1</b>	<b>develop further interests, skills and strengths to build/enhance a positive self-concept;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
interests, skills, strengths, and positive self-concept	I can talk about one of my skills or strengths and how I worked to develop it. I can identify a skill or strength and develop a plan to improve it.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a>	<b>Websites:</b> <a href="#">Know Yourself</a> <a href="#">Improving Self Concept</a>	<b>Document:</b> <a href="#">Identifying Strengths</a>

<b>SCO 4.2</b>	<b>investigate specific careers and its relatedness to personal skills and interests;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
interests, skills, strengths, and passions	I can identify jobs that match my skills, interests and passions. I can identify jobs that do not match my skills, interests and passion.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a>	<b>Websites:</b> <a href="#">NB Jobs</a>	<b>Document:</b> <a href="#">UDL Lesson Plan</a> <a href="#">Blueprint For Life</a>
<b>Video:</b> <a href="#">Your Career Path</a>		

<b>SCO 4.3</b>	<b>integrate good work habits at school, at home and in the community that are transferable to the workplace, and;</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
personal habits (being on time, rested organized, polite, engaged, etc.)	I can connect the benefits of good work habits at school to those needed in the workplace.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a>	<b>Website:</b>	

<b>SCO 4.4</b>	<b>describe the way jobs change over time in response to society's needs.</b>	
<b>Concepts and Content</b>	<b>I Can Statements</b>	
changes in technology; new jobs; the gendered nature of work (stereotypes); pay equity; First Nations; newcomers; low-socioeconomic status; abilities	I can give examples of changes that have occurred in jobs. I can identify the stereotypes associated with jobs. I can state the benefits to eliminating stereotyping that limit your choice in jobs.	
<b>Resources</b>		
<b>Rubrics:</b> <a href="#">Grade 5</a>	<b>Website:</b> <a href="#">Non-Traditional Jobs in New Brunswick</a>	<b>Documents:</b> <a href="#">UDL Lesson Plan</a> <a href="#">UDL Lesson Plan (Research Project)</a>

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