Mental Health

The grade four student will:

1. understand that achieving our personal best enhances self-esteem,

2. recognize the relationship between emotional/social adjustment and physical well-being,

3. understand that boredom may be alleviated through pursuit of self-directed activities,

4. recognize the contribution of recreation to emotional well-being,

5. identify recreational activities: hobbies, physical activity or aesthetic pursuits,

6. understand that television and video games may interfere with social interaction,

7. understand the behaviours associated with jealousy and explore ways to modify them,

8. identify some of the factors which affect our feelings,

9. identify and demonstrate communication skills during group activities, and

10. evaluate communication techniques used by self and peers.

Relationships

The grade four student will:

1. understand that family structures differ,

2. realize that one’s decisions may affect other people,

3. understand that every right has a corresponding responsibility,
Grade Level Objectives

Grade Four

(Relationships continued)

4. understand that adults are responsible for the physical needs of young people,
5. understand the nature of physical abuse,
6. outline the steps to follow in decision making,
7. explain how decisions can have long-term effects,
8. become aware of male/female stereotyping,
9. identify some advantages of similarities and differences in people,
10. identify examples of positive role models and explain their importance, and
11. know how to express concern for others in the class.

Physical Growth and Development

The grade four student will:

1. locate and name the major internal body organs such as: heart, lungs, stomach, uterus, kidneys and liver,
2. explain the concept of body systems,
3. identify the major parts of the digestive system,
4. explain the functions of the digestive system,
5. identify the major parts of the urinary system,
6. explain the functions of the urinary system,
7. recognize that individuals vary in growth rate and that puberty brings on many changes, and
8. outline the functions and basic parts of the reproductive system.
Nutrition

The grade four student will:

1. understand that nutrients are needed in specific amounts for growth and development from infancy to old age,
2. understand that a variety of foods provide adequate amounts of these nutrients,
3. explain the importance of breastfeeding for infants,
4. be aware of the nutritional value of locally obtained foods such as: berries, game and seafoods,
5. describe a nutritious lunch or snack,
6. be able to select party foods or "treats" that are nutritious,
7. explain the importance of fibre in the diet, and
8. describe the relationship between nutrition and well-being.

Self Care

The grade four student will:

1. identify some chronic disorders such as allergies and asthma and some communicable diseases such as colds, flus and AIDS,
2. identify some ways to prevent the spread of communicable diseases,
3. know that the immune system is the body’s defence against disease,
4. understand the purpose of immunization,
5. demonstrate proper handwashing practice, and
6. rate personal health habits and practices in relation to caring for oneself.
Grade Level Objectives

Grade Four

Dental Health

The grade four student will:

1. identify the basic parts of a tooth,
2. describe the basics of oral hygiene,
3. explain the relationship between brushing and flossing, and tooth decay prevention,
4. know the purpose of fluoride in toothpaste,
5. know the sources of fluoride: i.e., water supply, supplements, rinses,
6. understand the role of nutrition in dental health, and
7. propose a regime/schedule to promote basic dental health and oral hygiene.

Active Living

The grade four student will:

1. understand that engaging in sedentary activities may interfere with physical fitness and social development,
2. recognize the interrelationship of physical activity, health practices and fitness,
3. identify some reasons why strength is important for boys and girls,
4. recognize and practice good posture,
5. understand how physical exercise relieves stress, and
6. propose ways to make active living a part of daily life.
Injury Prevention and Safety

The grade four student will:

1. know first aid procedures for minor cuts, bruises, burns, choking and nosebleeds,

2. demonstrate some basic first aid procedures,

3. understand that resuscitation is a lifesaving procedure,

4. recognize the potential dangers of power lines, fires and explosions,

5. know the emergency phone numbers for the community,

6. know the safety rules which govern such activities as bicycling, roller-blading, skating, ice-fishing, winter camping, riding all-terrain vehicles, using playground equipment and riding in a car,

7. understand that inappropriate clothing may be life threatening in certain weather conditions,

8. understand the necessity of obtaining the latest weather forecast prior to outings,

9. identify safety measures for prolonged exposure to sunlight,

10. examine some potentially dangerous practices in the community and in the school, and

11. assess an area of the school for possible injury risks.
Grade Level Objectives

Grade Four

Drug Education

The grade four student will:

1. relate the major functions of medicines and the importance of safe use and handling,

2. know that the most reliable sources of prescription drugs are doctors, nurses, and pharmacists,

3. identify some reasons why people use drugs for non-medicinal purposes,

4. recognize that nicotine and caffeine are drugs,

5. identify the reasons why people do or do not smoke,

6. discuss some of the physiological effects of smoking,

7. describe the short term and long term effects of smoking,

8. identify a number of activities to do instead of smoking,

9. outline the effects of environmental tobacco smoke (ETS),

10. suggest ways to protect oneself from environmental tobacco smoke (ETS),

11. practise ways to say “no” to drugs.
Grade Level Objectives

Grade Four

**Consumer Health**

The grade four student will:

1. recognize the pressures applied through advertising for brand-name health and health-related products,

2. analyze advertisements promoting the use of tobacco products,

3. identify various sources of health-related information,

4. identify some of the factors that influence the selection of health products and services, and

5. access the health services in the community.

**Environmental Health**

The grade four student will:

1. recognize the importance of clean air and water for everyday life,

2. recognize the important contribution of sanitation workers,

3. understand the responsibility of governments, communities, families and individuals for maintaining an aesthetic and healthful environment,

4. describe how air and water pollution can be controlled and/or reduced,

5. recognize the potential health hazards of air and water contamination, and

6. create a plan to address an environmental (air or water) issue in the home, school or community.
Grade Level Objectives

Grade Five

Mental Health

The grade five student will:

1. identify personal interests, abilities and strengths,
2. understand the basic concept of self-efficacy and some factors which influence it,
3. understand the interrelationship of physical and mental health, and general well-being,
4. understand that the way we are treated impacts on self-esteem and general emotional well-being, and
5. recognize what is realistic in terms of personal achievement.

Relationships

The grade five student will:

1. recognize that a peer is someone in the same age group,
2. realize that one’s behaviour may be influenced by peers,
3. identify some positive and negative peer influences,
4. identify reasons why peer pressure is effective,
5. describe ways to counteract negative peer pressure,
6. understand how male/female stereotyping affects a child’s role in some families,
7. identify ways of eliminating male/female stereotyping,
8. apply the decision-making process to daily activities,
(Relationships continued)

9. examine some of the advantages and disadvantages of independent decision making,

10. distinguish between secrets, surprises, confidentiality and privacy,

11. explain how a person can be influenced by group pressure,

12. identify some advantages of group participation,

13. outline some personal and peer problems and plan how to deal with them,

14. recognize that some behaviours toward children may be classified as abusive, and

15. recognize and identify some abusive behaviours.

Physical Growth and Development

The grade five student will:

1. identify the parts and functions of the circulatory system,

2. propose ways to maintain a healthy circulatory system,

3. identify the parts and functions of the respiratory system,

4. propose ways to maintain a healthy respiratory system,

5. identify the kinds of changes which occur in males and females during puberty,

6. realize that puberty changes may occur earlier with some individuals than others,

7. understand the functions of the female reproductive system, and

8. understand the functions of the male reproductive system.
Grade Level Objectives

Grade
Five

Nutrition

The grade five student will:

1. explain that nutritional needs vary throughout the lifespan: infants, pre-teen, adult, pregnant women and seniors,

2. describe the relationship between food variety, nutrients, and meal planning,

3. compare personal eating habits with Canada’s Guidelines for Healthy Eating,

4. analyze some popular fast foods in terms of nutritional value,

5. identify the relationships that exist between certain health problems and nutrition, for example, the effects of high energy food and weight control on the circulatory system,

6. understand why certain foods should not be consumed by individuals with allergies, and

7. read and interpret basic information on food labels.

Self Care

The grade five student will:

1. identify signs of vision and hearing difficulties,

2. realize that certain vision and hearing disorders can be corrected,

3. explain the value of wearing glasses or hearing devices,

4. understand the need for various types of mechanical devices to assist students with disabilities in functioning independently,

5. realize that a disability may not be a handicap,

6. explain the difference between virus and bacteria,
(Self Care continued)

7. understand that AIDS is caused by a virus that weakens the immune system,
8. realize that AIDS is not spread through casual contact,
9. understand that AIDS can be prevented but not cured, and
10. understand the need for caring and compassion towards people with AIDS and other terminal illnesses.

**Dental Health**

The grade five student will:

1. describe the nature and harmful effects of dental plaque,
2. know that dental care for children is free until age 12 in Newfoundland and Labrador,
3. realize that misaligned teeth can be corrected if it is necessary or desirable, and
4. identify foods that help and hinder dental health.

**Active Living**

The grade five student will:

1. identify some of the daily physical activities of classmates,
2. discuss ways to adapt various physical activities to meet the needs of all students,
3. recognize the importance of daily physical activity for general well-being,
4. identify activities that increase strength and endurance, and
5. prepare a list of ways to promote active living.
Grade Level Objectives

Grade Five

Injury Prevention and Safety

The grade five student will:

1. discuss safe practices related to such activities as snowmobiling, hockey, skiing, skateboarding, rollerblading and bicycling,

2. describe the importance of proper protection when participating in sports and other recreational activities,

3. examine various kinds of protective sport and recreation equipment,

4. explain appropriate fire safety procedures for home, school and public buildings,

5. recognize the basic types of fire extinguishers and know when it is appropriate to use them,

6. demonstrate safety practices related to outdoor activities such as camping and hiking,

7. discuss basic hunter safety and wilderness survival,

8. describe appropriate clothing for various activities and weather conditions,

9. identify some emergency situations which may occur in the community, and

10. describe how to react in certain emergency storm situations.
Grade Level Objectives

**Grade Five**

**Drug Education**

The grade five student will:

1. outline where and how to obtain accurate information regarding medicines,
2. understand that food/drink can affect the potency of certain drugs, thus the need to follow prescriptions accurately,
3. realize that alcohol is a drug (depressant),
4. identify reasons for drinking and not drinking alcohol,
5. outline the effects of occasional drinking, regular usage and prolonged usage,
6. identify commonly used inhalants,
7. develop awareness of the danger of inhalants,
8. identify reasons for using and not using mood-altering inhalants,
9. identify alternate ways to deal with personal problems,
10. demonstrate a variety of refusal skills,
11. identify some constructive activities to do instead of using substances, and
12. discuss the reasons for laws on drugs and drug abuse.
Grade Level Objectives

**Grade Five**

**Consumer Health**

The grade five student will:

1. discuss the regulations governing the sale of tobacco and alcohol products,
2. explain how advertising may affect one’s behaviour,
3. analyze some advertisements to determine their messages and how they appeal to consumers,
4. become aware of the correlation between alcohol and drug use and health care cost, and
5. identify some professional and volunteer health groups and agencies in your community.

**Environmental Health**

The grade five student will:

1. recognize the potential health hazards of the community garbage disposal site,
2. describe how litter creates an unpleasant and unsafe community environment,
3. discuss the importance of reusing, reducing and recycling waste for environmental health,
4. identify existing waste disposal and litter problems, and
5. develop a school plan to reduce waste.
Mental Health

The grade six student will:

1. distinguish between mental health and mental illness,
2. identify services to help people with mental illness,
3. identify the various resources available for personal support,
4. understand that everyone has basic emotional needs,
5. identify different kinds of feelings and understand how they influence behaviour,
6. demonstrate appropriate ways to express a variety of emotions,
7. outline the steps to follow in dealing appropriately with a personal problem,
8. recognize the importance of discussing fears or concerns with someone you can trust,
9. understand the nature of stress and its effects on the body, and
10. demonstrate some appropriate techniques in response to stressful situations.

Relationships

The grade six student will:

1. describe different kinds of relationships,
2. identify situations involving physical, emotional and sexual abuse,
3. recognize that some relationships may be abusive and there is a need to develop strategies to deal with them,
4. describe ways to express caring,
Grade Level Objectives

Grade Six

(Relationships continued)

5. identify responsibilities of family members,

6. understand that a person may have good friends of both sexes,

7. identify alternatives to dating for pre-adolescents and young adolescents,

8. identify ways of developing positive relationships with peers,

9. understand that the Provincial Human Rights Code protects people against discrimination,

10. identify instances which represent a breakdown in communication, and

11. demonstrate effective communication skills.

Physical Growth and Development

The grade six student will:

1. outline the major functions of the skeletal system,

2. explain the role of muscles and how to build healthy muscles,

3. explain the role of the nervous system and how to protect it,

4. outline the parts and functions of the endocrine system,

5. describe the role of hormones during puberty,

6. realize that puberty brings additional responsibilities for your own body,

7. understand the developing reproductive systems, and

8. realize that physical ability to reproduce occurs before social and emotional maturity.
Nutrition

The grade six student will:

1. realize that a balanced diet is desirable and is based on both nutrient and energy value,

2. explain the interrelationship of food intake and energy output and the need to keep them in balance,

3. propose nutritious food choices for meals,

4. describe some common eating disorders and their influence on health,

5. explain how the six main categories of food nutrients work in the body (water, proteins, fats, carbohydrates, vitamins, and minerals),

6. discuss some current findings on nutrition relative to disease prevention, e.g., heart disease, cancer,

7. discuss how food choices are affected by many factors including culture, tradition, religion, food availability, eating patterns and habits, and social influences and customs, and

8. realize that there is adequate food to feed the world, but distribution of it is uneven.

Self Care

The grade six student will:

1. discuss how prevention and early detection relate to wellness,

2. describe the procedures involved in a medical examination,

3. describe the methods of transfer of common communicable diseases,

4. discuss the necessity for extending personal hygiene as the body develops and grows,
Grade Level Objectives

Grade Six

(Self Care continued)

5. explain how AIDS is transmitted, and
6. discuss personal responsibility in the prevention of such conditions as AIDS, heart disease and cancer.

Dental Health

The grade six student will:
1. identify some of the major factors contributing to tooth decay and gum disease,
2. recognize the importance of consistency and proper procedures in caring for teeth,
3. recognize that dental information is constantly changing, and
4. describe first aid procedures for dental accidents.

Active Living

The grade six student will:
1. discuss the relationship between relaxation and well-being,
2. set personal goals for daily physical activity,
3. explain how daily physical activity may involve individual or group participation,
4. discuss the relationship between food, physical activity and obesity,
5. explain the relationship between physical work and heartbeat, and
6. explain the significance of a healthy cardio-vascular system.
Grade Six

Injury Prevention and Safety

The grade six student will:

1. discuss the importance of safety procedures for the use and operation of all-terrain vehicles, dirt bikes, in-line skates, skateboards and snowmobiles,

2. describe the procedures for boating and ice safety,

3. demonstrate some basic first aid procedures,

4. identify injuries which are prevalent in the community and describe ways of preventing them,

5. assess an area of the community for injury risk, i.e. home, school, recreational facility, neighbourhood or roadways,

6. describe safety practices for using electrical appliances,

7. discuss the potential dangers of overexposure to the sun and the use of tanning machines, and

8. discuss procedures and responsibilities involved in providing help in life-saving situations.

Drug Education

The grade six student will:

1. evaluate advertising techniques used to convince people to smoke cigarettes and consume alcohol,

2. discuss the personal and societal cost of smoking, drinking and other drug use,

3. identify alternative uses for money not spent on tobacco and alcohol,

4. identify street drugs and their effects on health and well-being,
Grade Level Objectives

Grade Six

(Drug Education continued)

5. identify alternatives to drug usage,

6. recognize the potential for addiction to tobacco and alcoholic beverages,

7. practice problem-solving and decision-making skills for preventing substance use and abuse,

8. practise refusal skills,

9. identify community resources that offer prevention and treatment services for substance abuse, and

10. recognize that criminal activity is sometimes related to drug abuse.

Consumer Health

The grade six student will:

1. list some of the contributions made by medical research to the cure of diseases and illnesses,

2. discuss some of the current research on health-related topics,

3. discuss the effectiveness of some health products in treating illness,

4. recognize the need for professional services when health care is required,

5. identify Medical Care Plan (MCP) as the health care plan for Newfoundland and Labrador,

6. discuss the cost of health care and the factors influencing that cost,

7. evaluate advertisements for personal care products, programs and/or services for such factors as effectiveness, appeal, accuracy of information and scientific support, and

8. identify examples of male/female stereotyping in advertising.
Environmental Health

The grade six student will:

1. identify projects for neighbourhood improvement,

2. explain why insects and rodents may be dangerous to our health,

3. discuss the safe use of pesticides,

4. describe how natural and man-made changes in the environment may have negative as well as positive implications,

5. identify ways to reduce, reuse and recycle in the community,

6. explain the greenhouse effect, the ozone layer, and pollution and the implications of these in terms of health, and

7. demonstrate ways to conserve energy and/or products in the school setting.