

# CURRICULUM CONNECTIONS

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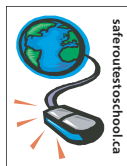
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# ASRTS CURRICULUM CONNECTIONS

The Active & Safe Routes to School program is primarily a parent-driven program but there are many opportunities for involvement of students through classroom activities that link to the new Ontario Curriculum. As well, other school related groups and users can be engaged in the program, e.g. Environmental Clubs, English as a Second Language (ESL) students, After School Programs, etc. There are also opportunities to network with other schools - both in Canada and abroad.

The following document highlights areas where the Active & Safe Routes to School Program may be linked to *The Ontario Curriculum, Grades 1-8, 1998*. We have indicated below where a potential fit exists by grade, curriculum area, strand and associated expectations:

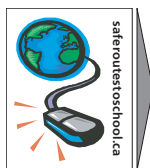
Curriculum	Strand & Specific Expectations
<b>MATHEMATICS</b> <b>Grade 1:</b>	<b>Data Management and Probability</b> <ul style="list-style-type: none"> <li>Collect, organize and describe data using concrete materials and drawings</li> </ul>
<b>Grade 2:</b>	<ul style="list-style-type: none"> <li>Create and interpret displays of data using concrete materials</li> </ul>
<b>Grade 2, 3, 4</b>	<ul style="list-style-type: none"> <li>Interpret displays of information, present the information, and discuss using mathematical language</li> </ul>
<b>Grade 6</b>	<ul style="list-style-type: none"> <li>Interpret displays of information, present the information, and discuss using mathematical language</li> <li>Evaluate the data and make conclusions</li> </ul>
<b>Grade 7, 8</b>	<ul style="list-style-type: none"> <li>Collect, organize and analyse data</li> <li>Interpret displays of information, present the information, and discuss using mathematical language</li> <li>Evaluate data and make conclusions</li> <li>Use and apply a knowledge of probability e.g. what is the likelihood people will walk to school on any given day, on designated Walk to School Days?</li> </ul>
<b>Active &amp; Safe Routes to School Links:</b>	<ul style="list-style-type: none"> <li>Students can do a traffic study around their school.</li> <li>Calculating the percentage of students who participate in Walking Wednesday programs, including # of driven or bussed students etc., analyzing the results at the individual class and school level compared to other school days.</li> <li>Cost analysis of walking verses driving to school</li> </ul>



Curriculum	Strand & Specific Expectations
<p><b>SCIENCE &amp; TECHNOLOGY</b> Grade 1:</p>	<p><b>Characteristics and Needs of Living Things</b></p> <ul style="list-style-type: none"> <li>Identify ways in which individuals can maintain a healthy environment for themselves and for other living things (e.g., practice cleanliness to reduce the spread of germs)</li> </ul> <p><b>Energy in Our Lives</b></p> <ul style="list-style-type: none"> <li>Describe the different forms of energy used in a variety of everyday devices (e.g., coiled springs in wind-up toys, wood in fireplaces)</li> <li>Describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved</li> <li>Identify everyday devices that are controlled manually (e.g., a cassette recorder, lights)</li> <li>Identify devices they use that consume energy (e.g., lights, computers) and list things they can do to reduce energy consumption (e.g., turn lights out when leaving a room)</li> <li>Select one of the most common forms of energy used every day and predict the effect on their lives if it were no longer available</li> </ul> <p><b>Daily and Seasonal Cycles</b></p> <ul style="list-style-type: none"> <li>Identify outdoor human activities that are based on the seasons (e.g., swimming, gardening, skating) and examine some of the solutions humans have found to make it possible to engage in these activities out of season (e.g., community and sports centres make it possible to swim and skate in any season; greenhouses make it possible to garden in any season)</li> <li>Identify characteristics of clothing worn in different seasons and make appropriate decisions about clothing for different environmental conditions</li> <li>Describe changes in the characteristics and behaviour of living things that occur on a daily basis (e.g., their own daily routines at school and at home, the behaviour of nocturnal animals, changes in certain plants and flowers)</li> <li>Describe changes in the characteristics, behaviour, and location of living things that occur in seasonal cycles (e.g., trees shed their leaves, birds migrate)</li> <li>Describe ways in which humans modify their behaviour to adapt to changes in temperature and sunlight during the day (e.g., they put on extra clothing when it gets colder, they wear sunglasses)</li> </ul>
<p>Grade 2</p>	<p><b>Air and Water in the Environment</b></p> <ul style="list-style-type: none"> <li>Describe ways in which clean air and water are vital for meeting the needs of humans and other living things</li> </ul>



Curriculum	Strand & Specific Expectations
<p><b>Grade 5</b></p>	<p><b>Human Organ Systems</b></p> <ul style="list-style-type: none"> <li>• Describe the relationship between eating habits, weight, height, and metabolism</li> <li>• Explain the importance of daily physical activity; explain how the health of human beings is affected by environmental factors (e.g., smoking, smog, and pollen affect the respiratory system)</li> <li>• Explain the benefits and disadvantages of using some technological innovations (e.g., headsets designed to protect ears from excessive noise are helpful, but headphones used to listen to music can cause hearing impairment)</li> </ul> <p><b>Conservation of Energy</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the importance of conservation of energy in relation to the wise use of renewable and non-renewable energy sources</li> <li>• Evaluate the reasons for conserving natural resources and identify possible ways of conserving energy</li> </ul> <p><b>Energy and Control</b></p> <ul style="list-style-type: none"> <li>• Evaluate the reasons for conserving natural resources and identify possible ways of conserving energy</li> </ul> <p><b>Weather</b></p> <ul style="list-style-type: none"> <li>• Examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions</li> </ul>
<p><b>Grade 7</b></p>	<p><b>Interactions within Ecosystems</b></p> <ul style="list-style-type: none"> <li>• Investigate the impact of the use of technology on the environment (e.g., the “greenhouse effect”; redirection of water flow for human needs; use of pesticides)</li> <li>• Identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats (e.g., the need for recycling; the need for people to have employment)</li> </ul>
<p><b>Grade 8</b></p>	<p><b>Cells</b></p> <ul style="list-style-type: none"> <li>• Describe ways in which research about cells has brought about improvements in human health and nutrition (e.g., development of medicines, immunization procedures, and diets based on the needs of organs such as the heart)</li> </ul>
<p><b>Active &amp; Safe Routes to School Links</b></p>	<ul style="list-style-type: none"> <li>• Impacts of cars on air quality and climate change. Investigations of the use of alternative fuels and alternative transportation. Impacts of roads on habitat destruction</li> <li>• Write about the change of seasons the students experience on their journey to school throughout the year</li> <li>• How to dress for walking to school in different kinds of weather</li> </ul>



Curriculum	Strand & Specific Expectations
<b>HEALTH &amp; PHYSICAL ACTIVITY</b> <b>Grade 1</b>	<b>Healthy Living</b> <ul style="list-style-type: none"> <li>Outline the potential safety risks in the home, school, and community (e.g., from fire or toys)</li> <li>Identify people who can provide personal safety assistance (e.g., block parents) and explain how to access them (e.g., by phoning 9-1-1)</li> </ul>
<b>Grade 2</b>	<b>Personal Safety and Injury Prevention</b> <ul style="list-style-type: none"> <li>Identify safety rules to be followed in the home, school, and community (e.g., electrical safety, schoolyard rules, bus safety); and describe how to seek help</li> </ul>
<b>Grade 3</b>	<ul style="list-style-type: none"> <li>Describe the benefits of healthy food choices, physical activity, and healthy bodies</li> <li>Explain relevant safety procedures (e.g., fire drills, railway-crossing and crosswalk procedures); use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community</li> </ul>
<b>Grade 4</b>	<b>Personal Safety and Injury Prevention</b> <ul style="list-style-type: none"> <li>Apply decision-making and problem-solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting) and injury prevention (e.g., bicycle safety, road safety)</li> <li>Identify people (e.g., parents, guardians, neighbours, teachers) and community agencies (e.g. Kids' Help Phone) that can assist with injury prevention, emergency situations, and violence prevention</li> </ul>
<b>Grade 5</b>	<b>Personal Safety and Injury Prevention</b> <ul style="list-style-type: none"> <li>Apply strategies (e.g., anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (e.g., swarming, threatening, harassment)</li> </ul>
<b>Grades 1-8</b>	<b>Active Participation</b> <ul style="list-style-type: none"> <li>Participate on a regular basis in physical activities that maintain or improve physical fitness</li> </ul>
<b>Active &amp; Safe Routes to School Links</b>	<ul style="list-style-type: none"> <li>Identify the safe routes to school</li> <li>Traffic safety</li> <li>Active School's Award</li> </ul>
<b>ARTS</b> <b>Grade 1-5</b>	<b>Creative Work</b> <ul style="list-style-type: none"> <li>Create short songs and instrumental pieces, using a variety of sound sources</li> </ul>
<b>Grade 6-8</b>	<b>Creative Work</b> <ul style="list-style-type: none"> <li>Sing and play instruments with expression and proper technique (e.g., with correct breathing or fingering)</li> </ul>
<b>Active &amp; Safe Routes to School Links</b>	<ul style="list-style-type: none"> <li>Performing songs to promote, or educate on importance of walking to school</li> <li>Provide music to entertain during an event related to the Active &amp; Safe Routes to School Program. E.g. Band or class plays for an event in the school yard</li> </ul>



Curriculum	Strand & Specific Expectations
<b>LANGUAGE</b> <b>Grade 1</b>	<b>Writing</b> Communicate ideas (thoughts, feelings, and experiences) for specific purposes (e.g., write a letter to a friend describing a new pet); organize information so that the writing conveys a clear message (e.g., describe events in the proper sequence: <i>We went to see the dog. I liked him very much. We took him home on the bus</i> )
<b>Grade 2</b>	Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a paragraph describing a trip to the farm for classmates)
<b>Grade 3</b>	Communicate ideas and information for specific purposes and to specific audiences (e.g., write a notice for the local newspaper advertising an upcoming school event)
<b>Grade 4</b>	Communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates); begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information)
<b>Grade 5</b>	Communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates); begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information)
<b>Grade 6</b>	Communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology)
<b>Grade 7</b>	Communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology)
<b>Grade 8</b>	Communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions)
<b>Active &amp; Safe Routes to School Links</b>	Write to students in other parts of Canada, or the world, who are also participating in ASRTS programs and share experiences Write for the community paper or School Newsletter! E.g. Benefits of Walking to School, "I walk to school because..." P.A. Announcements, songs, skits, stories regarding the Walking School Bus, Walk to School Day etc.

This document was created in partnership with York Region Health Services, the York Region District School Board and Greenest City.