

# FOOD SENSE: Cross-curricular connections

Subject	Grade	Big Ideas	Competencies	Content	Connection to Food Sense
<p><b>Applied Design, Skills, and Technologies</b></p>	<p>4-6</p>	<ul style="list-style-type: none"> <li>• Skills are developed through practice, effort, and action. (4, 5)</li> <li>• Designs can be improved with prototyping and testing. (4, 5)</li> <li>• Design can be responsive to identified needs. (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information about or from potential users (4, 5)</li> <li>• Generate potential ideas and add to others' ideas (4, 5, 6)</li> <li>• screen ideas against the objective &amp; constraints (4, 5, 6)</li> <li>• Outline a general plan, identifying tools &amp; materials (4, 5)</li> <li>• gather peer feedback and inspiration (4, 5, 6)</li> <li>• make changes &amp; test again (4, 5, 6)</li> <li>• identify the skills required for a task and develop those skills as needed (4, 5)</li> <li>• Identify and evaluate the skills and skill levels needed... (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Basic food handling and simple preparation techniques and equipment (6); optional</li> <li>• factors in ingredient use, including balanced eating/nutrition (6)</li> <li>• factors that influence food choices, including cost, availability, and family/cultural influences (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Students are given the opportunity to reflect on how food choices are influenced by their families, immigrant communities, and Aboriginal cultures.</li> <li>• Students assess and brainstorm problems and solutions to achieve nutrition and physical activity improvements for characters introduced in the program, themselves, and their peers. They also connect with parents/family to discuss plans.</li> <li>• Students record their food intake and physical activity for three days. They then assess their habits against the national nutrition and physical activity guidelines, and develop a personalized plan to improve their habits that takes into account personal preference, time and availability.</li> <li>• Students follow up on their plans and set new goals or refine their current goal (depending on whether they accomplished their original goals).</li> <li>• Optional extension activities include food preparation and tasting opportunities such as a multicultural smorgasbord in lesson 3, an apple taste test, planning a family meal in lesson 7, and a celebration luncheon in the final lesson.</li> </ul>

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<b>Arts Education</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Creative expression is a means to explore and share one's identity within a community (4)</li> <li>• engaging in creative expression &amp; experiences expands people's sense of identity &amp; belonging (5)</li> <li>• dance, drama, music and visual arts are each unique languages for creating and communicating. (5)</li> <li>• Engaging in creative expression and experiences expands people's sense of identity and community. (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation and purposeful play (4, 5, 6)</li> <li>• Express feelings, ideas and experiences in creative ways (4, 5)</li> <li>• Express feelings, ideas and experiences through the arts (6)</li> </ul>		<ul style="list-style-type: none"> <li>• Students explore the concept of healthy living by developing a song, story, picture or poem on the topic, which they can share with the class (lesson 1 and 7).</li> <li>• Students have the opportunity to illustrate recipes they'd like to explore and then share with the class to form a class cookbook (lesson 9).</li> <li>• Students have the opportunity to write a poem, song, radio commercial, or TV ad that promotes healthy eating as part of healthy living (lesson 10).</li> </ul>

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<b>Career Education</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Exploring our strengths and abilities can help us identify our goals. (4, 5)</li> <li>• Good learning and work habits contribute to short- and long-term personal and career success. (4, 5)</li> <li>• New experiences, both within and outside of school, expand our career skill set and options. (6)</li> <li>• Family and community relationships can be a source of support and guidance when solving problems and making decisions. (4, 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time (4, 5)</li> <li>• Recognize the need for others who can support their personal growth (4, 5)</li> <li>• Set realistic learning goals, define a path, and monitor progress (4, 5)</li> <li>• Make connections between effective work habits and success (4, 5)</li> <li>• Appreciate the influence of peers, family, and community on personal choices and goals. (4,5)</li> <li>• Demonstrate respect for differences in the classroom (4)</li> <li>• Make connections between effective work habits and success (4, 5)</li> <li>• Recognize their personal preferences, skills, strengths and abilities and connect them to possible career choices (6)</li> <li>• Question self and others about the reciprocal relationship between self and community (6)</li> </ul>	<ul style="list-style-type: none"> <li>• goal-setting strategies (4, 5, 6)</li> <li>• Self-assessment (6)</li> <li>• problem-solving and decision-making strategies (4, 5, 6)</li> <li>• cultural and social awareness (4, 5)</li> <li>• role of mentors, family, community, school, and personal network in decision making (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Students have the opportunity to connect with their families to explore their background and cultural considerations surrounding food (lesson 2).</li> <li>• Students explore how food can contribute to the local economy and how local food is grown (lesson 2).</li> <li>• Students have the opportunity to share their nutrition plans with their families and ask for feedback as to how family can support them to meet their personalized nutrition goals (lesson 6).</li> <li>• Extension activities include having the students brainstorm potential careers in food and nutrition, including science and technology. They explore what skills are needed and how they could be obtained (lesson 9).</li> <li>• Students record their food intake and physical activity for three days. They then assess their habits against the national nutrition and physical activity guidelines, and develop a personalized plan to improve their habits that takes into account personal preference, time and availability.</li> <li>• Students follow up on their plans and set new goals or refine their current goal (depending on whether they accomplished their original goals).</li> </ul>

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<b>English Language Arts</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Language and text can be a source of creativity and joy (4, 5)</li> <li>• Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (4, 5, 6)</li> <li>• Texts can be understood from different perspectives. (4, 5)</li> <li>• Exploring and sharing multiple perspectives extends our thinking. (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Access and integrate information and ideas from a variety of sources from prior knowledge to build understanding (4, 5)</li> <li>• Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (6)</li> <li>• Use a variety of comprehension strategies before, during and after reading, listening or viewing to deepen understanding of text (4, 5)</li> <li>• Apply a variety of thinking skills to gain meaning from texts (4, 5)</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (6)</li> <li>• Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world (4, 5)</li> <li>• Construct meaningful personal connections between self, text and world (6)</li> <li>• Respond to text in personal, creative, (4,5,6) and critical ways (6)</li> <li>• Exchange ideas and perspectives to build shared understanding (4, 5)</li> </ul>	<ul style="list-style-type: none"> <li>• metacognitive strategies (4,5, 6)</li> <li>• oral language strategies (4,5, 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore the concept of healthy living by developing a song, story, picture or poem on the topic, which they can share with the class (lesson 1 and 7).</li> <li>• Students have the opportunity to write a poem, song, radio commercial, or TV ad that promotes healthy eating as part of healthy living (lesson 10).</li> <li>• Students assess and brainstorm problems and solutions to achieve nutrition and physical activity improvements for characters introduced in the program, themselves, and their peers. They also connect with parents/family to discuss plans.</li> </ul>

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<b>Mathematics</b>	4-6	<ul style="list-style-type: none"> <li>Fractions and decimals are types of numbers that can represent quantities. (4)</li> <li>Numbers describe quantities that can be represented by equivalent fractions (5).</li> </ul>	<ul style="list-style-type: none"> <li>estimate reasonably (4,5, 6).</li> <li>develop mental math strategies and abilities to make sense of quantities (4,5).</li> <li>model mathematics in contextualized experiences (4, 5).</li> <li>develop, demonstrate and apply mathematical understanding through play, inquiry, and problem solving (4, 5, 6).</li> <li>visualize to explore mathematical concepts (4, 5, 6).</li> <li>connect mathematical concepts to each other and to other areas and personal interest (4, 5, 6).</li> </ul>	<ul style="list-style-type: none"> <li>ordering and comparing fractions (4,5).</li> <li>Multiplication and division...(4, 5. 6).</li> <li>Addition and subtraction of decimals...(4, 5).</li> <li>Volume and capacity (6)</li> </ul>	<ul style="list-style-type: none"> <li>Students use addition &amp; subtraction (including decimals &amp; fractions) as well as basic multiplication and division, to estimate portions and compare them to reference amounts from the food groups.</li> <li>Students assess volume and capacity by estimating portions of liquids such as water, milk, and other beverages.</li> <li>Students' math skills are applied by assessing the food and beverage portions found in single foods, combination foods, daily intake of specific food groups, and entire daily food intake. Students initially practice using characters introduced in the program, followed by reflecting on and assessing their personal food intake (lessons 4 - 10).</li> </ul>
<b>Physical and Health Education</b>	4-6	<ul style="list-style-type: none"> <li>Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle. (4, 5)</li> <li>Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. (4, 5)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe preferred types of physical activity (4, 5)</li> <li>Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community (4, 5)</li> <li>Identify and describe factors that influence healthy choices (4)</li> <li>Identify and apply strategies for pursuing personal healthy-living goals (4)</li> </ul>	<ul style="list-style-type: none"> <li>practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating and illness prevention (4)</li> <li>practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses (5)</li> </ul>	<ul style="list-style-type: none"> <li>Students explore the concept of healthy living, what affects it, and why it is important (lesson 1).</li> <li>Students are given the opportunity to reflect on how food choices are influenced by their families, immigrant communities, and Aboriginal cultures.</li> </ul>

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<b>Physical and Health Education (cont'd)</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Personal choices and social and environmental factors influence our health and well-being. (4, 5)</li> <li>• Daily physical activity...benefits all aspects of our well-being. (4)</li> <li>• Daily physical activity...develop personal fitness (5,6)</li> <li>• Healthy choices influence our physical, emotional and mental well-being. (6)</li> <li>• Learning about similarities and differences in individuals and groups influences community health. (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, apply, and reflect on strategies used to pursue personal healthy-living goals (5)</li> <li>• Participate daily in physical activity... (4,5)</li> <li>• Examine and explain how health messages can influence behaviours and decisions (4)</li> <li>• Analyze health messages and possible intentions to influence behaviour (6)</li> <li>• Identify and describe preferred types of physical activity (6)</li> <li>• Explore and plan food choices to support personal health and well-being (6)</li> <li>• Describe the impacts of personal choices on health and well-being (5, 6)</li> <li>• Identify, apply, and reflect on strategies used to pursue personal healthy-living goals (5, 6)</li> <li>• Explore strategies for promoting the health and well-being of the school and community (6)</li> </ul>	<ul style="list-style-type: none"> <li>• factors that influence self-identity, including body image and social media (4)</li> <li>• food choices to support active lifestyles and overall health (5)</li> <li>• Food portion sizes and numbers of servings (4)</li> <li>• media messaging and body image (4)</li> <li>• influences on food choices (6)</li> <li>• sources of health information (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Students record their food intake and physical activity for three days. They then assess their habits against the national nutrition and physical activity guidelines, and develop a personalized plan to improve their habits, taking into account personal preference, time and availability.</li> <li>• Students follow up on their plans and set new goals or refine their current goal (depending on whether they accomplished their original goals).</li> <li>• Students assess and brainstorm problems and solutions to achieve nutrition and physical activity improvements for characters introduced in the program, themselves, and their peers. They also connect with parents/ family to discuss plans.</li> <li>• Extension activities include food preparation and tasting opportunities such as a multicultural smorgasbord in lesson 3, an apple taste test, planning a family meal in lesson 7, and a celebration luncheon in the final lesson.</li> <li>• Students have the opportunity to assess TV ads and assess the content for which food groups are included and how the ad could impact food choices. (lesson 10 extension)</li> <li>• Students explore the link between food choices and the environment (lesson 9).</li> </ul>

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<b>Science</b>	<b>4-6</b>		<ul style="list-style-type: none"> <li>• Identify First Peoples perspectives and knowledge as sources of information (4,5,6).</li> <li>• Observe objects and events in familiar contexts (4)</li> <li>• Observe, measure and record data, using appropriate tools, including digital technologies (5, 6)</li> <li>• Collect simple data (4)</li> <li>• Experience and interpret the local environment (4, 5, 6)</li> <li>• Sort and classify data and information using drawings or provided tables (4)</li> <li>• Identify some simple environmental implications of their and others' actions (4)</li> <li>• Contribute to care for self, others, school and neighborhood through individual or collaborative approaches (4, 5, 6)</li> <li>• Suggest improvements to their investigation methods (6).</li> <li>• Represent and communicate ideas and findings in a variety of ways, such as diagrams, and simple reports, using digital technologies as appropriate (4)</li> </ul>	<ul style="list-style-type: none"> <li>• sensing and responding (the five senses in humans) (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Students are given the opportunity to reflect on the food choices and contributions of their families, immigrant communities, and Aboriginal cultures.</li> <li>• Students record their food intake and physical activity for three days. They then assess their habits against the national nutrition and physical activity guidelines, and develop a personalized plan to improve their habits, taking into account personal preference, time and availability.</li> <li>• Students assess and brainstorm problems and solutions to achieve nutrition and physical activity improvements for characters introduced in the program, themselves, and their peers. They also connect with parents/family to discuss plans.</li> <li>• Extension activities give students the opportunity to experiment with how different variables affect cooking (eg. changing time, temperature, or an ingredient) and share the results.</li> <li>• Students explore the link between food choices and the environment (lesson 9).</li> </ul>

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<b>Science (cont'd)</b>	4-6		<ul style="list-style-type: none"> <li>• Communicate ideas, explanations, and processes in a variety of ways (6).</li> <li>• Express and reflect on personal or shared [or others'] experiences of place (4, 5, 6)</li> </ul>		
<b>Social Studies</b>	4-6	<ul style="list-style-type: none"> <li>• Immigration and multi culturalism continue to shape Canadian society and identity (5).</li> <li>• Natural resources continue to shape the economy and identity of different regions of Canada. (5)</li> <li>• Media can both positively and negatively affect our understanding of important issues... (6)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (5).</li> </ul>	<ul style="list-style-type: none"> <li>• resources and economic development in different regions of Canada (5)</li> <li>• media technology and coverage...(6)</li> </ul>	<ul style="list-style-type: none"> <li>• Students are given the opportunity to reflect on the food choices and contributions of their families, immigrant communities, and Aboriginal cultures.</li> <li>• Students explore the link between food choices and the environment (lesson 9).</li> <li>• Students explore how food can contribute to the local economy and how local food is grown (lesson 2).</li> <li>• Students have the opportunity to assess TV ads and assess the content for which food groups are included and how the ad could impact food choices. (lesson 10 extension).</li> </ul>