

Student Name: _____

Course Name: Healthy Living 1200

R – retain, D – delete, C – changed

Outcomes	R	D	C	A	Changed outcomes
IMPACTS OF AN ACTIVE LIFESTYLE					
<ul style="list-style-type: none"> • Identify and analyze the impacts of an active lifestyle on physical, social, emotional, intellectual, and spiritual well-being. • Identify the impact of active lifestyles on society and the environment. • Demonstrate an understanding of the impact of movement and physical activity on body image including self-esteem and self-confidence. • Demonstrate and use various forms of movement as a means of creative expression. 					
AN ACTIVE LIFESTYLE AND YOU					
<ul style="list-style-type: none"> • Identify challenges in leading an active lifestyle. • Demonstrate the ability to make informed decisions concerning fitness issues pertaining to self, others, and the environment. • Demonstrate the ability to plan, organize, and implement cooperatively developed physical activities. • Develop and implement a personal plan of action for an active lifestyle. 					

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AN ACTIVE LIFESTYLE AND OTHERS					
<ul style="list-style-type: none"> • Demonstrate positive social interaction such as respect and cooperation related to activity programs. • Promote and support, and participate to socially responsive physical activity programs at the school and community level. • Demonstrate appropriate etiquette, rules, and principles of fair play. 					
TECHNOLOGY, THEMEDIA AND AN ACTIVE LIFESTYLE					
<ul style="list-style-type: none"> • Critically analyze the media’s portrayal of fitness. • Demonstrate n understanding of the impacts of technology on individual and societal activity in relation to fitness. • Recognize and analyze how technological innovations influence fitness. 					
LIFE CHOICES AND ACTIVE LIFESTYLES					
<ul style="list-style-type: none"> • Identify careers associated with fitness and related fields. • Demonstrate an understanding of the relationship between fitness and well-being and a range of career choices. 					

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HEALTHY EATING					
FOOD AND WELL-BEING					
<ul style="list-style-type: none"> • Identify and analyze the impacts of eating practices on personal well-being. • Critically analyze the contribution of healthy eating and good nutrition to aesthetic appeal: glowing skin, shiny hair, high energy. • Evaluate health benefits/riks associated with eating practices. • Critically analyze the impact of eating practices on the prevention and/or development of chronic health conditions. 					
FOOD, EATING, AND YOU					
<ul style="list-style-type: none"> • Analyze personal eating practices. • Identify challenges to healthy eating. • Evaluate the relationship between physical activity and dietary requirements. • Develop a personal eating plan which incorporates the recommendations of Canada’s Food Guide to Healthy Eating and which takes into account cultural values and beliefs. 					

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FOOD SECURITY					
<ul style="list-style-type: none"> • Demonstrate an understanding of the factors underlying food sufficiency and their impact on healthy eating in self, family, and country. • Demonstrate an understanding of the factors affecting food security. • Identify the impact of eating practices on society and on the environment. 					
TECHNOLOGY, THE MEDIA AND FOOD					
<ul style="list-style-type: none"> • Critically analyze the media’s portrayal of food and of eating practices. • Critically analyze how technological innovation influences eating practices. 					
LIFE CHOICES AND HEALTH EATING					
<ul style="list-style-type: none"> • Identify careers related to food and eating. • Identify skills required in various sectors of the food industry. 					
CONTROLLING SUBSTANCES					
IMPACTS OF SUBSTANCES					
<ul style="list-style-type: none"> • Critically analyze the impacts of substance use/abuse on personal aesthetics and behaviour. • Identify and analyze the impact of substance use/abuse on personal well being. 					

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SUBSTANCES AND YOU					
<ul style="list-style-type: none"> • Identify challenges in dealing with substance use and abuse • Develop a personal plan for the management of substance use. 					
SUBSTANCES AND SOCIETY					
<ul style="list-style-type: none"> • Demonstrate an understanding of what constitutes socially responsible behaviour towards substance use within the home, school and community. • Identify the impacts of substance use/abuse on society. • Identify cultural links between substance use/abuse and spiritualism. • Analyze moral and ethical issues related to substance use/abuse. 					
TECHNOLOGY, THE MEDIA AND SUBSTANCES					
<ul style="list-style-type: none"> • Critically analyze the media’s portrayal of substance use/abuse. • Utilize information technology to access, present and communicate information on substance use/abuse. • Recognize and critically analyze the influence of technological innovation on substance use/abuse. 					

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PERSONAL DYNAMICS					
IMPACTS ON PERSONAL DYNAMICS					
<ul style="list-style-type: none"> • Demonstrate an understanding of stress and its impacts on individuals, relationships and society. • Demonstrate an understanding of the impacts of cultural values and beliefs on society 					
PERSONAL DYNAMICS AND YOU					
<ul style="list-style-type: none"> • Demonstrate an understanding of the importance of communication, negotiation and conflict resolution skills in personal relationships • Demonstrate an awareness of the role of emotions on decision making. • Identify and participate in activities that reduce stress, are financially viable, and enhance relationships • Identify and use strategies to balance work, study and leisure time • Develop a personal action plan which addresses time management, finances and relationships. 					
PERSONAL DYNAMICS AND SOCIETY					
<ul style="list-style-type: none"> • Identify ethical issues associated with utilization of time, investing and personal relationships. • Demonstrate an understanding of the value of paid and unpaid work. 					

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TECHNOLOGY, MEDIA AND PERSONAL DYNAMICS					
<ul style="list-style-type: none">• Critically analyze the impacts of technological innovations on time management, finances, and relationships.• Critically analyze the media’s portrayal of personal dynamics.					
LIFE CHOICES AND PERSONAL DYNAMICS					
<ul style="list-style-type: none">• Identify careers which encompass of directly relate to time management, financial management, and personal relationships.• Identify skills required to work in areas related to time management financial management and personal relationships.					