



ASRTS Middle School Thematic Unit

Nova Scotia Cross-Curricular Links for Grade 7 and 8

The *ASRTS Middle School Thematic Unit* is an initiative of Go for Green's Active & Safe Routes to School (ASRTS) program. ASRTS encourages more children, youth and their families to use active transportation – such as walking and cycling – for the environment, physical activity and traffic safety. Active & Safe Routes to School is a national Go for Green program coordinated in Nova Scotia by the Ecology Action Centre in partnership with the Nova Scotia Department of Health Promotion and Protection as part of the Active Kids Healthy Kids Initiative. For more information, see <http://www.ecologyaction.ca/asrts> or contact us at asrts@ecologyaction.ca or (902) 442-5055.

The *ASRTS Thematic Unit for Grades 7 and 8* is an online resource divided up into four categories and then subdivided into subject areas. Find it online at <http://ffl.nbed.nb.ca>. It covers a wide range of the Nova Scotia's Specific Curriculum Outcomes. The major goals of this unit are promoting physical activity and healthy lifestyles, safe routes to school, environmental awareness and action, and a sense of community. The following Specific Curriculum Outcomes reflect the program's goals and can be used as the major outcomes of this unit.

Grade 7	
Subject Area	Specific Curriculum Outcomes
Health/ Personal Development and Relationships	B4.1 identify and practice ways of contributing to the physical and emotional safety of the school community B4.5 identify and practice safety precautions related to competitive and non-competitive sports B7.1 participate in a broad range of physical activities they enjoy C4.1 assess the impact of the various decisions and practices on the health of the local and regional environments
Physical Education	<i>Active Living</i> <ul style="list-style-type: none"> • set and modify goals to develop personal fitness to maintain a healthy lifestyle • participate in activities that enhance cardiovascular fitness, muscular strength, endurance, and flexibility • Identify resources in the community that contribute to active living <i>Outdoor Activities</i> <ul style="list-style-type: none"> • know and practice safety procedures and routines in a variety of outdoor activities • participate in activities or games that demonstrate sensitivity towards the environment (e.g., school grounds clean-up)
Science	<i>Action</i> <ul style="list-style-type: none"> • provide examples of problems that arise in the environment that cannot be solved using scientific or technological knowledge (113-10) • use various print and electronic sources to research individuals or groups in Canada interested in protecting the environment (112-4,112-8,209-5)

Grade 8	
Subject Area	Specific Curriculum Outcome
Health/ Personal Development and Relationships	<p>B1.2 identify and demonstrate attitudes and behaviours that contribute to the health and efficiency of the respiratory and circulatory systems</p> <p>B4.1 identify and practice ways of contributing to the physical and emotional safety of the school community</p> <p>B7.1 participate in a broad range of physical activities they enjoy</p> <p>B7.2 demonstrate an understanding of the effect of fitness on the body systems</p> <p>C2.1 identify signs of community health</p> <p>C2.2 identify trends related to the health of their community, and identify and practice ways of contributing to community health</p> <p>C4.1 assess the impact of various decisions and practices on the health and sustainability of the global environment</p> <p>D6.2 express a personal sense of global citizenship</p>
Physical Education	<p><i>Active Living</i></p> <ul style="list-style-type: none"> • analyse activities and exercises according to benefits to muscular strength, cardiovascular fitness, flexibility, and endurance • participate in activities that enhance muscular strength, cardiovascular fitness, flexibility, and endurance • plan how to utilize community resources <p><i>Outdoor Activities</i></p> <ul style="list-style-type: none"> • participate in activities or games that demonstrate sensitivity towards the environment
Science	<p><i>Glacier and Polar Icecaps:</i></p> <ul style="list-style-type: none"> • describe factors that affect glaciers and polar icecaps, and describe their consequent effects on the environment (311012) • identify new questions that arise from the study of glaciers and polar icecaps (210-16) <p><i>Healthy/Unhealthy Systems</i></p> <ul style="list-style-type: none"> • describe the basic factors that affect the functions and efficiency of the human respiratory, circulatory, digestive, excretory, and nervous systems (304-9) <p><i>Interdependence of Body Systems</i></p> <ul style="list-style-type: none"> • rephrase questions into testable form about the factors that affect physical fitness and health (208-1) • design and carry out an experiment to compare and contrast heart rate and breathing rate in an individual during various levels of activity, and identify and control the major variables (208-6, 209-1)
Social Studies	<p><i>Unit Three: Influences and Interactions</i></p> <ul style="list-style-type: none"> • demonstrate an understanding of how globalization has affected Canada and Canadians since 1980