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## Nova Scotia Cross-Curricular Links for Primary to Grade 6

This document provides a list of Specific Curriculum Outcomes in relation to the 2015 [Learning Outcomes Framework](#) that are met with walking activities for each grade Primary to Grade 6. Curriculum expectations related to physical activity, health, safety and the environment can be linked to any program during class as preparation for the walk, during the walk itself and also as follow-up activities. Our programs and events provide a great opportunity to discuss not only how walking can positively impact personal health, but also the health of the environment. If we walk more, we can reduce the number of cars driving to and from school, reducing our carbon dioxide footprint and our impact on climate change!

For other walking related activities through which you may link the event with physical activity, environmental and safety education we invite you to check the following online resources:

The following is a list of walking related events that your students may enjoy celebrating every year at school, during class --for more information on these, feel free to click on the relevant links:



**October - International Walk to School Day (Week, or Month)**

<https://ecologyaction.ca/iwalk>



**February - Winter Walk Day - Take the Roof Off Winter**

<https://ecologyaction.ca/winter-walk-day>



**School Travel Planning Program**

<https://ecologyaction.ca/stp>



**Making Tracks**

<https://ecologyaction.ca/making-tracks>



**WOW - We Often Walk (or Wheel)**

<https://ecologyaction.ca/wow>



**Walking School Bus Program**

<https://ecologyaction.ca/walking-school-bus>

## Curriculum Links - Primary Specific Curriculum Outcomes

### Health Education P

**Outcome 3:** Students will apply safe practices and effective strategies for personal safety and injury and disease prevention.

- Identify a safe adult they can go to for help (COM, CT, PCD, CZ)

### Physical Education P

**Outcome 1:** Students will demonstrate an age-appropriate and developmentally appropriate understanding of health-related physical fitness.

- Demonstrate understanding that physical activity can affect body composition and help maintain a healthy body (CT, PCD)

**Outcome 6:** Students will demonstrate competency in fundamental movement skills and movement concepts within active pursuits.

- Begin to explore active transportation (e.g., Making Tracks program, walking, running, biking, scooters) (PCD)
- Begin to use navigation skills (e.g., locate landmarks in the school and around the schoolyard) (CZ, PCD, TF)
- Participate willingly in moderate to vigorous movement activities (e.g., hiking, snowshoeing, scaling a hill) in a natural environment, in both warm and cooler weather (PCD)

**Outcome 7:** Students will apply decision-making skills to fundamental movement skills and movement concepts during different types of physical activities in multiple environments.

- Change speed and direction according to location of peers and boundaries (CT)
- Choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD)

**Outcome 8:** Students will demonstrate communication and interpersonal skills during different types of physical activities.

- Orally connect the skills and concepts learned in physical education to their life outside of physical education (COM, PCD)

**Outcome 9:** Students will demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities in multiple environments.

- Identify safe and healthy practices at home, at school, and in the community (CZ, PCD)

### Competency Codes Key

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

## Curriculum Links - Grade 1 Specific Curriculum Outcomes

### Health Education 1

**Outcome 1:** Students will explore habits that contribute to having a healthy mind and a healthy body.

- Discuss times when they have been physically active and times when they have participated in quiet leisure activities they enjoy (PCD, COM, CT, CI)

### Information and Communication Technology 1

**Outcome 5:** Students will be expected to, with teacher assistance, use grade-appropriate digital tools to explore ideas, create original works, and represent their learning, both individually and collaboratively.

#### SCIENCE

- Observe, and describe the results of changes in the seasons, including their effects on the environment and on living things (CT, CI, COM, TF, CZ)
- Ask questions about daily and seasonal changes (CT, CI, COM, TF, CZ)

**Outcome 8:** Students will be expected to collect and record, with teacher assistance, data on charts and maps to represent patterns and relationships.

#### SCIENCE

- Observe and describe daily changes in weather conditions, including their effects on the environment and on living things (CT, CI, COM, TF, CZ)

### Physical Education 1

**Outcome 1:** Students will demonstrate an age-appropriate and developmentally appropriate understanding of health-related physical fitness.

- Describe how physical activity can affect body composition and help maintain a healthy body (COM, PCD)

**Outcome 6:** Students will demonstrate competency in fundamental movement skills and movement concepts within active pursuits.

- Participate willingly in moderate to vigorous movement activities (e.g., hiking, snowshoeing) in a natural environment for extended periods of time, in both warm and cooler weather (PCD)
- Explore active transportation (e.g., Making Tracks program, walking, running, biking, scooters, skateboarding) (PCD)

### Competency Codes Key

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

- Use navigation skills (e.g., String Courses to follow set courses with or without simple maps) (COM, CZ, PCD, TF)
- Identify places at home and in the community where people can be active (e.g., community park, the forest, around the lake, community playground) (COM, CZ, PCD)

**Outcome 7:** Students will apply decision-making skills to fundamental movement skills and movement concepts during different types of physical activities in multiple environments.

- Make choices that support physical activity (CT)
- Discuss and practice ways to solve problems when moving among other people (COM, CT)
- Choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD)

**Outcome 8:** Students will demonstrate communication and interpersonal skills during different types of physical activities.

- Understand how their choices affect others (CZ)
- Illustrate connections with the skills and concepts learned in physical education to their life outside of physical education (COM, CZ, PCD)

**Outcome 9:** Students will demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities in multiple environments.

- Identify safe and healthy practices at home, at school, and in the community (CZ, PCD)

## Science 1

**Outcome 1:** Students will investigate the effects that daily and seasonal changes have on the environment and living things.

- Ask questions about daily and seasonal changes (CT, CI, COM, TF, CZ)
- Observe and describe daily changes in weather conditions, including their effects on the environment and on living things (CT, CI, COM, TF, CZ)
- Observe and describe the results of changes in the seasons, including their effects on the environment and on living things (CT, CI, COM, TF, CZ)
- Describe how humans and other living things prepare for seasonal changes (CT, CI, COM, PCD, CZ)

**Outcome 2:** Students will investigate needs and characteristics of different living things, including humans.

- Ask questions about the needs of living things (CT, CI, COM, PCD, CZ)
- Investigate different living things to determine their characteristics (CT, CI, COM, CZ)
- Compare, through explorations, the needs of different living things (CT, CI, COM, PCD, CZ)

### Competency Codes Key

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

- Recognize and explain that humans and other living things depend on their environment (CT, CI, COM, PCD, CZ)

### **Social Studies 1**

**Outcome 2:** Students will take age-appropriate action to practise responsible behaviour in caring for the environment.

- Ask questions to gain information about the need to protect the environment (CT, COM, PCD, CZ)

### **Competency Codes Key**

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

## Curriculum Links - Grade 2

### Specific Curriculum Outcomes

#### Health Education 2

**Outcome 1:** Students will recognize the health benefits of active leisure and quiet leisure in having a healthy mind and a healthy body.

- Describe the benefits of physical activity on a healthy mind and a healthy body (PCD, COM, CT, CZ)
- Demonstrate strategies that help them to cope with positive and negative emotions (COM, CT, PCD)

**Outcome 3:** Students will demonstrate ways to be safe at school and in the community.

- Identify and discuss a variety of ways to play safe in school and community (PCD, COM, CT, CZ)

#### Information and Communication Technology 2

**Outcome 5:** Students will be expected to use, with teacher support, grade-appropriate digital tools to develop and represent learning, both individually and collaboratively.

##### SOCIAL STUDIES

- Develop a plan, as a class or in small groups, to support a sustainability issue in the community (COM, CZ, TF, CI, PCD, TF)

**Outcome 6:** Students will be expected to use identified ICT environments, with teacher assistance, to share and exchange information and collaborate with others.

##### SOCIAL STUDIES

- Discuss and share ideas (both print and digital) about how we make decisions as consumers through listening, speaking, creating images, and using simple words/phrases (COM, CZ, PCD, CI, TF)
- Convey ideas/perceptions/understandings (both print and digital) about sustainable development and its importance through listening, speaking, and creating a visual (mindful of Mi'kmaw beliefs and practices in relation to the environment) (COM, CZ, PCD, CI, TF)

**Outcome 7:** Students will be expected to demonstrate, with assistance, several ways to locate specific information, images, or other digital media.

##### SCIENCE

- Ask questions about air and water in the environment (CT, CI, COM, TF, CZ)

#### Competency Codes Key

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

## Physical Education 2

**Outcome 1:** Students will demonstrate an age-appropriate and developmentally appropriate understanding of health-related physical fitness.

- Identify four of the five components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (COM)
- Sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping) (PCD)
- Participate in activities that support body weight that improve physical fitness (crab walk, planks, modified push-ups) (PCD)
- Participate in physical activities that enhance body composition and help maintain a healthy body (PCD)

**Outcome 6:** Students will demonstrate competency in fundamental movement skills and movement concepts within active pursuits.

- Plan, with others, and participate in an outdoor movement activity (e.g., walk, hike, cross-country ski, snowshoe) in a park or appropriate natural setting, both in cold and warm weather (PCD)
- Use effective movement skills and strategies to participate in winter activities for enjoyment that happen in an outdoor environment or a community facility (e.g., cross-country skiing, skating, snowshoeing, making snow angels, building snow figures) (PCD)
- Explore active transportation (e.g., Making Tracks program, walking, running, biking, skateboarding) (COM, CZ, PCD)
- Participate in navigation skills in orienteering (e.g., White Course to follow set courses with or without simple maps) (COM, CZ, PCD, TF)

**Outcome 7:** Students will apply decision-making skills to fundamental movement skills and movement concepts during different types of physical activities in multiple environments.

- Choose from a variety of strategies to increase chances of success in physical activities (e.g., move closer to a target to increase the likelihood of success when sending an object) (CT, PCD)
- Select different ways to be physically active in relation to their culture (CZ, PCD)
- Discuss and practice ways to solve problems when moving among other people (CT)
- Choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD)

**Outcome 8:** Students will demonstrate communication and interpersonal skills during different types of physical activities.

- Begin to share feelings associated with experiences in physical activities (COM)
- Understand how their choices affect others (CZ)

### Competency Codes Key

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
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- Write about the connections between the skills and concepts learned in physical education to their life outside of physical education (COM, CZ, PCD)

**Outcome 9:** Students will demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities in multiple environments.

- Describe and demonstrate respect for the natural environment when participating in outdoor movement activities (CZ, PCD)
- Begin to apply safe and healthy practices at home, at school, and in the community (CZ, PCD)

## Science 2

**Outcome 1:** Students will investigate air and water in the environment.

- Ask questions about air and water in the environment (CT, CI, COM, TF, CZ)
- Observe evaporation and condensation in the environment (CT, CI, COM, TF)

**Outcome 2:** Students will compare, in detail, stages in the life cycle of animals.

- Describe features of natural and human-made environments that support the health and growth of some familiar animals (CT, CI, COM, PCD, CZ)

## Social Studies 2

**Outcome 3:** Students will give examples of how we make decisions as consumers.

- Ask questions about how people make decisions to purchase an item (CT, COM, PCD)
- Create criteria to determine why someone may purchase an item (CT, COM, PCD)

**Outcome 4:** Students will demonstrate an understanding of sustainable development and its importance to communities (local).

- Ask questions about sustainable development, and identify a sustainable topic/issue (CT, COM, CZ, PCD)

### Competency Codes Key

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency



## Curriculum Links - Grade 3

### Specific Curriculum Outcomes

#### Health Education 3

**Outcome 1:** Students will recognize, discuss and identify decisions that affect physical, social, mental, and emotional health.

- Make a healthy decision and describe its effect on their physical, social, mental, and emotional health (PCD, COM, CT, CI, CZ)
- Compare and contrast choices and their consequences (e.g., possible choices—healthy foods, physical activity, helmets, screen time) (PCD, COM, CT, CI, CZ)

**Outcome 3:** Students will ask for help in unsafe risk scenarios.

- Identify and discuss a variety of risk scenarios that can make children feel unsafe, including the use by others of alcohol, tobacco, and other drugs (PCD, COM, CT, CZ, CI, TF)

#### Physical Education 3

**Outcome 1:** Students will demonstrate an age-appropriate and developmentally appropriate understanding of health-related physical fitness.

- Identify the five components of health-related physical fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition) (COM)
- Begin to engage in physical activities specifically related to each component of physical fitness (PCD)
- Monitor the physiological indicators that accompany moderate to vigorous physical activity and adjust their own activity accordingly (CT, PCD)
- Participate in and reflect upon all five components of health-related fitness standards for age and gender (COM, CT, PCD)
- Participate in physical activities that enhance body composition and help maintain a healthy body (PCD)

**Outcome 6:** Students will demonstrate competency in fundamental movement skills and movement concepts within active pursuits.

- Identify and practise, with guidance, skills and strategies used in alternate environment activities including outdoor pursuits (e.g., skating—proper skating posture, push and glide, forward stops, forward skating manoeuvres; swimming—basic backstroke, crawl stroke, and breathing; orienteering—basic map reading) (PCD, TF)
- Explore active transportation (e.g., Making Tracks program, walking, running, biking, skateboarding) (COM, CZ, PCD, TF)
- Participate in navigation skills while orienteering outdoors (compass reading, taking a bearing, following a map) (COM, CZ, PCD, TF)

#### Competency Codes Key

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

**Outcome 7:** Students will apply decision-making skills to fundamental movement skills and movement concepts during different types of physical activities in multiple environments.

- Recognize how engaging in physical activity when feeling anxious or unhappy helps them feel better (CT, PCD)
- Choose different ways to be physically active in relation to their culture (CZ, PCD)
- Choose appropriate clothing to allow unrestricted movement when selecting different ways to be physically active (CT, PCD)

**Outcome 8:** Students will demonstrate communication and interpersonal skills during different types of physical activities.

- Understand how their choices affect others (CZ)
- Present the connections between the skills and concepts learned in physical education to their life outside of physical education (e.g., student-led PAT in class) (COM, CI, CZ, PCD)

**Outcome 9:** Students will demonstrate consideration, care, and compassion for the well-being and safety of self and others during different types of physical activities in multiple environments. CZ, PCD)

- Apply safe and healthy practices at home, at school, and in the community (CZ, PCD)

### Competency Codes Key

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

## **Curriculum Links - Grade 4**

### **Specific Curriculum Outcomes**

#### **Health Education 4**

##### **General Curriculum Outcomes**

- A** demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B** think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C** demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

##### Healthy Self

- 1.5 identify personal factors that motivate them to participate in physical activity and quiet leisure activities

##### Healthy Community

- 3.2 analyze how marketing impacts health
- 3.3 design active transportation routes through a creative process and promote ways to safely engage in walking or wheeling in their communities
- 3.4 explore the relationship between sustainable development and health

#### **Physical Education 4**

##### **General Curriculum Outcomes**

- A** demonstrate knowledge, skills, and attitudes necessary to be active for life
- C** participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility

##### Active for Life

- A4.1 demonstrate an understanding of health-related physical fitness components and develop personal SMART goals for health-related physical fitness
- A4.3 apply safety and risk-management practices during physical education classes and identify how these practices enhance physically active living at home, at school, and in the community, including active transportation

#### **Science 4**

##### Life Science: Habitats

##### *HABITATS AND POPULATIONS*

- identify their own and their families' impact on habitats and describe how personal actions help conserve habitats (108-3, 108-6)

##### **Competency Codes Key**

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

**Social Studies 4***Interdependence*

- D** demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

*People, Place, and Environment*

- E** demonstrate an understanding of the interactions among people, places, and the environment

**UNIT 3: EXPLORING OUR WORLD**

4.3.3 examine the relationship between humans and the physical environment

**Competency Codes Key**

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

## Curriculum Links - Grade 5

### Specific Curriculum Outcomes

#### Health Education 5

##### **General Curriculum Outcomes**

- A** demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B** think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C** demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

##### Healthy Self

- 1.3 practise skills for managing stress in their lives
- 1.6 assess total minutes of short and long periods of moderate and vigorous activity for an average day of the week or weekend

##### Healthy Relationships

- 2.4 describe the role of physical activity in enhancing social experiences and managing thoughts, feelings, and behaviours

#### Physical Education 5

##### **General Curriculum Outcomes**

- A** demonstrate knowledge, skills, and attitudes necessary to be active for life
- B** demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits
- C** participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility

##### Active for Life

- A5.1 demonstrate an understanding of health-related physical fitness components and develop SMART goals for health-related physical fitness.
- A5.4 apply safety practices during different types of physical activities in school, at home, and in the community and explain ways to manage risk related to physically active experiences in other areas of school life
- A5.5 apply safe practices to active transportation and explain the long-term impact of safe active transportation on health-related physical fitness

##### Skill and Movement Concepts

- B5.3 demonstrate decision-making skills while applying skill combinations and movement concepts during different types of physical activities as adaptations are placed on settings, space, time, rules, and tasks

##### **Competency Codes Key**

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

Life Skills

C5.2 take age-appropriate action to demonstrate proper care for built and natural environments in school and within the school community

<b>Science 5</b>
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**Earth and Space Science: Weather**ENVIRONMENTAL ISSUES

- describe how studies of the depletion of the ozone layer, global warming, and the increase in acid rain have led to new innovations and stricter regulations on emissions from cars, factories, and other polluting technologies (106-4)

**Life Science: Meeting Basic Needs and Maintaining a Healthy Body**GROWTH AND DEVELOPMENT

- describe the role played by body systems in helping humans and other animals to grow and reproduce and to meet their basic needs (302-4)

THE SYSTEMS: DIGESTIVE, EXCRETORY, RESPIRATORY, AND CIRCULATORY

- propose questions and carry out procedures to investigate the factors affecting breathing and heartbeat rate, and compile and display data from these investigations in a graph (205-1, 206-2)

<b>Social Studies 5</b>
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Interdependence

- D** demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future

People, Place, and Environment

- E** demonstrate an understanding of the interactions among people, places, and the environment

**Competency Codes Key**

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

## Curriculum Links - Grade 6

### Specific Curriculum Outcomes

#### Health Education 6

##### General Curriculum Outcomes

- A** demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B** think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C** demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

##### Healthy Self

- 1.7 describe the role of physical activity and healthy eating in maintaining healthy weight and preventing chronic disease
- 1.8 assess total minutes of moderate and vigorous activity during school compared to after school and weekends

#### Physical Education 6

##### General Curriculum Outcomes

Students will be expected to:

- A** demonstrate knowledge, skills, and attitudes necessary to be active for life
- B** demonstrate competencies of skill and movement concepts and strategies through participation in diverse physical education pursuits
- C** participate in diverse physical activities that will foster personal, social, and emotional growth and responsibility

##### Active for Life

- A6.1 apply their understanding of health-related physical fitness components by analyzing their own behaviours related to SMART goals
- A6.2 apply effective motivation concepts to demonstrate effort toward mastery during different types of physical activities in school, and explain ways to apply these concepts effectively outside of school
- A6.4 apply appropriate safety practices during different types of physical activities in school, and outline ways to safely participate in physical activities outside of school
- A6.5 analyze potential opportunities for safe active transportation

##### Skill and Movement Concepts

- B6.3 apply appropriate decision-making skills, while applying skill combinations and movement concepts during different types of physical activities as adaptations are placed on settings, space, time, rules, and tasks

##### Life Skills

##### Competency Codes Key

(CZ) Citizenship	(CI) Creativity and Innovation	(CT) Critical Thinking
(COM) Communication	(PCD) Personal-Career Development	(TF) Technological Fluency

C6.4 describe their mood and any changes that occurred during activities at moderate to vigorous intensities, and analyze ways to maintain or increase positive feelings associated with these experiences

## Social Studies 6

### UNIT FIVE: WORLD ISSUES

6.5.1 analyze the effects of the distribution of wealth around the world

6.5.3 take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens

- plan and take age-appropriate actions to address local/national/international problems or issues

### Competency Codes Key

(CZ) Citizenship

(COM) Communication

(CI) Creativity and Innovation

(PCD) Personal-Career Development

(CT) Critical Thinking

(TF) Technological Fluency