

Student-s Name \_\_\_\_\_ Course Name Intermediate -Adolescence: Healthy Lifestyles - (Grade 8)

R - retain, D - delete, C - changed

Outcomes

R D C Changed Outcome

<b>EMOTIONAL AND SOCIAL WELL-BEING</b>				
1 To appreciate how experiences affect self-concept				
2 To identify the effects of self-concept on behavior				
3 To understand the importance of positive support and feedback on the development of a positive self-concept				
4 To have an awareness of the factors that influence male and female roles				
5 To understand that changes in moods and feelings are natural				
6 To differentiate between appropriate and inappropriate ways of handling moods and feelings				
7 To use the decision-making process to choose alternate courses of action when dealing with feelings				
8 To accept responsibility for own attitudes and behaviors				
9 To be aware of the types of stress and how the body responds to stress				
10 To discuss ways of coping with stress and stressful situations				
11 To have an increased understanding of suicide and the role an individual can play in preventing suicide				

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<p><b>NOTE:</b> <i>Stress management should be promoted at appropriate points throughout the program Collaboration with the guidance counselor, educational therapist or school psychologist would help to increase relevancy, reinforce skills and coordinate support services as needed and available</i></p>				
<p><b>HUMAN SEXUALITY</b></p>				
<p>1 To explore concerns with respect to the physical and emotional changes that occur during puberty</p>				
<p>2 To identify some of the emotions involved in relationships with others during puberty</p>				
<p>3 To be aware of the factors that play a role in the development of attitudes toward sexuality</p>				
<p>4 To be aware of means of sexual expression</p>				
<p><b>NOTE:</b> <i>With respect to sexual expression, the opportunity should be provided to consider and discuss religious teachings and beliefs</i></p>				
<p>5 To understand the outcomes of sexual intercourse</p>				
<p>6 To understand the process of labor and birth</p>				
<p>7 To consider various forms of conception control, including abstinence</p>				
<p>8 To practice and develop self-respect and respect for others</p>				

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in relation to sexuality				
9 To practice responsible decision making with respect to sexual behavior				
10 To practice communicating concerns related to sexuality with parents and others				
11 To recognize emotional and social implications of teenage pregnancy				
12 To explore concerns with respect to sexually transmitted diseases				
<b>NOTE: <i>Specific concerns related to HIV/AIDS can be addressed here</i></b>				
13 To define sexual abuse and discuss the effects of sexual abuse and assault on mental and physical health				
14 To determine ways to reduce the incidence of sexual abuse and assault				
15 To determine and consider ways of dealing with the harmful effects of sexual abuse and assault				
16 To identify ways of protecting oneself against sexual abuse and assault				
<b>NOTE: <i>The above objectives for the unit AHuman Sexuality@should adequately prepare students for AAdolescence: Relationships and Sexuality@</i></b>				

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<i>designed for grade nine students</i>				
<b>RELATIONSHIPS</b>				
1 To recognize the need for communication, understanding, sensitivity and cooperation with friends				
2 To recognize the importance of building and maintaining friendships				
3 To recognize the need for developing new friendships				
4 To develop an appreciation of friendships with members of the opposite sex				
5 To recognize the role of each family member in providing for the physical, emotional, and social and spiritual needs of its individual members				
6 To develop an appreciation for different family structures and consider how to build positive relationships within these structures				
7 To consider how to cope in situations such as separation, divorce, illness and abuse which may arise within a family				
<b>DRUGS: ALCOHOL AND OTHER DRUGS</b>				
1 To distinguish between facts and myths with regard to the drug, alcohol				
2 To identify reasons why people choose to drink or not to				

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drink				
3 To distinguish between responsible use of alcohol and alcohol abuse				
4 To recognize the short- and long-term effects of alcohol on health and the risks associated with alcohol abuse				
5 To be aware of the effects of alcoholism on the family				
6 To be aware of the particular risks associated with alcohol use by teens				
7 To understand the laws pertaining to alcohol use and young people				
8 To be aware of the dangers of combining alcohol and other drugs				
9 To understand social influences, including advertising, on decisions about drinking				
10 To consider personal, familial and societal values related to alcohol use				
11 To practice refusal skills with regard to drinking alcoholic beverages				
12 To identify and promote alternate activities not involving alcohol				
13 To identify sources of help and information such as				

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Alcoholics Anonymous, Alateen, Alanon and drug Dependency Services				
14 To identify >other-drugs				
15 To have an appreciation of the role of drugs in our society				
16 To distinguish between prescription, non-prescription and illegal drugs				
17 To distinguish between drug use, drug misuse, and drug abuse and drug dependence				
18 To understand some of the reasons for drug misuse and drug abuse				
19 To understand some health-related implications of drug use, misuse, abuse and dependence				
20 To be aware of the physical and psychological potential for dependence on drugs				
21 To be aware of how advertising and the media influence decisions regarding drug use				
22 To be aware of Canadian laws relating to the possession, use and sale of drugs				
23 To be aware of alternatives to drug abuse/use				
24 To consider personal, societal and familial values with respect to the use of drugs				

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25	To be aware of sources of help for drug-dependent persons (see objective # 13)				
26	To be aware of the part that decision making plays in drug use and abuse and to practice assertiveness and refusal skills in this area				
<b>NOTE: <i>If alcohol and other drugs are dealt with in combination, man of the above objectives can be merged or blended together</i></b>					
<b>NUTRITION</b>					
1	To understand the importance of nutrition and eating habits in relation to good health				
2	To identify the major classes of nutrients needed by the human body and outline their basic functions				
3	To outline the general differences in and to give examples from each of the food groups				
4	To recognize Canada-s Food Guide as a useful reference in achieving and maintaining good nutritional status				
5	To explain the purposes and principles of dividing foods into the four groups of Canada-s Food Guide				
6	To use Canada-s Food Guide to evaluate meals, menus and personal eating habits				
<b>Note: <i>Objectives #1-6 above may serve as review and a</i></b>					

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<i>starting point for the exploration of issues that are related to eating and nutrition and that are relevant for this age group.</i>				
7 To recognize that the diets of Newfoundlanders and Labradorians are often high in sugar, salt and fat				
8 To recognize the health-related consequences of eating habits established during adolescence ad their effect on future health				
9 To recognize that there are special nutrient needs during adolescence				
10 To recognize the importance of choosing and preparing nutritious foods for meals and snacks				
11 To be aware of the increased energy needs of the athlete or those involved in strenuous physical activity				
12 To explain the relationship between physical activity, diet, and weight				
13 To define Ahealthy weight@ and to have an understanding of cultural pressures which promote unrealistic images of desirable body shape				
14 To outline methods or practices that are used to control weight				
15 To recognize that certain dietary practices are potentially harmful				



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16 To outline sensible guidelines that will aid in reaching and maintaining a healthy weight				
<b>NOTE:</b> <i>Coordination and collaboration with the Home Economics/Family Studies teacher would help to increase relevancy and to reinforce concepts and skills that lead to desirable behavioral outcomes and lifestyle practices</i>				