

GRADE FIVE

Healthy Living

- analyze information that has an impact on healthy eating practices (e.g., food labels, food guides);
- explain the purpose and function of calories and the major food nutrients; and
- identify critical content information on food labels (e.g., ingredients, calories, additives, fat content).

Understanding Matter and Energy-Properties of and Changes in Matter

- explain changes of state in matter (e.g., evaporation, solidification, condensation, etc.) and give examples of each;
- describe chemical changes in matter as changes that are irreversible;
- identify indicators of a chemical change;
- use scientific inquiry/experimentation skills to investigate changes of state and changes in matter; and
- describe physical changes in matter as changes that are reversible.

GRADE SIX

Health and Physical Education-Healthy Living-Healthy Eating

- analyze personal eating habits in a variety of situations (e.g., at home, in school, in restaurants); and
- describe the benefits of healthy eating for active living.

Career Education (Choices into Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

***BOOK YOUR FREE, CURRICULUM-CONNECTED
PRESENTATION TODAY!***

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Ontario Dairy Education Program How Do We Connect?

The Dairy Education Program can be adapted for most grade levels to enhance your programming in the classroom. The following outlines some of the many specific curriculum connections that can be realized by inviting a dairy educator into your classroom.

KINDERGARTEN

Health and Physical Activity

Health and Well-Being

- begin to demonstrate an understanding of the effects of healthy, active living; and
- investigate the benefit of nutritious foods.

Career Education (Choices into Action Policy)

- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.

GRADE ONE

Healthy Living

- identify the four food groups and give examples of foods in each group.

Understanding Life Systems-Characteristics and Needs of Living Things

- investigate and compare the basic needs of humans with the needs of other living things (e.g., the need for food, air, water, light); and
- identify the physical characteristics (e.g., size, shape, colour, common parts) of a variety of plants and animals.

Understanding Earth and Space Systems - Daily and Seasonal Changes

- describe how humans prepare for and/or respond to daily seasonal changes.

Canada and World Connections - The Local Community

- list the occupations of some people in the community (e.g., storekeeper, hair stylist, mail carrier, farmer, teacher, police officer, firefighter, doctor, nurse, salesperson);
- identify the places in which people work and describe the technologies, tools and vehicles they use; and
- list a variety of occupations in the community and explain how they meet people's needs.

GRADE TWO

Healthy Living

- identify a balanced diet and apply decision-making skills to create menus for healthy meals.

Understanding Life Systems - Growth and Changes in Animals

- demonstrate an understanding that animals grow and change and have different characteristics.

Understanding Matter and Energy - Properties of Liquids and Solids

- describe some ways in which solids and liquids can be combined to make useful substances (e.g., milk and chocolate powder to make chocolate milk).

Canada and World Connections-Features of Communities Around the World

- describe some similarities and differences in the ways communities around the world meet their needs (e.g., food, shelter, clothing).

GRADE THREE

Healthy Living

- identify foods from different cultures and classify them by food groups; and
- describe the benefits of healthy food choices, physical activity, and healthy bodies.

Understanding Life Systems - Growth and Changes in Plants

- describe the different ways in which plants are grown for food (e.g., on farms) and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits.

Heritage and Citizenship - Early Settlements in Upper Canada

- compare aspects of life in early settler communities and present-day communities; and
- compare and contrast tools and technologies used by early settlers with present-day tools and technologies (e.g., quill/word processor; sickle/combine harvester; methods of processing lumber, grain, and other products).

Canada and World Connections - Urban and Rural Communities

- compare land use (e.g., housing, recreation, stores, industry) and access to natural resources (e.g., water, trees) in urban and rural communities; and
- identify and compare distinguishing features of urban and rural communities.

GRADE FOUR

Healthy Living

- outline the factors that influence body shape and size (e.g., heredity, diet, exercise); and
- analyze, over a period of time, their own food selections, including food purchases and determine whether or not they are healthy choices.

Understanding Life Systems - Habitats and Communities

- describe ways in which humans are dependent on plants and animals (e.g., for food products, medicine, clothing, lumber).

Canada and World Connections-Canada's Provinces, Territories and Regions

- identify and describe types of communities in each physical region of Ontario (e.g., forestry and mining communities in the Canadian Shield region, fishing and hunting communities in the Hudson Bay lowlands).

Heritage and Citizenship - Medieval Times

- describe medieval agricultural methods and innovations (e.g., common pasture, three-field rotation, fertilizers, the padded horse collar, the wheeled plough, mills) and explain why the innovations were important; and
- compare aspects of life in a medieval community and their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government).

Career Education (Choices into Action Policy)

- identify their personal interests, strengths, competencies and accomplishments;
- identify jobs and occupations in the community related to school subjects;
- describe the connections between individuals and work; and
- learn and apply decision-making and problem-solving skills.