

Health Curriculum at a Glance: Summary of Learning Outcomes for 6-8

Grade	Caring for Yourself, Your Family and Your Community	Personal Wellness	Use, Misuse and Abuse of Materials (emphasizing Media Literacy)	Growth and Development
6	<p>Students will be able to</p> <p>A1) identify injuries that are prevalent in the community</p> <p>A2) identify and describe various environmental factors that affect our health</p>	<p>Students will be able to</p> <p>B1) describe the domains of wellness and identify strategies for promoting their own wellness</p> <p>B2) identify strategies for promoting nutrition and physical activity</p> <p>B3) identify how environments influence health choices</p> <p>B4) identify how advertisements are used to promote health</p>	<p>Students will be able to</p> <p>C1) demonstrate knowledge of and respect for people with sensitivities or allergies</p> <p>C2) explain the use and misuse of substances which may assist weight loss or body building</p> <p>C3) define what is meant by addictive behaviours and discuss why some individuals are more prone to addictions</p>	<p>Students will be able to</p> <p>D1) understand the changes that occur in the body during puberty</p> <p>D2) understand the structures and functions of male and female reproductive systems</p> <p>D3) understand that sexuality is an expression of one's "femaleness" or "maleness"</p>
7	<p>A1) define the role of community members (including self) in promoting safety and injury prevention</p> <p>A2) describe selected examples of infectious and non-infectious disease, identifying their detection and prevention</p>	<p>B1) identify strategies for promoting their own wellness</p> <p>B2) identify needs pertaining to student wellness in school</p> <p>B3) describe the process required to implement and evaluate a change that improves student wellness in school</p>	<p>C1) identify and describe the negative effects of alcohol and drugs</p> <p>C2) identify, describe and practise refusal skills in order to take personal responsibility</p> <p>C3) identify and analyse influences, especially from peers and media/promotions, that impact on choices regarding healthy or unhealthy behaviours (eg. smoking, drinking, dieting)</p>	<p>D1) understand that sexuality integrates many aspects of each of our lives</p> <p>D2) review the structure and the function of the male and female reproductive systems</p> <p>D3) describe fertilization, pregnancy and childbirth</p> <p>D4) recognize and evaluate different kinds of relationships</p>
8	<p>A1) identify the relationship between high-risk behaviours and resulting consequences</p> <p>A2) identify and describe how to promote safety and prevent injury or illness</p>	<p>B1) identify strategies for promoting their own wellness</p> <p>B2) identify factors that enhance health or that cause illness</p> <p>B3) identify stressors in students' lives and strategies for coping with stress</p>	<p>C1) understand what an addiction is and how it can make a person keep doing something unhealthy or destructive</p> <p>C2) practice positive decision-making as it relates to self and others</p> <p>C3) identify and value themselves as positive role models</p> <p>C4) recognize that most adolescents do not engage in unhealthy behaviours or activities</p>	<p>D1) understand the role of the media in establishing feelings and attitudes about ourselves and relationships with others, including dating and becoming sexually active</p> <p>D2) understand the choices and realize both the long- and short-term consequences and responsibilities that exist with becoming sexually active</p> <p>D3) discuss sexual orientation issues</p>