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