

Health Education 1-5 Scope and Sequence

Goal #1: Develop the understanding, skills, and confidences necessary to take action to improve health.

Grade 1

Perspective: Building on What I Already Know

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

USC1.5 Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment.

USC1.3 Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.

USC1.2 Determine, with support, the importance of the brain, heart, and lungs and examine behaviours that keep these organs healthy.

Grade 2

Perspective: Discovering Connections Between Self and Wellness

USC2.1 Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.

USC2.4 Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.

USC2.6 Examine how communities benefit from the diversity of their individual community members.

USC2.3 Develop an understanding of how health may be affected by illness and disease.

Grade 3

Perspective: Investigating Health Knowledge and Information

USC3.3 Determine how the misuse of helpful and the use of harmful substances (including tobacco) affect the health of self and others.

USC3.6 Distinguish between examples of real violence (e.g., schoolyard fights, shaking a baby, bullying) and fictional violence (e.g., cartoons, world wrestling entertainment, video games) and determine the influence of both on health and well-being.

USC3.2 Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it.

Grade 4

Perspective: Sharing What It Means to Be Healthy

USC4.5 Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.

USC4.3 Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.

USC4.2 Illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).

Grade 5

Perspective: Facing Obstacles and Embracing Opportunities to Holistic Well-being

USC5.5 Analyze the impact of violence and the cycle of abuse on the holistic well-being of self, family, and community.

USC5.6 Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).

USC5.7 Assess the importance of self-regulation and taking responsibility for one’s actions.

USC5.4 Analyze the connections between personal identity and personal well-being, and establish strategies to develop and support a positive self-image.

USC5.3 Analyze how infectious diseases (including HIV and Hepatitis C) and non-infectious illnesses/diseases challenge holistic well-being.

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USC1.4 Determine and practise safe pedestrian/street behaviours and examine related safety challenges in the community.

USC2.5 Recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks.

USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

USC5.6 Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).

USC5.7 Assess the importance of self-regulation and taking responsibility for one’s actions.

USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

USC2.2 Determine how healthy snacking practices influence personal health.

USC3.1 Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system.

USC3.4 Understand what it means to contribute to the health of self, family and home.

USC4.1 Assess what healthy eating and physical activity mean for pre/adolescence.

USC5.1 Analyze personal eating practices.

USC4.6 Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).

USC5.2 Understand the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty.

Goal #2: Make informed decisions based on health-related knowledge.

DM1.1 Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self.

DM2.1 Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.

DM3.1 Demonstrate the importance of investigating information for making informed decisions related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances, healthy family and home, safety at home, and impact of violence.

DM4.1 Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

Goal #3: Apply decisions that will improve personal health and/or the health of others.

AP1.1 Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy

AP2.1 Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of

AP3.1 Use the understandings, skills, and confidences related to healthy foods and physical activity, one’s “inner self”, helpful and harmful substances,

AP4.1 Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges,

AP5.1 Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

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relationships; pedestrian/ street safety; and a healthy sense of self.

illness/disease, respect, safety, and diversity.

healthy family and home, safety at home, and impact of violence.

negotiating disagreements, safety and protection, personal identity, and stressors.
