
Healthy Living 7

Specific Curriculum Outcomes

Students will be expected to

Healthy Self

- identify what they value and set personal goals that contribute to their health and value system
- demonstrate an understanding of the aesthetic and ability factors that can influence one's body image and how it can affect participation in physical activity
- demonstrate an understanding of the stages of pregnancy and prenatal development
- examine influences that impact ones' decision-making abilities about alcohol use
- demonstrate an understanding of the risks associated with harmful gambling development, including signs of concern specific to youth
- differentiate between sexual orientation and gender identity
- identify ways of maintaining sexual health
- apply a series of decision-making steps to potential situations involving risk, including sexual decision-making
- recognize the relationship between general health and oral health
- differentiate between the warning of signs of major depressive disorder, anxiety disorder, attention deficit disorder, recognizing gender differences and the impact of delayed treatment
- demonstrate an understanding that mental health is an integral component of health, that there is no shame in expressing a need for mental health support, and to recognize people in their lives whom they can trust to help them
- identify personal level of activity as less or more prior to the present, analyze factors and set goals to increase or maintain physical activity level
- identify relationships between their strengths, skills, abilities, interests, and their educational plans
- select items for and maintain a LifeWork portfolio

Healthy Relationships

- describe different types of interpersonal relationships, the importance of respectful and non-violent relationships and examine the positive and negative reasons for starting and ending relationships
- examine methods for contraception and the benefits/disadvantages of each method
- distinguish between positive and negative peer influence and acquire skills for resisting/asserting oneself in negative peer influence

Healthy Community

- provide leadership among peers and younger school-aged children on active transportation
- demonstrate an understanding that communities have resources that youth can access for help for a variety of health issues
- examine personal, social, and cultural sources of influences on substance use, gambling and non-use of substances, recognizing there is a continuum of use and potential harms from substance use
- analyze positive and negative outcomes of social networking and mobile devices
- research injuries most common among sport and recreation and identify strategies to protect themselves and others while involved in such experiences
- recognize the characteristics of supportive environments for healthy eating, environmental sustainability, physical activity, non use of tobacco in various places in the community
- examine opportunities for physical activity at school, home, and within their community.

