



GRADE 4: CURRICULUM CONNECTIONS FOR VAPING EDUCATION

Vaping is an emerging health concern, drawing children and youth into nicotine addiction. To facilitate integrating vaping awareness and knowledge into the classrooms across the province, we scanned existing NL Schools curriculum guides to find connections. It is our hope that by connecting vaping education with existing learning outcomes Vaping: The EX-Files will be used as an educational supplement to complement the current curriculum.

ACT, 2025

NL Schools Curriculum Links

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

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

<p>Drug Education:</p> <ul style="list-style-type: none"> • 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 	<p>Consumer Health:</p> <ul style="list-style-type: none"> • 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_studiescg_aug2010.pdf

Social Studies linkages

Vaping education complements and integrates social studies curriculum principles. Activities in grade 4 concentrate on vaping and nicotine use, and will require students to use the skill set that is developed and enhanced in approaching social studies. Empowering and effective social studies is meaningful, significant, challenging, active, integrative, and issues-based; likewise the vaping education and exploration materials developed for grade 4 use these same educational principles and processes.

Later grades will explore nicotine marketing, distribution, pollution, and other social/societal issues. This provides an opportunity to look at the broad implications of nicotine use and the industry from a multi-faceted, inter-related perspective.

<p>SCO i.0 The student will be expected to demonstrate proficiency in utilizing concepts from the social sciences</p> <p>i.1 Use an inquiry model to explore and resolve significant questions i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends i.3 Make reasoned assessments based on appropriate criteria</p>	<p>The social studies curriculum consists of three major processes:</p> <p>Communication Communication requires that students listen, read, interpret, translate, and express ideas and information.</p> <p>Inquiry Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence.</p> <p>Participation Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

English Language Arts

https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_grade4_elas_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.