

Health Education 6-9 Scope and Sequence

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

Grade 6

Perspective: Affirm Personal Standards

USC 6.1 Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

USC 6.3 Demonstrate an understanding of how non-curable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health (i.e., physical, mental, emotional, spiritual) and the identities of self, family, and community.

USC 6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

USC 6.2 Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

USC 6.5 Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact

Grade 7

Perspective: Commit Self

USC 7.1 Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

USC 7.2 Examine critically and use purposefully blood-borne pathogen information/ education, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection or co-infection.

USC 7.3 Commit to personal safety practices while acquiring basic first aid knowledge and skills.

USC 7.4 Demonstrate a personalized and coherent understanding of the importance of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish harmony when conflict arises.

USC 7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

USC 7.5 Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels).

Grade 8

Perspective: Supporting Others

USC 8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

USC 8.3 Investigate and analyze the impact of in/formal supports and services (including testing/diagnostic services) available to individuals, families, and communities infected with/affected by non-curable infections/diseases (including HIV and Hepatitis C).

USC 8.2 Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.

USC 8.5 Assess how body image satisfaction/dissatisfaction and over-reliance on appearance as a source of identity and

Grade 9

Perspective: Promote Health

USC 9.1 Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

USC 9.3 Interpret, critique, and question the stigma associated with individuals, families, and communities living with/affected by non-curable infections/diseases, including HIV/AIDS and Hepatitis C and for those who advocate for them.

USC 9.2 Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.

USC 9.4 Analyze the norms and expectations (e.g., community, cultural) associated with romantic relationships as a means to effectively plan for related health promotion.

USC 9.9 Develop and demonstrate the personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours.

USC 9.5 Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g., fundraising, feasts, canteen sales,

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Perspective: Affirm Personal Standards

on the identities and the well-being of self, family, and community.

USC 6.4 Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

USC 6.7 Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviours and determine how and why certain groups of consumers (e.g., youth as 'replacement' smokers) are targeted.

Grade 7

Perspective: Commit Self

USC 7.7 Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

Grade 8

Perspective: Supporting Others

USC 8.4 Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of and the supports needed for self, family, and community.

USC 8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.

USC 8.7 Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions.

Grade 9

Perspective: Promote Health

extra-curricular events) in the community (e.g., home, school, arena, youth center).

USC 9.6 Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.

USC 9.7 Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues.

USC 9.8 Assess the ways self, family, and community facilitate healthy living for people with chronic illness.

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

DM 6.8 Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

DM 6.9 Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

DM 7.8 Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality .

DM 7.9 Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

DM 8.8 Appraise the role of "support" in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

DM 8.9 Analyze the health opportunities and challenges, and establish "support others" personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

DM 9.10 Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infection/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.

DM 9.11 Analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships,

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addictions, tragic death and suicide, chronic illness, and sexual health.

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

AP 6.10 Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.

AP 7.10 Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

AP 8.10 Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

AP 9.12 Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.