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## ***MIDDLE YEARS***

*Educational Component  
Self and Learning*

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## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 5

#### Self and Learning

- study skills/test preparation
- strategies to reduce frustration/test anxiety
- notetaking skills
- learning styles and learning differences (including exceptional learning needs, ADHD, etc.)
- goal setting
- research skills
- time management/ organization skills/agenda books
- connections (skill/ knowledge transfer)

#### Physical Education/Health Education

- K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions for personal success.
- K.4.5.A.3 Identify the influence of self and others on setting priorities and making responsible personal decisions.
- S.4.5.A.1 Use a goal-setting process to set and monitor progress for a group goal.

#### Social Studies

- 5-S-200 Select information from oral, visual, material, print, or electronic sources.
- 5-S-201 Organize and record information in a variety of formats and reference sources appropriately.
- 5-S-202 Distinguish between primary and secondary information sources for research.
- 5-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 5-S-301 Evaluate the advantages and disadvantages of solutions to a problem.
- 5-S-302 Draw conclusions based on research and evidence.
- 5-S-303 Evaluate personal assumptions based on new information and ideas.
- 5-S-304 Distinguish fact from opinion and interpretation.
- 5-S-306 Assess the validity of information sources.
- 5-S-308 Compare diverse perspectives in a variety of information sources.

#### English Language Arts

- 1.1.5 Set personal goals to enhance language learning and use.
- 1.2.1 Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts.
- 1.2.2 Explain the importance of linking personal perceptions and ideas to new concepts.
- 1.2.3 Organize ideas and information in ways that clarify and shape understanding.
- 1.2.4 Appraise ideas for clarity and ask extending questions.
- 2.1.3 Use textual cues to construct and confirm meaning.
- 3.2.3 Determine usefulness of information for inquiry or research purpose and focus using pre-established criteria.
- 3.2.4 Use a variety of tools to access information and ideas; use visual and auditory cues to identify key ideas.
- 3.2.5 Recognize organizational patterns of oral, visual, and written texts; skim, scan, and listen for key words and phrases.

## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 6

#### Self and Learning

- study skills/test preparation
- strategies to reduce frustration/test anxiety
- notetaking skills
- learning styles and learning differences (including exceptional learning needs, ADHD, etc.)
- goal setting
- research skills
- time management/ organization skills/agenda books
- connections (skill/ knowledge transfer)

#### Physical Education/Health Education

- K.4.6.A.2a Identify and revise short- and long-term goals for personal management.
- K.4.6.A.2b Determine effective time-management techniques and organizational skills for personal planning.
- K.4.6.C.2 Identify the personality traits that are conducive to handling stress and showing resiliency.
- S.4.6.A.5 Demonstrate the functional use of stress-management strategies for managing stress in case scenarios related to a variety of situations.

#### Social Studies

- 6-S-200 Select information from a variety of oral, visual, material, print, or electronic sources.
- 6-S-201 Organize and record information in a variety of formats and reference sources appropriately.
- 6-S-202 Distinguish between primary and secondary information sources for research.
- 6-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 6-S-301 Evaluate the advantages and disadvantages of solutions to a problem.
- 6-S-302 Draw conclusions based on research and evidence.
- 6-S-303 Evaluate personal assumptions based on new information and ideas.
- 6-S-304 Distinguish fact from opinion and interpretation.
- 6-S-305 Observe and analyze material and visual evidence for research.
- 6-S-306 Assess the validity of information sources.
- 6-S-308 Compare diverse perspectives in a variety of information sources.
- 6-S-309 Interpret information and ideas in a variety of media.

#### English Language Arts

- 1.2.1 Reflect on prior knowledge and experiences to arrive at new understanding.
- 1.2.3 Search for ways to reorganize ideas and information to extend understanding.
- 2.1.1 Seek connections between previous experiences, prior knowledge, and a variety of texts.
- 2.1.2 Use comprehension strategies appropriate to the type of text and purpose.
- 2.1.3 Use textual cues to construct and confirm meaning.
- 3.1.4 Create and follow a plan to collect and record information within a pre-established time frame.
- 3.2.4 Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information.

## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 7

#### Self and Learning

- study skills/test preparation
- strategies to reduce frustration/test anxiety
- notetaking skills
- learning styles and learning differences (including exceptional learning needs, ADHD, etc.)
- goal setting
- research skills
- time management/ organization skills/agenda books
- connections (skill/ knowledge transfer)

#### Physical Education/Health Education

- K.4.7.A.2b Describe the mental skills necessary to enhance performance, readiness, and satisfaction.
- S.4.7.A.1 Assess and revise personal health and academic goals to enhance health and well-being.

#### Social Studies

- 7-S-200 Select information from a variety of oral, visual, material, print, or electronic sources.
- 7-S-201 Organize and record information in a variety of formats and reference sources appropriately.
- 7-S-202 Interpret primary and secondary information sources for research.
- 7-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 7-S-300 Plan topics, goals, and methods for inquiry and research.
- 7-S-301 Evaluate the advantages and disadvantages of solutions to a problem.
- 7-S-302 Draw conclusions based on research and evidence.
- 7-S-303 Evaluate personal assumptions based on new information and ideas.
- 7-S-304 Distinguish fact from opinion and interpretation.
- 7-S-305 Observe and analyze material and visual evidence for research.
- 7-S-306 Assess the validity of information sources.
- 7-S-308 Compare diverse perspectives in the media and other information sources.
- 7-S-309 Interpret information and ideas in a variety of media.
- 7-S-403 Present information and ideas orally, visually, concretely, or electronically.

#### English Language Arts

- 1.2.1 Recognize and articulate the value of connecting prior and new knowledge and experiences to shape and extend understanding.
- 1.2.3 Identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding.
- 2.1.2 Use comprehension strategies appropriate to the type of text and purpose; use a variety of strategies to remember ideas.
- 2.1.3 Use textual cues to construct and confirm meaning and interpret texts.
- 3.1.4 Prepare and use a plan to access information and ideas from a variety of sources.
- 3.3.1 Organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose.
- 3.3.2 Make notes using headings and sub-headings or graphic organizers appropriate to a topic; reference sources.

## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 8

#### Self and Learning

- study skills/test preparation
- strategies to reduce frustration/test anxiety
- notetaking skills
- learning styles and learning differences (including exceptional learning needs, ADHD, etc.)
- goal setting
- research skills
- time management/ organization skills/agenda books
- connections (skill/ knowledge transfer)

#### Physical Education/Health Education

- K.4.8.A.2a Develop self-monitoring strategies and criteria in setting individual and/or group goals.
- K.4.8.A.2b Analyze how factors affect one's planning and setting of goals.
- K.4.8.C.2 Explain how stress may have positive or negative consequences.
- K.4.8.C.3 Examine the effects of stress and relaxation on body systems.
- K.4.8.C.4a List healthy strategies and unhealthy strategies for dealing with stress and/or anxiety.
- S.4.8.A.5 Apply stress-management strategies in case scenarios related to stressful situations.

#### Social Studies

- 8-S-200 Select information from a variety of oral, visual, material, print, or electronic sources.
- 8-S-201 Organize and record information in a variety of formats and reference sources appropriately.
- 8-S-202 Interpret primary and secondary information sources for research.
- 8-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 8-S-301 Consider the context of events, accounts, ideas, and interpretations.
- 8-S-302 Draw conclusions based on research and evidence.
- 8-S-303 Evaluate personal assumptions based on new information and ideas.
- 8-S-304 Distinguish fact from opinion and interpretation.
- 8-S-306 Assess the validity of information sources.
- 8-S-308 Compare diverse perspectives in the media and other information sources.
- 8-S-309 Interpret information and ideas in a variety of media.
- 8-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
- 8-S-402 Persuasively express differing viewpoints regarding an issue.
- 8-S-403 Present information and ideas orally, visually, concretely, or electronically.
- 8-S-404 Elicit and clarify questions and ideas in discussions.
- 8-S-405 Articulate their beliefs and perspectives on issues.
- 8-VI-006 Respect others' ways of life and beliefs.

## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 8 *(continued)*

#### Self and Learning

- study skills/test preparation
- strategies to reduce frustration/test anxiety
- notetaking skills
- learning styles and learning differences (including exceptional learning needs, ADHD, etc.)
- goal setting
- research skills
- time management/ organization skills/agenda books
- connections (skill/ knowledge transfer)

#### English Language Arts

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|-------|--|
| 1.2.3 | Structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding. |
| 2.1.2 | Use a variety of comprehension strategies to make sense of familiar and unfamiliar texts and remember ideas.       |
| 2.1.3 | Use textual cues to construct and confirm meaning and interpret texts.   |
| 3.1.4 | Prepare and use a plan to access, gather, and record in own words relevant information.                            |
| 3.2.4 | Recall, expand, and use a variety of skills to access information and ideas from a variety of sources.             |
| 3.3.1 | Organize information and ideas in order of priority according to topic and task requirements.                      |
| 3.3.2 | Make notes in point form, summarizing major ideas and supporting details; reference sources.                       |





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## ***MIDDLE YEARS***

*Educational Component*  
*Social Skills for Learning*

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## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 5

#### Social Skills for Learning

- attitudes/critical inquiry skills
- group work
- communication skills
- writing skills
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

#### Physical Education/Health Education

- K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions for personal success.
- K.4.5.A.3 Identify the influence of self and others on setting priorities and making responsible personal decisions.
- S.4.5.A.1 Use a goal-setting process to set and monitor progress for a group goal.

#### Social Studies

- 5-S-400 Listen to others to understand their perspectives.
- 5-S-401 Use language that is respectful of human diversity.
- 5-S-402 Support their ideas and opinions with information or observations.
- 5-S-403 Present information and ideas orally, visually, concretely, or electronically.
- 5-S-404 Elicit and clarify questions and ideas in discussions.
- 5-S-405 Articulate their beliefs and perspectives on issues.

#### English Language Arts

- 1.1.2 Seek others' viewpoints to build on personal responses and understanding.
- 5.2.1 Distinguish between on-task and off-task ideas and behaviours in cooperative and collaborative groups, and stay on task; identify and solve group productivity issues.
- 5.2.2 Assume the responsibilities of various group roles; choose roles appropriate for tasks and productivity.
- 5.2.3 Demonstrate sensitivity to appropriate language use when communicating orally.
- 5.2.4 Assess group process using checklists, and determine areas for development; set group and individual goals.

## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 6

#### Social Skills for Learning

- attitudes/critical inquiry skills
- group work
- communication skills
- writing skills
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

#### Physical Education/Health Education

- K.4.6.A.2b Determine effective time-management techniques and organizational skills for personal planning.
- K.4.6.A.3 Describe how personal factors and social factors influence making responsible and healthy-enhancing decisions.
- K.4.6.B.1a Identify the influences that help or hinder responsible social decision making.
- K.4.6.B.1b Recognize personal participation and responsibility in different social contexts.
- K.4.6.B.2a Identify different styles of communication and their characteristics.
- K.4.6.B.2b Identify the behaviours that are important for working cooperatively and collaboratively with others.
- K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways.

## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 6 (*continued*)

#### Social Skills for Learning

- attitudes/critical inquiry skills
- group work
- communication skills
- writing skills
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

#### Social Studies

- 6-S-100 Collaborate with others to establish and carry out group goals and responsibilities.
- 6-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly.
- 6-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 6-S-104 Negotiate constructively with others to build consensus and solve problems.
- 6-S-105 Recognize bias and discrimination and propose solutions.
- 6-S-200 Select information from a variety of oral, visual, material, print, or electronic sources.
- 6-S-201 Organize and record information in a variety of formats and reference sources appropriately.
- 6-S-202 Distinguish between primary and secondary information sources for research.
- 6-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 6-S-301 Evaluate the advantages and disadvantages of solutions to a problem.
- 6-S-302 Draw conclusions based on research and evidence.
- 6-S-303 Evaluate personal assumptions based on new information and ideas.
- 6-S-304 Distinguish fact from opinion and interpretation.
- 6-S-305 Observe and analyze material and visual evidence for research.
- 6-S-306 Assess the validity of information sources.
- 6-S-308 Compare diverse perspectives in a variety of information sources.
- 6-S-309 Interpret information and ideas in a variety of media.
- 6-S-400 Listen to others to understand their perspectives.
- 6-S-401 Use language that is respectful of human diversity.
- 6-S-402 Persuasively express differing viewpoints regarding an issue.
- 6-S-403 Present information and ideas orally, visually, concretely, or electronically.
- 6-S-404 Elicit and clarify questions and ideas in discussions.
- 6-S-405 Articulate their beliefs and perspectives on issues.
- 6-VP-016 Respect authority when it is consistent with democratic ideals.
- 6-VP-017 Be willing to support solutions to address inequities.

## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 6 (*continued*)

#### Social Skills for Learning

- attitudes/critical inquiry skills
- group work
- communication skills
- writing skills
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

#### English Language Arts

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| 1.1.2 | Select from others' ideas and observations to develop thinking and understanding.  |
| 1.2.2 | Explain personal viewpoints in clear and meaningful ways and revise previous understanding.  |
| 1.2.4 | Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.                     |
| 4.4.1 | Share information on a topic with class members in a planned and focused group session using a variety of strategies.                                      |
| 4.4.2 | Use appropriate volume, phrasing, intonation, non-verbal cues, and presentation space to enhance communication.  |
| 4.4.3 | Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s) through appropriate audience behaviours.                |
| 5.2.1 | Assist group members to maintain focus and complete tasks; identify and solve group process issues.  |
| 5.2.2 | Select and assume roles to assist in the achievement of group goals; engage in ongoing feedback.   |
| 5.2.3 | Demonstrate sensitivity to appropriate language use and tone when communicating orally.  |
| 5.2.4 | Assess own contributions to group process, set personal goals for enhancing work with others, monitor group process using checklists, and set group goals. |

## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 7

#### Social Skills for Learning

- attitudes/critical inquiry skills
- group work
- communication skills
- writing skills
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

#### Physical Education/Health Education

- K.4.7.A.1 Compare attitudes and behaviours that contribute to a sense of belonging.
- K.4.7.B.1a Identify socially acceptable behaviours for dealing with new situations and/or change.
- K.4.7.B.1b Describe conduct and ethical behaviours appropriate for engaging in physical activity and/or social events.
- K.4.7.B.2a Identify the characteristics associated with each of the communication styles and leadership qualities.
- K.4.7.B.3c Review strategies, possible outcomes, and behaviours for conflict resolution among friends and/or peers.
- S.4.7.A.4 Apply conflict-resolution strategies to different scenarios.

#### Social Studies

- 7-S-100 Collaborate with others to establish and carry out goals and responsibilities.
- 7-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly.
- 7-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 7-S-104 Negotiate constructively with others to build consensus and solve problems.
- 7-S-105 Recognize bias and discrimination and propose solutions.
- 7-S-301 Evaluate the advantages and disadvantages of solutions to a problem.
- 7-S-303 Evaluate personal assumptions based on new information and ideas.
- 7-S-304 Distinguish fact from opinion and interpretation.
- 7-S-306 Assess the validity of information sources.
- 7-S-308 Compare diverse perspectives in the media and other information sources.
- 7-S-309 Interpret information and ideas in a variety of media.
- 7-S-311 Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
- 7-S-400 Listen to others to understand their perspectives.
- 7-S-401 Use language that is respectful of human diversity.
- 7-S-402 Persuasively express differing viewpoints regarding an issue.
- 7-S-404 Elicit and clarify questions and ideas in discussions.
- 7-S-405 Articulate their beliefs and perspectives on issues.
- 7-KC-002 Describe the impact of various factors on quality of life in Canada and elsewhere in the world.
- 7-KI-006 Identify diverse cultural and social perspectives regarding quality of life.

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## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 7 (*continued*)

#### Social Skills for Learning

- attitudes/critical inquiry skills
- group work
- communication skills
- writing skills
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

#### Social Studies (*continued*)

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| 7-KI-007 | Describe the impact of discriminatory attitudes and practices on quality of life.  |
| 7-VC-001 | Respect the inherent dignity of all people.  |
| 7-VC-002 | Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life. |
| 7-VC-003 | Be willing to contribute to their groups and communities.  |
| 7-VI-005 | Respect others' rights to express their points of view.  |
| 7-VP-013 | Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.                               |
| 7-VI-006 | Be willing to broaden personal perspectives and experiences beyond the familiar.   |

#### English Language Arts

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| 1.1.2 | Compare own and others' insight and viewpoints.  |
| 1.2.2 | Summarize and represent personal viewpoints in clear and meaningful ways.  |
| 1.2.4 | Ask specific and focused questions for elaboration and clarification; engage in dialogue about experiences and understanding.  |
| 4.4.1 | Facilitate small-group activities and short, whole-class sessions to share information on a topic using pre-established active learning strategies.                      |
| 4.4.2 | Deliver short oral presentations and reports using verbal and non-verbal cues to focus audience attention; project emotion appropriate to the subject and point of view. |
| 4.4.3 | Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s) through appropriate audience behaviours.                              |
| 5.2.1 | Contribute to group efforts to reach consensus or conclusions.   |
| 5.2.2 | Present group conclusions or findings to classmates.   |
| 5.2.3 | Respect diverse languages, ideas, texts, and traditions, and recognize contributions of self, peers, and the wider community.  |
| 5.2.4 | Evaluate group process and personal contributions according to pre-established criteria; set group and individual goals and record action plan.                          |



## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 8

#### Social Skills for Learning

- attitudes/critical inquiry skills
- group work
- communication skills
- writing skills
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

#### Physical Education/Health Education

- K.4.8.A.1 Examine the effects of stereotyping based on a variety of factors, and ways to promote acceptance of self and others.
- K.4.8.B.1a Describe behaviours that show social responsibility and respect for diversity in different contexts.
- K.4.8.B.1b Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.
- K.4.8.B.2a Describe examples of assertive behaviours for resisting negative peer pressure.
- K.4.8.B.2b Identify roles and responsibilities in developing positive relationships.
- S.4.8.A.2 Apply the decision-making/problem-solving process in making group decisions in different case scenarios.
- S.4.8.A.3 Demonstrate functional use of interpersonal skills that promote fair play and teamwork.

#### Social Studies

- 8-S-100 Collaborate with others to establish and carry out group goals and responsibilities.
- 8-S-101 Use a variety of strategies to resolve conflicts peacefully and fairly.
- 8-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 8-S-104 Negotiate constructively with others to build consensus and solve problems.
- 8-S-105 Recognize bias and discrimination and propose solutions.
- 8-S-200 Select information from a variety of oral, visual, material, print, or electronic sources.
- 8-S-201 Organize and record information in a variety of formats and reference sources appropriately.
- 8-S-202 Interpret primary and secondary information sources for research.
- 8-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 8-S-301 Consider the context of events, accounts, ideas, and interpretations.
- 8-S-302 Draw conclusions based on research and evidence.
- 8-S-303 Evaluate personal assumptions based on new information and ideas.
- 8-S-304 Distinguish fact from opinion and interpretation.
- 8-S-306 Assess the validity of information sources.
- 8-S-308 Compare diverse perspectives in the media and other information sources.
- 8-S-309 Interpret information and ideas in a variety of media.

## EDUCATIONAL COMPONENT

### Middle Years

### CURRICULAR CONNECTIONS – Grade 8 *(continued)*

#### Social Skills for Learning

- attitudes/critical inquiry skills
- group work
- communication skills
- writing skills
- diversity (exceptional learning needs/multiple intelligences/individuality/culture)

#### Social Studies *(continued)*

- |          |   |
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| 8-S-311  | Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources. |
| 8-S-400  | Listen to others to understand their perspectives.  |
| 8-S-401  | Use language that is respectful of human diversity.   |
| 8-S-402  | Persuasively express differing viewpoints regarding an issue.   |
| 8-S-403  | Present information and ideas orally, visually, concretely, or electronically.                              |
| 8-S-404  | Elicit and clarify questions and ideas in discussions.  |
| 8-S-405  | Articulate their beliefs and perspectives on issues.  |
| 8-VI-006 | Respect others' ways of life and beliefs.   |

#### English Language Arts

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|-------|---|
| 1.1.2 | Integrate new understanding with previous viewpoints and interpretations.   |
| 1.2.2 | Articulate, represent, and explain personal viewpoints clearly.   |
| 1.2.4 | Reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity.                                   |
| 4.4.1 | Plan and facilitate small-group activities and short, whole-class sessions to share information on a topic using a variety of engaging methods.                                   |
| 4.4.2 | Explain, share, and present orally using appropriate conventions of public speaking in a variety of settings; use visual aids to enhance the effectiveness of oral presentations. |
| 4.4.3 | Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s).   |
| 5.2.1 | Engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony.   |
| 5.2.2 | Organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency.  |
| 5.2.3 | Demonstrate respect for other people's language, history, and culture.  |
| 5.2.4 | Evaluate the quality of own contributions to group process and set goals and plans for development of personal skills; evaluate group process and plan for growth.                |

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## ***MIDDLE YEARS***

*Educational Component*  
*Community Learning*

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**EDUCATIONAL COMPONENT****Middle Years****CURRICULAR CONNECTIONS – Grade 5****Community Learning**

- homework habits
- study schedules

**Physical Education/Health Education**

- K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions for personal success.
- K.4.5.A.3 Identify the influence of self and others on setting priorities and making responsible personal decisions.

**EDUCATIONAL COMPONENT****Middle Years****CURRICULAR CONNECTIONS – Grade 6****Community Learning**

- homework habits
- study schedules

**Physical Education/Health Education**

- K.4.6.A.2b Determine effective time-management techniques and organizational skills for personal planning.
- K.4.6.A.3 Describe how personal factors and social factors influence making responsible and healthy-enhancing decisions.
- K.4.6.B.1a Identify the influences that help or hinder responsible social decision making.

**EDUCATIONAL COMPONENT****Middle Years****CURRICULAR CONNECTIONS – Grade 7****Community Learning**

- homework habits
- study schedules

There are no specific learning outcomes in other curricular areas for this topic.

**EDUCATIONAL COMPONENT****Middle Years****CURRICULAR CONNECTIONS – Grade 8****Community Learning**

- homework habits
- study schedules

There are no specific learning outcomes in other curricular areas for this topic.