



GRADE 5: CURRICULUM CONNECTIONS FOR VAPING EDUCATION

Vaping is a prominent public health concern, drawing children and youth to nicotine use and dependence. This resource demonstrates the linkages between vaping education and existing curriculum so that Vaping: The EX-Files can be integrated into instructional time as a complement to the NL provincial curricula.



Provincial Curricula 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: The EX-Files would be compatible and synergistic with achieving learning 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 (Page 30)	
Mental Health: <ul style="list-style-type: none">understand the interrelationship of physical and mental health, and general well-being.	Relationships: <ul style="list-style-type: none">realize that one's behaviour may be influenced by peers,identify some positive and negative peer influences,identify reasons why peer pressure is effective,describe ways to counteract negative peer pressure,apply the decision-making process to daily activities,examine some of the advantages and disadvantages of independent decision making,distinguish between secrets, surprises, confidentiality and privacy,explain how a person can be influenced by group pressure,identify some advantages of group participation,outline some personal and peer problems and plan how to deal with them
Physical Growth and Development: <ul style="list-style-type: none">identify the parts and functions of the circulatory system,propose ways to maintain a healthy circulatory system,identify the parts and functions of the respiratory system,propose ways to maintain a healthy respiratory system,	
Environmental Health: <ul style="list-style-type: none">describe how litter creates an unpleasant and unsafe community environment,identify existing waste disposal and litter problems	
Drug Education: <ul style="list-style-type: none">identify alternate ways to deal with personal problems,demonstrate a variety of refusal skills,identify some constructive activities to do instead of using substances, anddiscuss the reasons for laws on drugs and drug abuse.	Consumer Health: <ul style="list-style-type: none">discuss the regulations governing the sale of tobacco and alcohol products,explain how advertising may affect one's behaviour,analyze some advertisements to determine their messages and how they appeal to consumers,become aware of the correlation between alcohol and drug use and health care cost, andidentify some professional and volunteer health groups and agencies in your community.

Science (2017) https://www.gov.nl.ca/education/files/k12_curriculum_guides_science_science_5_2017_jan8.pdf

How Does Our Respiratory System Help Us Breathe?
68.0 Describe the structure and function of the major organs of human body systems [GCO 3]
68.2 Describe the structure and function of the major organs of the respiratory system.

How Does Our Circulatory System Work?
68.0 Describe the structure and function of the major organs of human body systems [GCO 3]
68.4 Describe the structure and function of the major organs of the circulatory system.

Social Studies (2012)

https://www.gov.nl.ca/education/files/k12_curriculum_guides_socialstudies_gr345_grade_5_social_studies_july_2012.pdf

Social Studies Curriculum Principles (pg 13)

Vaping education complements and integrates social studies curriculum principles. This activity concentrates on vaping, tobacco use, product 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.

Integrated Concepts and Processes

Make judgments based on appropriate criteria

- Students are frequently confronted with situations where they are asked to make a decision about what to believe or do. When students purposefully reflect on what is reasonable to believe, or what to do, they are thinking critically.

General Curriculum Outcomes

Individuals, Societies, and Economic Decisions

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society

Interdependence

Students will be expected to demonstrate an understanding of the interdependent relationships among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

People, Place, and Environment

Students will be expected to demonstrate an understanding of the interactions among people, places, and the environment.

English Language Arts (2013)

https://www.gov.nl.ca/education/files/k12_curriculum_guides_english_grade5_grade_5_el.pdf

Outcome 7.2 (pg. 100) : Analyze intended messages in texts:

- develop a critical perspective towards texts by analyzing them for intended messages.
- Media Literacy is about empowering students to understand how the media works so that they can be in control of its influence in their own lives.