

Student-s Name \_\_\_\_\_ Course Name Intermediate -Adolescence: Healthy Lifestyles - (Grade 7)

R - retain, D - delete, C - changed

Outcomes

R D C Changed Outcome

<b>EMOTIONAL AND SOCIAL WELL-BEING</b>				
1 To understand the meaning of self-concept and the factors that influence its formation				
2 To develop an understanding of the uniqueness of each individual				
3 To develop an increased awareness of individual physical and personality characteristics				
4 To recognize the influence of body image on self-concept				
5 To distinguish between self-concept and self esteem				
6 To engage in activities designed to enhance self esteem				
7 To understand how self-concept influences thoughts, feelings, and behaviors				
8 To understand the nature of feelings and the ways in which they are expressed				
9 To be aware of appropriate ways of expressing feelings				
10 To develop strategies for dealing with negative feelings				
11 To recognize sources of stress in our lives				
12 To understand that stress can be healthy or harmful				
13 To consider positive ways of dealing with stress				

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<b>HUMAN SEXUALITY</b>				
1 To review the structure and function of the male and female reproductive system				
<b>NOTE:</b> <i>This concept is introduced in growth and development units in grades 5 and 6</i>				
2 To understand the role of the endocrine glands in the human reproductive system				
3 To understand the process and significance of the menstrual cycle				
4 To understand that puberty follows a predictable pattern, yet occurs at different rates for everyone				
5 To understand new feelings that accompany physical changes during puberty				
6 To develop a positive attitude and feelings about own sexuality				
7 To be aware of ways of expressing sexual feelings				
8 To understand the process of intercourse and fertilization				
9 To understand the development of the embryo from conception to birth				
10 To be aware of the common sexually transmitted diseases and how they endanger health				

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11 To understand how sexually transmitted diseases are contracted				
<b>NOTE: <i>HIV infection, in the majority of cases, has led to aids. Since AIDS at this time is not curable, since it is ultimately fatal, and also because it continues to carry a social stigma, it warrants specific consideration in the curriculum. In light of this, the following objectives (12-17) have been developed</i></b>				
12 To understand how HIV infection affects the immune system				
13 To be aware of how HIV infection is transmitted and not transmitted				
14 To realize how feelings about HIV infection might affect behavior				
15 To increase understanding of AIDS as a social and medical issue				
16 To identify responsible options and behavior as they relate to AIDS and other sexually transmitted diseases				
17 To practice assertiveness and refusal skills as ways of coping with sexual pressures				
<b>NOTE: <i>With respect to sexual expression, the opportunity should be provided to consider and discuss religious teachings and beliefs</i></b>				

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<b>RELATIONSHIPS</b>				
1 To identify the characteristics of a friendship				
2 To understand that new friendships may cause stress				
3 To recognize that parental concern regarding friendships is normal and a sign of caring				
4 To identify different types of social groups to which individuals belong				
5 To recognize the influence of peer groups				
6 To identify the value of time spent alone apart from a group				
<b>DRUGS: SMOKING AND ALCOHOL</b>				
1 To understand that tobacco contains an addictive drug and other chemicals that affect health				
2 To identify reasons why people choose to smoke or not to smoke				
3 To be aware of the immediate and long-term effects of cigarette smoking, both physical, social and psychological.				
4 To understand the effects of second hand and side-stream smoke				
5 To understand the influence of advertising on smoking				

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behavior				
6 To recognize the rights of smokers and non-smokers				
7 To use the decision-making model with regard to tobacco use				
8 To identify and practice refusal skills with regard to smoking				
9 To promote and encourage appropriate health-related practices				
10 To be aware of the laws pertaining to tobacco use				
11 To be aware of the immediate and long term benefits of cessation				
12 To identify programs and methods used by smokers in an effort to quite smoking				
<b>NOTE: <i>Because of the emphasis on smoking in previous grade levels and various initiatives by Health and Welfare Canada, some of these objectives, especially those that are knowledge-based, may serve as review. Emphasis should be placed on objectives # 7-9 which focus on skill development</i></b>				
13 To realize that alcohol is a drug that affects the body and has the potential for serious harm				
14 To be aware of the various types of alcohol				

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15 To consider the influence of the media on drinking				
16 To be aware of personal responsibility regarding alcohol use				
<b>ACTIVE LIVING</b>				
1 To understand the meaning of physical fitness				
2 To recognize the importance of physical activity and fitness to overall health				
3 To identify the benefits of physical fitness				
4 To recognize cardiovascular and muscular endurance, strength, flexibility, and body composition as factors affecting physical fitness				
5 To develop, follow and evaluate a personal plan for active living				
6 To recognize the importance of physical activity as one of the factors in stress reduction now and throughout life				
7 To recognize the importance of physical activity throughout life				
8 To recognize and practice physical activities that are age-appropriate and matched to levels of development				
9 To understand the importance of nutrition and rest to overall fitness				

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10	To understand the relationship between physical activity and weight control				
11	To be aware of associations and programs in the community that promote fitness				
12	To evaluate the various kinds of programs and equipment that promote active living and physical fitness				
<b>NOTE: <i>Coordination and collaboration with the Physical Education Teacher would help to increase relevancy and to reinforce concepts and skills that lead to desirable behavioral outcomes and lifestyle practices</i></b>					
<b>SAFETY AND ENVIRONMENTAL HEALTH</b>					
1	To recognize the importance of a healthy attitude towards safety				
2	To be aware of unsafe practices that endanger the lives of young people and understand why these practices occur				
3	To become involved in the promotion of safety at home, in school, and in the larger community				
4	To be aware of individual responsibility with regard to safety and accident prevention				
5	To know individual capabilities and limitations with respect to safety practices and first aid				
6	To develop knowledge and skills necessary to participate				

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safely in activities with potential risks				
<b>NOTE: Teachers may choose from activities that are popular with students and within the community and that are perceived as relevant to this age group</b>				
7 To analyze the intent of the rules, regulations and laws related to safety practices and protection				
8 To identify practices and activities that pose a threat to the environment and the health of people				
9 To consider the kinds of changes that are necessary to protect the environment and the health of individuals				
10 To consider ways of initiating and participating in social actions that may lead to protection of the environment and the promotion of health				
11 To examine some of our own actions and identify some changes that can be made on an individual basis in relation to personal and environmental health				
12 To develop a plan of action that would result in specific decisions and actions to enhance health and protect the environment				
<b>NOTE: First Aid and Babysitting courses involving community expertise could supplement this unit. Also, the Home Economics program for the Intermediate Level has a comprehensive Child Care</b>				



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<i>module that deals with babysitting and safety practices related to children. Collaboration with the home economics teacher will ensure a strong link between the two programs and will help in the transfer of skills to the family setting</i>				
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