

# Passport to Healthy Living: Cross-curricular connections

Subject	Grade	Big Ideas	Competencies	Content	Connection to Passport to Healthy Living
<b>Applied Design, Skills, and Technologies</b>	<b>4-7</b>	<ul style="list-style-type: none"> <li>• Designs can be improved with prototyping and testing. (4, 5)</li> <li>• Skills are developed through practice, effort and action. (4, 5)</li> <li>• Design can be responsive to identified needs. (6, 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Generate potential ideas and add to others' ideas (4, 5, 6, 7)</li> <li>• Screen the idea against the objective [criteria] and constraints (4, 5, 6, 7)</li> <li>• Evaluate personal, social and environmental impacts and ethical considerations (6)</li> </ul>	<u>Food studies</u> <ul style="list-style-type: none"> <li>• factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions (6,7)</li> <li>• factors that influence food choices, including cost, availability, and family and cultural influences (6, 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Students explore lunch and snack ideas suitable for a hike. They have the option to prepare several recipes provided in the program (Oatmeal Fruit Bars, Pizza Pretzels, cold Pasta Salad, Hummus Wraps) and compare these to commercial versions of the recipes.</li> <li>• Students are challenged to create their own trail mix recipe with the criteria that it include at least 3 food group foods.</li> <li>• Following the hike, students evaluate lunch and snack options to compile a list of what works well for a hike.</li> </ul>

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<b>Arts Education</b>	4-7	<ul style="list-style-type: none"> <li>• Creative expression is a means to explore and share one’s identity with in a community. (4)</li> <li>• Engaging in creative expression and experiences expands people’s sense of identity and belonging. (5)</li> <li>• Engaging in creative expression and experiences expands people’s sense of identity and community. (6)</li> <li>• Engaging in the arts develops people’s ability to understand and express complex ideas. (7)</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, 7)</li> <li>• Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art (4, 5)</li> <li>• Express feelings, ideas and experiences in creative ways (4, 5)</li> <li>• Interpret and communicate ideas using symbols and elements to express meaning through the arts (6, 7)</li> <li>• Express feelings, ideas and experiences through the arts (6, 7)</li> </ul>	(see learning standards for specific content related to the various art forms)	<ul style="list-style-type: none"> <li>• Class discusses case studies or <i>Balancing Act</i> video.</li> <li>• Students are challenged to make their own, updated <i>Balancing Act</i> video to explore the theme of what is healthy living.</li> <li>• Students personalize and illustrate passports.</li> <li>• Students make posters to promote healthy living to all the students in school.</li> <li>• Students create their own personalized food guide.</li> <li>• The class reflects on the hike: what they did, how they felt, what they learned.</li> </ul>
<b>Career Education</b>	4-7	<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, 7)</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 their personal preferences, skills, strengths and abilities and connect them to possible career choices (6, 7)</li> <li>• Question self and others about the reciprocal relationship between self and community (6, 7)</li> </ul>	<ul style="list-style-type: none"> <li>• goal-setting strategies (4, 5, 6, 7)</li> <li>• problem-solving and decision-making strategies (4, 5, 6, 7)</li> <li>• local and global needs and opportunities (6, 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Students consider what their special interest activity will be for the hike.</li> <li>• Students plan what to pack for the hike, considering where they are going, what they are doing, their needs for nutrition and concern for the environment. Students revise their packing list after reviewing principles of nutrition and environmental concern.</li> </ul>

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<b>Career Education (cont'd)</b>	4-7		<ul style="list-style-type: none"> <li>• Appreciate the value of new experiences, innovative thinking and risk taking in broadening their career options (6, 7)</li> <li>• Explore volunteer opportunities and other new experiences outside school and recognize their value in career development (6, 7)</li> <li>• Make connections between effective work habits and success (4, 5)</li> </ul>		<ul style="list-style-type: none"> <li>• Students reflect on class hike: what they did, how they felt, what they learned.</li> </ul>
<b>English Language Arts</b>	4-7	<ul style="list-style-type: none"> <li>• Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. (4, 5, 6, 7)</li> <li>• Texts can be understood from different perspectives. (4, 5)</li> <li>• Exploring and sharing multiple perspectives extends our thinking. (6, 7)</li> <li>• Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. (4, 5, 6, 7)</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, 7)</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, 7)</li> </ul>		<ul style="list-style-type: none"> <li>• The class discusses case studies or view <i>Balancing Act</i> video to explore the meaning of healthy living; students record responses in personal Passports to Healthy Living.</li> <li>• Students have the opportunity to make their own, updated Balancing Act video to explore the theme of what is healthy living.</li> <li>• Students personalize and illustrate passports.</li> <li>• Students reflect on the hike and record reflections in passport or create a digital slideshow or presentation with photos from the hike.</li> </ul>

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<b>English Language Arts (cont'd)</b>			<ul style="list-style-type: none"> <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, 7)</li> <li>• Respond to text in personal and creative ways (4,5)</li> <li>• Respond to text in personal, creative, and critical ways (6, 7)</li> <li>• Exchange ideas and perspectives to build shared understanding (4, 5)</li> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking (6, 7)</li> <li>• Transform ideas and information to create original texts (4, 5, 6, 7)</li> </ul>		<ul style="list-style-type: none"> <li>• Students make additional personal plans to continue practicing healthy behaviours.</li> <li>• After completing the program, students are encouraged to record and share additional healthy living experiences to continue to foster the practice of healthy living.</li> <li>• Students make posters to promote healthy living to all the students in school.</li> <li>• Students find out what healthy living activities people do in other countries.</li> </ul>
<b>Physical and Health Education</b>	4, 5	<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> <li>• Personal choices and social and environmental factors influence our health and well-being. (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>• Describe the impacts of personal choices on health and well-being (5)</li> <li>• Identify and describe factors that influence healthy choices (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> </ul>	<ul style="list-style-type: none"> <li>• Students have the opportunity to discuss case studies or <i>Balancing Act</i> video.</li> <li>• The class brainstorms ideas for going on a hike.</li> <li>• The class explores activities to do during a hike to make the hike a personally enjoyable activity.</li> </ul>

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<b>Physical and Health Education (cont'd)</b>	4, 5		<ul style="list-style-type: none"> <li>Identify and apply strategies for pursuing personal healthy-living goals (4)</li> <li>Identify, apply, and reflect on strategies used to pursue personal healthy-living goals (5)</li> </ul>	<ul style="list-style-type: none"> <li>practices that promote health and well-being, including those that prevent communicable and non-communicable illnesses (5)</li> <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> </ul>	<ul style="list-style-type: none"> <li>Students learn how to pack for the hike—including packing a lunch—taking into account where they are going, the special interests they have, the weather conditions, food safety, nutrition and environmental awareness.</li> <li>The class has the opportunity to prepare Oatmeal Fruit Bars, Pizza Pretzels, Cold Pasta Salad or Hummus Wraps.</li> <li>Students explore lunch ideas they would enjoy that are suitable for a hike that meet healthy eating criteria, food safety criteria and environmental considerations.</li> <li>The class reflects on the hike: what they did, how they felt, what they learned. Students take note of what worked well.</li> <li>After completing the program, students are encouraged to record and share additional healthy living experiences to continue to foster the practice of healthy living.</li> </ul>

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<b>Physical and Health Education</b>	<b>6, 7</b>	<ul style="list-style-type: none"> <li>• Healthy choices influence our physical, emotional and mental well-being. (6, 7)</li> <li>• Learning about similarities and differences in individuals and groups influences community health. (6, 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe preferred types of physical activity (6, 7)</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 (6)</li> <li>• Investigate and analyze influences on eating habits (7)</li> <li>• Identify factors that influence healthy choices and explain their potential health effects (7)</li> <li>• Identify and apply strategies to pursue personal healthy-living goals (7)</li> <li>• Identify, apply, and reflect on strategies used to pursue personal healthy-living goals (5, 6)</li> <li>• Reflect on outcomes of personal healthy-living goals and assess strategies used (7)</li> <li>• Explore strategies for promoting the health and well-being of the school and community (6, 7)</li> </ul>	<ul style="list-style-type: none"> <li>• influences on food choices (6)</li> <li>• factors that influence personal eating choices (7)</li> </ul>	<ul style="list-style-type: none"> <li>• The class discusses case studies or <i>Balancing Act</i> video.</li> <li>• The class brainstorms ideas for going on a hike.</li> <li>• Students explore activities to do during a hike to make the hike a personally enjoyable activity.</li> <li>• Students make a personal packing list so they can pursue the activities of their choice on the hike and be prepared for lunch, snack needs and weather possibilities.</li> <li>• The class has the opportunity to prepare Oatmeal Fruit Bars, Pizza Pretzels, Cold Pasta Salad or Hummus Wraps.</li> <li>• Students explore lunch ideas they would enjoy that are suitable for a hike that meet healthy eating criteria, food safety criteria and environmental considerations.</li> <li>• The class reflects on the hike: what they did, how they felt, what they learned.</li> </ul>

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<b>Physical and Health Education (cont'd)</b>	6, 7				<ul style="list-style-type: none"> <li>• After completing the program, students are encouraged to record and share additional healthy living experiences to continue to foster the practice of healthy living.</li> </ul>
<b>Social Studies</b>	4-7	<ul style="list-style-type: none"> <li>• The pursuit of valuable resources has played a key role in changing the land, people and communities of Canada. (4)</li> <li>• Natural resources continue to shape the economy and identity of different regions of Canada. (5)</li> </ul>		<ul style="list-style-type: none"> <li>• physiographic features and natural resources of Canada (4)</li> <li>• resources and economic development in different regions of Canada (5)</li> <li>• economic policies and resource management, including effects on indigenous peoples (6)</li> <li>• human responses to particular geographic challenges and opportunities, including climates, landforms and natural resources (7)</li> </ul>	<ul style="list-style-type: none"> <li>• Hiking gives students the opportunity to experience the natural resources in the region and to reflect on how that has affected how people live in the region.</li> </ul>

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<b>Science</b>	<b>4-7</b>		<ul style="list-style-type: none"> <li>• Demonstrate curiosity about the natural world (4)</li> <li>• Demonstrate a sustained [intellectual] curiosity about a scientific topic or problem of personal interest (5, 6, 7)</li> <li>• Make observations in familiar or unfamiliar contexts (5, 6)</li> <li>• Make observations aimed at identifying their own questions about the natural world (7)</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>• Make observations about living and non-living things in the local environment (4)</li> <li>• Collect simple data (4)</li> <li>• Experience and interpret the local environment (4, 5, 6, 7)</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> </ul>	<ul style="list-style-type: none"> <li>• sensing and responding: animals and plants (4)</li> <li>• the rock cycle (5)</li> <li>• local types of earth materials (5)</li> <li>• the fossil record provides evidence for changes in biodiversity over geological time (6, 7)</li> </ul>	<ul style="list-style-type: none"> <li>• Students have the opportunity to bird watch, observe surroundings, collect rocks, look for something they want to know more about, identify trees or similar special interest activities people engage in during a hike.</li> <li>• The class has the opportunity to create a class bird list.</li> <li>• The class maps the hike.</li> <li>• Students consider environmental implications of how they pack their lunch or snack for the hike.</li> <li>• After completing the program, students are encouraged to record and share additional healthy living experiences to continue to foster the practice of healthy living.</li> </ul>

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<b>Science (cont'd)</b>	4-7		<ul style="list-style-type: none"> <li>• Contribute to care for self, others, school and neighborhood through individual or collaborative approaches (4, 5, 6, 7)</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> <li>• Communicate ideas, explanations, and processes in a variety of ways.</li> <li>• Express and reflect on personal or shared [or others'] experiences of place (4, 5, 6, 7)</li> </ul>		