



# Health and Career Education Curriculum Map Grades K – 12

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## Introduction

### **Mission Statement**

**Abbotsford Christian School, operated by Abbotsford Christian School Society members, seeks to serve Christian families by providing a secure learning environment in which God's children can continue to explore, experience and evaluate all of life under God.**

**We aim to nurture students in the discovery and development of their abilities and unique gifts so that they are enabled to be faithful, discerning, obedient and creative servants of God and of neighbour; and stewards of His creation.**

### Enduring Understandings

God has created us as interactive beings and placed us in a world that is full of opportunity for uncovering his glory. Our interactions with the world around us equip us to respond to the situations of the world in a way that invites us to praise God and be instruments of God's restorative power.

Health Education teaches about human relationships and family, and is a key area where parent and teacher roles complement one other. Parents provide students with foundational nurture about life's relationships. Teachers educate students in ways that contribute to their understanding of themselves, their relationships with others, their bodies, human sexuality, healthy living, and personal and social growth. Christian schools promote balanced attention to students as unique individuals and as members of families, churches and communities. Students are encouraged to take responsibility for good health, learn decision-making skills and develop a healthy way of living that honours God and builds community with others.

Career Education enables students to develop their gifts as they explore and study all areas of life. Career Education includes guiding students in exploring ways in which they can exercise their gifts in service and work. Students are called to be Christians in all of life and are gifted to serve in particular areas of life. Career Education allows students to explore interests and abilities, and consider educational, career, and occupational choices. Learning activities such as self-assessment, goal setting, seeking advice from parents, teachers and mentors, career exploration projects, community service and work experience can increase student awareness and assist them in making decisions about their future education and/or work.

Exploration within the curriculum encourages us to take responsibility for the decisions we make in regards to choices we make about our futures, our personal well-being and health, and the people with whom we interact. God has blessed all of us with gifts and abilities with which he wants us to worship and serve Him. It is important to acknowledge that the decisions we make about our futures, both personal and interpersonal, are an essential part of worship to our God. It is his desire that we be effective co-workers, examples and voices of hope in this world. Examining healthy living and what that means as a Christian, is one way we can learn to be better imitators of Christ in this world.

## Goals

1. Students will grow in their understanding of who they are as uniquely created children of God. They will continue to discover their gifts, talents, and abilities and how they can serve their creator in all of life, including their education, their careers and relationships with others.
2. Students will be encouraged to take responsibility for good health, God-honouring decision-making, and building community with others.
3. Students will learn and apply processes of goal setting and decision making, and will become aware of the effects of their decisions on themselves and others.
4. Students will learn about and be able to access the range of sources of information and support available to them for a variety of health, safety, education and career choices.
5. Students will gain knowledge and skills necessary to make informed choices about their health and safety, and will develop an awareness of the consequences of their choices for themselves and others.

## Essential Questions

- **How can I stay healthy and honour God with my body?**
- **How do I keep myself safe?**
- **How do I have healthy relationships with the people in my community (local and global)?**
- **How will my attitudes towards myself, my family, my friends, and my God change as I grow up?**
- **How does God want me to use my gifts and abilities to serve Him?**
- **How can I set goals for myself both academically and personally to help me better glorify God now and in the future?**
- **What types of things might I face in our world that may pressure me and challenge my role as a child of God?**

# Health and Career Education Curriculum Map Grades K – 1

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: By the end of grade level, the students will:	Theme units or other curricular areas where these learning outcomes are taught
K	<ul style="list-style-type: none"> <li>How can I stay healthy and honour God with my body?</li> <li>How do I keep myself safe?</li> <li>How do I have healthy relationships with the people in my community (local and global)?</li> <li>How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>How does God want me to use my gifts and abilities to serve Him?</li> <li>How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p>Goals and Decisions</p> <ul style="list-style-type: none"> <li>opportunities to make choices</li> <li>sources of support at school</li> </ul> <p>Career Development</p> <ul style="list-style-type: none"> <li>personal skills and interests</li> <li>jobs and responsibilities at home and school</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>practices that contribute to health</li> </ul> <p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>thoughtful caring behaviours in families</li> <li>expressing feelings appropriately</li> <li>relationship behaviours</li> </ul> <p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> <li>terminology for private parts</li> <li>appropriate and inappropriate touching</li> <li>responding to inappropriate touches or confusing or uncomfortable situations</li> <li>hazardous identification and avoidance (home, school, road, and community)</li> </ul> <p>Substance Misuse Prevention</p> <ul style="list-style-type: none"> <li>safe and unsafe substances</li> </ul>	<p>A1 identify opportunities to make choices</p> <p>A2 identify sources of support and assistance for children at school</p> <p>B1 identify their personal skills and interests (e.g., things they are good at, things they like to do)</p> <p>B2 identify a variety of jobs and responsibilities they have at home and at school (e.g. clean up toys, obey playground rules)</p> <p>C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices</p> <p>C2 identify thoughtful, caring behaviours in families (e/g., nurture, guidance, love)</p> <p>C3 demonstrate an understanding of appropriate ways to express feelings</p> <p>C4 differentiate between positive and negative behaviours in relationships</p> <p>C5 use appropriate terminology to identify female and male private body parts</p> <p>C6 differentiate between appropriate and inappropriate ways of being touched</p> <p>C7 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including</p> <ul style="list-style-type: none"> <li>saying “no” or “stop”</li> <li>calling out for help and getting away if possible</li> <li>telling a trusted adult and continuing to tell until someone listens and takes action</li> <li>not keeping a secret about the situation even if someone asks you to</li> </ul> <p>C8 identify ways to avoid hazards and potentially dangerous situations in the home, school, or on the road, and in the community</p> <p>C9 demonstrate an ability to access emergency services (e.g., fire, police, ambulance)</p> <p>C10 differentiate between safe and unsafe substances in terms of their potential to benefit or harm the body</p>	<p>Theme Units</p> <ul style="list-style-type: none"> <li>Apples</li> <li>Farm</li> <li>Transportation</li> <li>Rainforest</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>Fire and Earthquake Drills</li> <li>Snack and Lunchtime (ongoing)</li> <li>Hand washing practices</li> <li>Cold Prevention &amp; Protection discussions</li> <li>Second Step</li> <li>Class Meetings and Discussions</li> <li>Centres</li> <li>Playground Etiquette</li> <li>Decision making</li> <li>Bible</li> </ul>
1	<ul style="list-style-type: none"> <li>How can I stay healthy and honour God with my body?</li> <li>How do I keep myself safe?</li> <li>How do I have healthy relationships with the people in my community (local and global)?</li> <li>How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>How does God want me to use my gifts and abilities to serve Him?</li> <li>How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p>Goals and Decisions</p> <ul style="list-style-type: none"> <li>reasons for setting goals</li> <li>sources of support at school and in the community</li> </ul> <p>Career Development</p> <ul style="list-style-type: none"> <li>personal skills and interests</li> <li>jobs and responsibilities at home and school</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>practices that contribute to health</li> <li>preventing spread of disease and conditions</li> </ul> <p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>how families provide support and nurturing</li> <li>expressing feelings</li> <li>friendship behaviours</li> <li>dealing with interpersonal conflict</li> </ul> <p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> <li>terminology for private parts</li> <li>appropriate and inappropriate touching</li> <li>responding to inappropriate touches or confusing or uncomfortable situations</li> <li>safety guidelines (home, school, road, and community)</li> <li>accessing emergency services</li> </ul> <p>Substance Misuse Prevention</p> <ul style="list-style-type: none"> <li>recognizing and refusing unsafe substances</li> </ul>	<p>A1 identify reasons for setting goals (e.g. helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)</p> <p>A2 identify sources of support for children while at school and in the community (e.g. teachers, elders, block parents, police officers)</p> <p>B1 describe their personal skills and interests (e.g. things they are good at, things they like to do, things they've learned)</p> <p>B2 describe a variety of jobs and responsibilities they have at home and at school</p> <p>C1 identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices</p> <p>C2 identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)</p> <p>C3 identify ways families provide support and nurturing for growth and development</p> <p>C4 demonstrate an understanding of appropriate and inappropriate ways to express feelings</p> <p>C5 differentiate between positive and negative behaviours in friendships</p> <p>C6 describe strategies for dealing with common interpersonal conflicts</p> <p>C7 use appropriate terminology to identify female and male private body parts</p> <p>C8 differentiate between appropriate and inappropriate ways of being touched</p> <p>C9 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including</p> <ul style="list-style-type: none"> <li>saying “no” or “stop”</li> <li>calling out for help and getting away if possible</li> <li>telling a trusted adult and continuing to tell until someone listens and takes action</li> <li>not keeping a secret about the situation even if someone asks you to</li> </ul> <p>C10 describe guidelines for safety in the home, at school, on the road, and in the community</p> <p>C11 demonstrate an ability to access emergency services, including calling 911 and giving relevant information</p> <p>C12 demonstrate an understanding of the concept of unsafe substances</p>	<p>Theme Units</p> <ul style="list-style-type: none"> <li>All About Me</li> <li>Community Helpers</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>Daily goals for writing and reading</li> <li>Family of the week presentations</li> <li>Daily reminders of hand washing</li> <li>Second Step</li> <li>Class Meetings</li> <li>5-point scale</li> <li>Devotions</li> <li>Stick Pick buddies during recess</li> <li>PE</li> <li>Fire and Earthquake Drills</li> </ul>

## Health and Career Education Curriculum Map Grades 2 - 3

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

<p><b>2</b></p>	<ul style="list-style-type: none"> <li>How can I stay healthy and honour God with my body?</li> <li>How do I keep myself safe?</li> <li>How do I have healthy relationships with the people in my community (local and global)?</li> <li>How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>How does God want me to use my gifts and abilities to serve Him?</li> <li>How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p><b>Goals and Decisions</b></p> <ul style="list-style-type: none"> <li>steps in goal setting</li> <li>opportunities for making decisions</li> </ul> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>ways of categorizing jobs</li> <li>effective work habits</li> </ul> <p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>physical and emotional health practices</li> <li>healthy eating practices</li> <li>preventing spread of communicable diseases</li> </ul> <p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>communication skills</li> <li>friendship strategies</li> </ul> <p><b>Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>avoidance and assertiveness related to potentially abusive situations</li> <li>avoiding hazardous situations (home, school, streets, community)</li> </ul> <p><b>Substance Misuse Prevention</b></p> <ul style="list-style-type: none"> <li>harm from unsafe substances</li> <li>refusing substances</li> </ul>	<p>A1 identify the steps needed to achieve a goal  A2 identify opportunities to make decisions  B1 describe ways of categorizing jobs  B2 identify effective work habits  C1 describe practices that contribute to physical and emotional health  C2 identify healthy eating practices as described in <i>Canada's Food Guide to Healthy Eating</i>  C3 describe practices that help to prevent the spread of communicable diseases  C4 describe appropriate strategies for communicating with others  C5 identify positive ways to initiate and maintain healthy friendships  C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including</p> <ul style="list-style-type: none"> <li>using a strong voice to say "no", "stop", "I don't like this"</li> <li>calling out for help and getting away if possible</li> <li>telling a trusted adult, keep telling a trusted adult until you get help</li> <li>not giving out personal information without your parents' knowledge and permission</li> </ul> <p>C7 describe appropriate ways to avoid or respond to hazardous and high-risk situation in the home, at school, on the road, and in the community  C8 describe the potential harm associated with various unsafe substances  C9 demonstrate ways of refusing or avoiding harmful or unknown substances</p>	<p><b>Theme Units</b></p> <ul style="list-style-type: none"> <li>Me in my Canadian Community</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>Class meetings</li> <li>PE-fitness goals to ensure a healthy body</li> <li>Daily goals for writing and reading</li> <li>Student Led Conferences</li> <li>Christmas at my house presentations</li> <li>Family of the week presentations</li> <li>Discussions prior to report cards</li> <li>Discussions at snack and lunch time</li> <li>Valentines lunch</li> <li>Second Step Program <ul style="list-style-type: none"> <li>Class discussions</li> <li>Role playing</li> <li>Conflict resolution strategies</li> <li>Empathy training</li> </ul> </li> <li>5-Point Scale</li> <li>Devotions</li> <li>Locating poisonous substances in the school and reading labels</li> <li>Monday morning news, current events</li> <li>Safety talks</li> <li>Fire and Earthquake Drills</li> </ul>
<p><b>3</b></p>	<ul style="list-style-type: none"> <li>How can I stay healthy and honour God with my body?</li> <li>How do I keep myself safe?</li> <li>How do I have healthy relationships with the people in my community (local and global)?</li> <li>How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>How does God want me to use my gifts and abilities to serve Him?</li> <li>How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p><b>Goals and Decisions</b></p> <ul style="list-style-type: none"> <li>using a goal setting model</li> <li>sources of support</li> </ul> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>attributes of role models</li> <li>benefits of effective work habits</li> </ul> <p><b>Healthy Living</b></p> <ul style="list-style-type: none"> <li>physical and emotional health practices</li> <li>importance of healthy eating and regular physical activity</li> <li>preventing spread of communicable diseases</li> </ul> <p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>building positive relationships</li> <li>nature and consequences of bullying</li> </ul> <p><b>Safety and Injury Prevention</b></p> <ul style="list-style-type: none"> <li>avoidance and assertiveness related to potentially abusive situations</li> <li>importance of recognizing and avoiding hazardous situations</li> </ul> <p><b>Substance Misuse Prevention</b></p> <ul style="list-style-type: none"> <li>negative effects of unsafe substance</li> <li>avoiding substances</li> </ul>	<p>A1 apply a goal-setting model to a short-term goal  A2 identify sources of support for children in a variety of situations  B1 describe the attributes of people they admire  B2 demonstrate an understanding of the benefits of developing effective work habits  C1 describe practices that contribute to physical and emotional health  C2 describe the importance of healthy eating and regular physical activity for a healthy lifestyle  C3 Describe practices that help to prevent the spread of communicable diseases  C4 describe skills for building and maintaining positive relationships  C5 describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully  C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including</p> <ul style="list-style-type: none"> <li>using a strong voice to say "no", "stop", "I don't like this"</li> <li>calling out for help and getting away if possible</li> <li>telling a trusted adult, keep telling a trusted adult until you get help</li> <li>not giving out personal information</li> </ul> <p>C7 describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community  C8 describe the potential harm associated with various unsafe substances  C9 demonstrate ways of refusing or avoiding harmful or unknown substances</p>	<p><b>Theme Units</b></p> <ul style="list-style-type: none"> <li>Space</li> <li>Inuit Community and Culture</li> <li>Healthy Living</li> <li>Pioneer Community</li> <li>Structures and Materials</li> <li>Canada</li> <li>Plants</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>WITS program</li> <li>Class Meetings</li> <li>P.E.</li> <li>Devotions</li> <li>Bible Program</li> <li>Fire and Earthquake Drills</li> </ul>

# Health and Career Education Curriculum Map Grades 4 - 5

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

<p>4</p>	<ul style="list-style-type: none"> <li>How can I stay healthy and honour God with my body?</li> <li>How do I keep myself safe?</li> <li>How do I have healthy relationships with the people in my community (local and global)?</li> <li>How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>How does God want me to use my gifts and abilities to serve Him?</li> <li>How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p>Goals and Decisions</p> <ul style="list-style-type: none"> <li>steps in decision making</li> </ul> <p>Career Development</p> <ul style="list-style-type: none"> <li>attribute inventory</li> <li>importance of effective work habits</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>choices for emotional and physical health</li> <li>choices for healthy eating</li> <li>physical changes at puberty</li> <li>communicable and non-communicable diseases</li> </ul> <p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>interpersonal skills in relationships</li> <li>strategies for responding to bullying behaviour</li> </ul> <p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> <li>lures and tricks used by potential abusers (including on the Internet)</li> <li>abuse avoidance strategies</li> <li>potential for injury in a range of settings</li> </ul> <p>Substance Misuse Prevention</p> <ul style="list-style-type: none"> <li>negative effects of abusing tobacco, alcohol, and other drugs</li> <li>strategies for preventing substance misuse</li> </ul>	<p>A1 identify the steps in a decision-making model          B1 create an inventory of their own abilities, including skills, interests, and accomplishments          B2 demonstrate an understanding of the importance of developing effective work habits          C1 describe the choices an individual can make to attain and maintain physical and emotional health          C2 describe choices they can make for healthy eating, based on Canada's Food Guide to Healthy Eating          C3 describe the physical changes that occur during puberty (Grade 6)          C4 differentiate between communicable diseases and non-communicable diseases          C5 describe interpersonal skills necessary to build positive relationships          C6 demonstrate appropriate strategies for responding to bullying behaviour          C7 identify common lures or tricks used by potential abusers, face-to-face or on the Internet          C8 identify strategies for avoiding abusive or potentially abusive situations          C9 describe the potential risks for injury in a variety of settings, including on the road          C10 describe possible negative effects of substance misuse          C11 propose strategies for preventing or avoiding substance misuse</p>	<p>Theme Units</p> <ul style="list-style-type: none"> <li>First Nations/Explorers</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>Devotions</li> <li>Class Meetings</li> <li>Ongoing throughout all subject areas</li> <li>Care for personal supplies / desk area</li> <li>Student Led conferences</li> <li>Physical Education</li> <li>Bible Program</li> <li>Field trips</li> <li>Computer curriculum</li> </ul>
<p>5</p>	<ul style="list-style-type: none"> <li>How can I stay healthy and honour God with my body?</li> <li>How do I keep myself safe?</li> <li>How do I have healthy relationships with the people in my community (local and global)?</li> <li>How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>How does God want me to use my gifts and abilities to serve Him?</li> <li>How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p>Goals and Decisions</p> <ul style="list-style-type: none"> <li>factors affecting decision making</li> <li>benefits of personal support networks</li> </ul> <p>Career Development</p> <ul style="list-style-type: none"> <li>types of work of interest</li> <li>work habits and transferable skills</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>factors influencing health decisions</li> <li>healthy lifestyle planning</li> <li>physical, emotional, and social changes at puberty</li> <li>practices for preventing communicable and non-communicable diseases</li> </ul> <p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>assessing own interpersonal skills</li> <li>safe and caring schools</li> </ul> <p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> <li>safety guidelines for protection from abuse and exploitation</li> <li>minimizing risks</li> <li>social pressures and risk taking</li> </ul> <p>Substance Misuse Prevention</p> <ul style="list-style-type: none"> <li>factors contributing to use of tobacco, alcohol, and other drugs</li> </ul>	<p>A1 describe how various factors affect decision making          A2 demonstrate an understanding of the benefits of personal support networks          B1 identify types of work that interest them          B2 relate work habits to transferrable skills          C1 identify factors that influence attitudes and decisions regarding healthy lifestyles          C2 describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health          C3 describe the physical, emotional, and social changes associated with puberty (Grade 6)          C4 describe practices that help to prevent         <ul style="list-style-type: none"> <li>communicable diseases</li> <li>non-communicable diseases</li> </ul>         C5 assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends          C6 assess behaviours that contribute to a safe and caring school environment          C7 describe safety guidelines to protect themselves and others from abuse and exploitation          C8 describe how to remove or reduce hazards and risks for injury in a variety of settings, including the road          C9 demonstrate strategies for responding to social pressures that can contribute to risk taking          C10 analyse factors that contribute to the use of alcohol, tobacco, and other drugs</p>	<p>Theme Units</p> <ul style="list-style-type: none"> <li>Simple Machines</li> <li>Body Systems</li> <li>Resources</li> <li>Government</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>Class Meetings</li> <li>Devotions</li> <li>Friends for Life</li> <li>Math problem solving/measurement</li> <li>Guest speakers</li> <li>Impromptu discussions</li> <li>P.E.</li> </ul>

# Health and Career Education Curriculum Map Grades 6 - 8

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

<p>6</p>	<ul style="list-style-type: none"> <li>How can I stay healthy and honour God with my body?</li> <li>How do I keep myself safe?</li> <li>How do I have healthy relationships with the people in my community (local and global)?</li> <li>How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>How does God want me to use my gifts and abilities to serve Him?</li> <li>How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p>Goals and Decisions</p> <ul style="list-style-type: none"> <li>planning to support goals</li> <li>influences on decision making and goal setting</li> </ul> <p>Career Development</p> <ul style="list-style-type: none"> <li>relationship between attributes and work</li> <li>transferable skills developed in and out of school</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>benefits of healthy lifestyles</li> <li>human reproductive system</li> <li>respecting developmental differences</li> <li>life-threatening communicable diseases, including HIV/AIDS</li> </ul> <p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>influences of peers on behaviour</li> <li>stereotyping and discrimination</li> <li>responding to stereotyping, discrimination, and bullying</li> </ul> <p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> <li>sources of help and support</li> <li>Internet safety</li> <li>responsible safety behaviour</li> <li>responding to emergencies</li> </ul> <p>Substance Misuse Prevention</p> <ul style="list-style-type: none"> <li>prevention and alternatives</li> <li>consequences to self and others</li> </ul>	<p>A1 describe planning techniques that can help to support goal attainment</p> <p>A2 identify influences on goal setting and decision making, including family, peer, and media influences</p> <p>B1 relate personal attributes to various types of work</p> <p>B2 describe transferable skills that are developed through school and recreational activities</p> <p>C1 describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of</p> <ul style="list-style-type: none"> <li>being physically active</li> <li>healthy eating practices</li> <li>an emotionally healthy lifestyle</li> </ul> <p>C2 describe the human reproductive system</p> <p>C3 demonstrate an understanding of the importance of respecting own and others' development rates during puberty and adolescence</p> <p>C4 identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C</p> <p>C5 assess the influence that peers have on individuals' attitudes and behaviour</p> <p>C6 demonstrate an understanding of the harmful effects of stereotyping and discrimination</p> <p>C7 identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying</p> <p>C8 apply appropriate strategies for responding to discrimination, stereotyping, and bullying</p> <p>C9 identify sources of support for people in abusive or exploitative situations</p> <p>C10 identify personal safety strategies to avoid abusive or exploitative situations on the Internet</p> <p>C11 describe personal safety behaviours on the road and in the community (grade 8)</p> <p>C12 identify basic principles for responding to emergencies (grade 8)</p> <p>C13 demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs (grade 7)</p> <p>C14 describe the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (grade 7)</p>	<p>Theme Units</p> <ul style="list-style-type: none"> <li>Ma Profession – French</li> <li>Restaurant Unit - French</li> <li>Changing and Growing</li> <li>Culture and Global awareness</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>Anchor time</li> <li>Directed anti-bullying workshops with the school counsellor</li> <li>P.E classes</li> <li>Computer/technology lessons</li> </ul>
<p>7</p>	<ul style="list-style-type: none"> <li>How can I stay healthy and honour God with my body?</li> <li>How do I keep myself safe?</li> <li>How do I have healthy relationships with the people in my community (local and global)?</li> <li>How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>How does God want me to use my gifts and abilities to serve Him?</li> <li>How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p>Goals and Decisions</p> <ul style="list-style-type: none"> <li>planning to achieve a specific goal</li> <li>applying a decision making model</li> </ul> <p>Career Development</p> <ul style="list-style-type: none"> <li>career clusters</li> <li>transferable skills</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>factors influencing health decisions</li> <li>maintaining health during puberty</li> <li>accessing community information and support</li> <li>life-threatening nature of HIV/AIDS</li> </ul> <p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>healthy and unhealthy relationships</li> <li>influences on relationships</li> <li>preventing stereotyping, discrimination, and bullying</li> </ul> <p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> <li>personal strategies to avoid abuse and exploitation</li> <li>avoiding unsafe situations on road and in community</li> </ul> <p>Substance Misuse Prevention</p> <ul style="list-style-type: none"> <li>media and social influences on substance misuse</li> <li>healthy alternatives</li> </ul>	<p>A1 design a plan to achieve a specific goal</p> <p>A2 demonstrate an ability to apply a decision-making model to a specific situation</p> <p>B1 classify jobs according to career clusters</p> <p>B2 identify skills that are transferable to a range of school and recreational situations</p> <p>C1 analyse factors (including media and peer) that influence personal health decisions</p> <p>C2 describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence</p> <p>C3 demonstrate an ability to access community information and support services for a variety of health issues</p> <p>C4 demonstrate an understanding of the life-threatening nature of HIV/AIDS</p> <p>C5 identify characteristics of healthy relationships and unhealthy relationships</p> <p>C6 describe a variety of influences or relationships</p> <p>C7 demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying</p> <p>C8 identify safety strategies that can be used to avoid potentially abusive or exploitative situations</p> <p>C9 propose strategies to avoid potentially unsafe situations on the road and in the community</p> <p>C10 analyse media and social influences related to substance misuse</p> <p>C11 describe healthy alternatives to substance misuse</p>	<p>Theme Units</p> <ul style="list-style-type: none"> <li>Media Studies</li> <li>Drugs/substance Misuse</li> <li>Friends for Life Program</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>Anchor time</li> <li>P.E. classes</li> </ul>
<p>8</p>	<ul style="list-style-type: none"> <li>How can I stay healthy and honour God with my body?</li> <li>How do I keep myself safe?</li> </ul>	<p>Education and Careers</p> <ul style="list-style-type: none"> <li>potential career options</li> <li>transferable (employability skills)</li> </ul>	<ul style="list-style-type: none"> <li>describe how personal attributes can be related to career options</li> <li>identify skills that are transferable to new tasks and situations within and outside the school, including:</li> </ul>	<p>Theme Units</p> <ul style="list-style-type: none"> <li>Education and Careers - Humanities</li> </ul>

	<ul style="list-style-type: none"> <li>• How do I have healthy relationships with the people in my community (local and global)?</li> <li>• How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>• How does God want me to use my gifts and abilities to serve Him?</li> <li>• How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>• What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p>Healthy Living</p> <ul style="list-style-type: none"> <li>• personal health goals</li> <li>• influences on eating habits</li> <li>• factors affecting healthy sexual decision making</li> <li>• consequences of STIs and HIV/AIDS</li> </ul> <p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>• importance of healthy relationships</li> <li>• sources of information and support</li> <li>• contributing to a safe and caring school</li> </ul> <p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> <li>• risks of road-related situations</li> <li>• responding to emergencies</li> <li>• potential job hazards</li> <li>• Internet safety</li> </ul> <p>Substance Misuse Prevention</p> <ul style="list-style-type: none"> <li>• influences on substance misuse</li> <li>• strategies for healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>○ personal management skills</li> <li>○ academic skills</li> <li>○ teamwork skills</li> </ul> <ul style="list-style-type: none"> <li>• set personal goals for attaining and maintaining a healthy lifestyle</li> <li>• analyse influences on eating habits including family, peers, and media</li> <li>• identify factors that influence healthy sexual decision making</li> <li>• demonstrate an understanding of the consequences of contracting sexually transmitted infections including HIV/AIDS</li> <li>• assess the importance of healthy relationships</li> <li>• identify school and community sources of information and support for individuals in unhealthy, abusive, or exploitative relationships</li> <li>• describe ways in which they can contribute to a safe and caring school environment</li> <li>• assess the potential risks associated with a variety of road-related situations</li> <li>• describe appropriate procedures for responding to emergencies</li> <li>• assess the potential hazards associated with various jobs</li> <li>• propose strategies for the safe use of wireless and online communications</li> <li>• analyse influences related to substance misuse</li> <li>• propose strategies that can assist youth in making healthy choices related to substance use</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Living</li> <li>• Healthy Relationships</li> <li>• Substance Misuse</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Science</li> <li>• P.E. classes</li> <li>• Anchor Activities</li> </ul>
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# Health and Career Education Curriculum Map Grade 9

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

<p><b>9</b></p>	<ul style="list-style-type: none"> <li>• How can I stay healthy and honour God with my body?</li> <li>• How do I keep myself safe?</li> <li>• How do I have healthy relationships with the people in my community (local and global)?</li> <li>• How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>• How does God want me to use my gifts and abilities to serve Him?</li> <li>• How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>• What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p>Education and Careers</p> <ul style="list-style-type: none"> <li>• exploring career options</li> <li>• sources of information and support</li> <li>• importance of developing employability skills</li> <li>• grade 10 requirements</li> </ul> <p>Healthy Living</p> <ul style="list-style-type: none"> <li>• healthy lifestyles and personal potential</li> <li>• healthy eating habits</li> <li>• healthy sexual decision making</li> <li>• consequences of unsafe sexual behaviour</li> </ul> <p>Healthy Relationships</p> <ul style="list-style-type: none"> <li>• building healthy relationships</li> <li>• avoiding unhealthy relationships</li> <li>• responding to bullying, discrimination, harassment, and intimidation</li> </ul> <p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> <li>• avoiding unnecessary risks (road, community)</li> <li>• avoiding workplace injuries</li> </ul> <p>Substance Misuse Prevention</p> <ul style="list-style-type: none"> <li>• consequences of substance misuse</li> </ul>	<ul style="list-style-type: none"> <li>• describe ways of exploring career options</li> <li>• identify sources of information and support to assist them in their education and career planning</li> <li>• explain the importance of developing employability skills</li> <li>• describe the grade 10 requirements of the Graduation Program</li> <li>• relate the characteristics of a healthy lifestyle to their ability to maximize personal potential</li> <li>• analyse how healthy eating habits can support a healthy lifestyle</li> <li>• describe practices that promote healthy sexual decision making</li> <li>• assess the short-term and long-term consequences of unsafe sexual behaviour</li> <li>• propose strategies for building and maintaining healthy interpersonal relationships</li> <li>• describe skills for avoiding or responding to unhealthy, abusive, ore exploitative relationships</li> <li>• describe effective and appropriate responses to bullying, discrimination, harassment, and intimidation</li> <li>• propose strategies to avoid unnecessary risks in a variety of situations on the road and in the community</li> <li>• describe strategies to avoid unnecessary risks on the job</li> <li>• assess the potential physical, emotional, and social consequences for themselves and others if they misuse substances</li> </ul>	<p>Humanities Units</p> <ul style="list-style-type: none"> <li>• Industrial Revolution</li> <li>• Bullying Awareness</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• P.E. classes</li> </ul>
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# Health and Career Education Curriculum Map Grade 10

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

<p><b>10</b></p>	<ul style="list-style-type: none"> <li>How can I stay healthy and honour God with my body?</li> <li>How do I keep myself safe?</li> <li>How do I have healthy relationships with the people in my community (local and global)?</li> <li>How will my attitudes towards myself, my family, my friends, and my God change as I grow up?</li> <li>How does God want me to use my gifts and abilities to serve Him?</li> <li>How can I set goals for myself both academically and personally to help me better glorify God now and in the future?</li> <li>What types of things might I face in our world that may pressure me and challenge my role as a child of God?</li> </ul>	<p>Graduation Program</p> <ul style="list-style-type: none"> <li>course requirements, exams, and focus areas</li> <li>graduation transitions</li> </ul> <p>Education and Careers</p> <ul style="list-style-type: none"> <li>personal interests and attributes</li> <li>post-secondary education and training</li> <li>labour market information</li> <li>job-seeking and job keeping</li> <li>employment standards and workplace safety</li> <li>support networks and resources</li> <li>transition plan</li> </ul> <p>Health <b>P.E. 10</b></p> <ul style="list-style-type: none"> <li>healthy living</li> <li>health information</li> <li>health decisions</li> </ul> <p>Finances</p> <ul style="list-style-type: none"> <li>financial literacy</li> <li>costs of education and career options</li> <li>financial plan</li> </ul>	<p>Graduation Program</p> <p>A1 identify the course requirements for the Graduation Program</p> <p>A2 identify ways of earning credits for the Graduation Program (e.g. in-school courses, external credits)</p> <p>A3 identify the exam requirements for the graduation program, including required and optional exams</p> <p>A4 describe the Focus Areas in the Graduation program</p> <p>A5 describe how one or more Focus Areas of interest relate to education and career options</p> <p>Education and Careers</p> <p>B1 relate personal attributes and interests to education and career planning</p> <p>B2 compare a variety of post-secondary education and training institutions and programs</p> <p>B3 relate labour market information (e.g., types of employment, required skills and education, salary range) to careers of interest</p> <p>B4 demonstrate an understanding of employability skills (e.g., communication, problem solving, teamwork)</p> <p>B5 demonstrate job-seeking skills (e.g. employment searches, writing resumes and cover letters, preparing for job interviews)</p> <p>B6 demonstrate an awareness of the legal rights and responsibilities of employers and employees</p> <p>B7 analyse practices associated with work-related risk reduction and injury prevention( e.g., safety training, hazard recognition, risk management, communication)</p> <p>B8 identify support networks and resources for pursuing their education and career goals (e.g., family, school, and community resources)</p> <p>B9 develop a personal education and career plan to support the achievement of education and career goals</p> <p>Health</p> <p>C1 analyse factors that influence health (e.g., physical activity, nutrition, stress management)</p> <p>C2 analyse health information for validity and personal relevance</p> <p>C3 demonstrate an understanding of skills needed to build and maintain healthy relations (e.g., effective communication, problem solving)</p> <p>C4 analyse factors contributing to a safe and caring school (e.g., respect for diversity, prevention of harassment and intimidation)</p> <p>C5 evaluate the potential effects of an individual's health-related decisions on self, family, and community</p> <p>C6 analyse practices that promote healthy sexual decision making (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)</p> <p>C7 analyse practices associated with the prevention of HIV/AIDS</p> <p>C8 analyse strategies for preventing substance misuse (e.g., recognizing influences, accessing accurate information, applying informed decision-making skills)</p> <p>C9 analyse individual and societal practices associated with road-related risk reduction and injury prevention (e.g., obeying speed limits, wearing seatbelts, driver education)</p> <p>Finances</p> <p>D1 demonstrate financial literacy related to</p> <ul style="list-style-type: none"> <li>budgeting skills</li> <li>planning for transition from secondary school</li> <li>knowledge about credit and debt</li> <li>knowledge of legal requirements for reporting personal income</li> </ul> <p>D2 identify the costs and funding sources associated with various education and career options</p> <p>D3 develop a personal financial plan to support the achievement of education and career goals</p>	<p>Most of grade 10 Health and Career is taught in the Grade 10 Bible Program</p> <p>Graduation Program Learning Outcomes are taught in conjunction with the counsellor who also meets individually with each student and their parent(s) to plan a course of studies that meets their personal education and career goals.</p> <p>All Health Learning Outcomes are taught in P.E. 10.</p>
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