



## GRADE 4: CURRICULUM CONNECTIONS FOR VAPING EDUCATION

Vaping is an emerging health concern, drawing children and youth into nicotine addiction. This document guided the effort to integrate vaping awareness and knowledge into the NLESD curriculum.

ACT, 2024



## NLESD Curriculum Links

We acknowledge that schools are tasked with achieving a rigorous set of curriculum outcomes across each grade level and subject area. Our approach identifies areas where vaping awareness would be compatible and synergistic with achieving NLESD priority outcomes.

Target: Grade 4

Compatible Courses: Health, Social Studies, and English Language Arts

<b>Health (2013)</b> <a href="https://www.gov.nl.ca/education/files/k12_curriculum_guides_health_elementary_towards-a-comprehensive-school-health-program-an-elementary-health-curriculum-guide.pdf">https://www.gov.nl.ca/education/files/k12_curriculum_guides_health_elementary_towards-a-comprehensive-school-health-program-an-elementary-health-curriculum-guide.pdf</a> (pg 23)	
<b>Mental Health:</b> <ul style="list-style-type: none"><li>● understand that achieving our personal best enhances self-esteem</li><li>● evaluate communication techniques used by self and peers</li></ul>	<b>Relationships:</b> <ul style="list-style-type: none"><li>● realize that one's decisions may affect other people</li><li>● outline the steps to follow in decision making</li><li>● explain how decisions can have long-term effects</li><li>● identify examples of positive role models and explain their importance</li></ul>
<b>Physical Growth and Development:</b> <ul style="list-style-type: none"><li>● locate and name the major internal body organs such as: heart, lungs, stomach, uterus, kidneys and liver</li></ul>	<b>Active Living:</b> <ul style="list-style-type: none"><li>● recognize the interrelationship of physical activity, health practices and fitness</li></ul>
<b>Environmental Health:</b> <ul style="list-style-type: none"><li>● recognize the importance of clean air and water for everyday life</li><li>● understand the responsibility of governments, communities, families and individuals for maintaining an aesthetic and healthful environment</li><li>● describe how air and water pollution can be controlled and/or reduced</li><li>● recognize the potential health hazards of air and water contamination</li><li>● create a plan to address an environmental (air or water) issue in the home, school or community</li></ul>	<b>Self Care:</b> <ul style="list-style-type: none"><li>● identify some chronic disorders such as allergies and asthma and some communicable diseases such as colds, flus and AIDS</li><li>● identify some ways to prevent the spread of communicable diseases</li><li>● rate personal health habits and practices in relation to caring for oneself</li></ul>

**Drug Education:**

- recognize that nicotine and caffeine are drugs
- identify the reasons why people do or do not smoke
- discuss some of the physiological effects of smoking
- describe the short term and long term effects of smoking
- identify a number of activities to do instead of smoking
- outline the effects of environmental tobacco smoke (ETS)
- suggest ways to protect oneself from environmental tobacco smoke (ETS)
- practice ways to say “no” to drugs

**Consumer Health:**

- analyze advertisements promoting the use of tobacco products
- identify various sources of health-related information

**Social Studies (2012)**

[https://www.gov.nl.ca/education/files/k12\\_curriculum\\_guides\\_socialstudies\\_grade4\\_social\\_studiescsg\\_aug2010.pdf](https://www.gov.nl.ca/education/files/k12_curriculum_guides_socialstudies_grade4_social_studiescsg_aug2010.pdf)

**Social Studies Curriculum Principles** (pg 13)

Vaping education compliments and integrates social studies curriculum principles. This activity concentrates on vaping, tobacco use, product cultivation, distribution and marketing, and provides an opportunity to look at broad implications and multi-faceted, inter-related societal issues. As such, this approach strives to be Meaningful, Significant, Active, Integrative and Issues-based.

**SCO 4.0**

The student will be expected to demonstrate an understanding of the impact of exploration over time.

- Apply three criterion as a basis for judging the extent to which a consequence is significant:
  - How many people were affected?
  - In what way(s) were people affected? (In other words, how deep were the consequences?)
  - How long were the consequences felt?

**SCO 7.0**

The student will be expected to demonstrate an understanding of the relationship between humans and the physical environment.

- explain the impact that human activity has on the physical environment

## English Language Arts

[https://www.gov.nl.ca/education/files/k12\\_curriculum\\_guides\\_english\\_grade4\\_ela\\_4-curriculum\\_guide\\_2017.pdf](https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_grade4_ela_4-curriculum_guide_2017.pdf)

### Speaking & Listening:

- students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences

### Reading & Viewing

- students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts
- Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.