

HEALTH STANDARDS AND BENCHMARKS

Standard 1: Health Promotion and Disease

Students will apply health promotion and disease prevention concepts and principles to personal, family, community and environmental health issues.

	By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 10
Human reproductive health	<ul style="list-style-type: none"> Identify and practice principles of personal body care 	<ul style="list-style-type: none"> Identify responsibilities students have to themselves (See Science Standards) 	<ul style="list-style-type: none"> Identify responsibilities students have to themselves and others including reasons for delaying sexual activity. 	<ul style="list-style-type: none"> Identify reasons for delaying sexual activity. Evaluate different methods of contraception. Identify the symptoms, consequences, treatment and prevention of STD's
Knowing about and preventing diseases	<ul style="list-style-type: none"> Recognise the relationship between behaviours and good health <ul style="list-style-type: none"> Personal hygiene Wearing appropriate clothing Sun safety Exercise The need to drink water 	<ul style="list-style-type: none"> Identify health practices that prevent disease (rest, sleep, exercise etc) Identify simple steps to avoid and treat infection Define communicable diseases 	<ul style="list-style-type: none"> Identify lifestyle disorders and how to avoid them (obesity, infertility, certain cancer, alcoholism) Define communicable diseases Identify common illnesses and know how to prevent them. 	<ul style="list-style-type: none"> Identify lifestyle disorders and explain how to avoid them (obesity, infertility, certain cancer, alcoholism) Define prevention and treatment of communicable diseases
Global health issues	<ul style="list-style-type: none"> Understand that variation in global water supply is linked to hygiene standards and the spread of disease around the world. 	<ul style="list-style-type: none"> Understand that for a variety of reasons there are variations in health standards world-wide. 	<ul style="list-style-type: none"> Understand that certain illnesses are specific to different countries. Understand that the spread of certain diseases is preventable. 	<ul style="list-style-type: none"> Understand that for a variety of reasons there are variations in health standards world-wide. .

Changes in growth and development.	<ul style="list-style-type: none"> • Identify changes in personal growth. 	<ul style="list-style-type: none"> • Identify the stages of human development up to birth. • Explain physical, emotional and social changes during adolescence 	<ul style="list-style-type: none"> • Identify the stages of human development from birth to old age. 	<ul style="list-style-type: none"> • Identify the stages of human development from birth to old age.
Safety	<ul style="list-style-type: none"> • Recognise the relationship between behaviours and safe practices <ul style="list-style-type: none"> ○ Preventing injury ○ Road safety ○ Safety outside ○ Safety inside ○ Understand the role of emergency services 	<ul style="list-style-type: none"> • Recognise the relationship between behaviours and safe practices <ul style="list-style-type: none"> ○ Road safety ○ Safety outside ○ Safety inside ○ Internet safety 	<ul style="list-style-type: none"> • Recognise potential sport injuries and how to prevent them. • Identify personal safety practices including safe use of technology. 	<ul style="list-style-type: none"> • Understand potential sport injuries and how to prevent them. • Understand the risks associated with excessive alcohol consumption and personal safety. • Identify personal safety practices including safe use of technology.
Social, emotional and mental health		<ul style="list-style-type: none"> • Recognise that there are social and emotional changes during adolescence and the effects on mental health. 	<ul style="list-style-type: none"> • Recognise that a positive self esteem can influence a healthy emotional, mental and social balance. 	<ul style="list-style-type: none"> • Identify ways to promote social, emotional and mental health.
Body systems	<ul style="list-style-type: none"> • Identify basic body needs • Understand how our senses help us learn about the world around us. 	<ul style="list-style-type: none"> • Understand the effect diet has on body systems 	<ul style="list-style-type: none"> • Understand that healthy eating and regular exercise promotes health and reduces sickness and disease. 	

Standard 2: Accessing Information

Students will be aware of the variety of valid health information and appropriate health promoting products and services, and understand how to access information.

	By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 10
Local and national health services	<ul style="list-style-type: none">• Demonstrate ability to locate resources from the home, school, and community that provide health services.	<ul style="list-style-type: none">• Locate the appropriate service for a variety of situations.	<ul style="list-style-type: none">• Evaluate available health resources.	<ul style="list-style-type: none">• Explain the processes involved in accessing school and community health services for self and others.
Accessing information	<ul style="list-style-type: none">• Understand the role of the nurse in our school• Understand the role of the school counselor	<ul style="list-style-type: none">• Know where to find health related information.• Critically analyse available information.	<ul style="list-style-type: none">• Synthesize accurate information from a variety of sources regarding health issues.	<ul style="list-style-type: none">• Evaluate resources that provide health information.
Costs			<ul style="list-style-type: none">• Compare the costs and validity of health products and services.	<ul style="list-style-type: none">• Analyze the cost and accessibility of health care services.
Knowing when to seek help.	<ul style="list-style-type: none">• Students will understand when to ask for help and what kind of help they need.	<ul style="list-style-type: none">• Identify situations that require health products and or services.	<ul style="list-style-type: none">• Describe situations requiring professional health services.	<ul style="list-style-type: none">• Describe situations requiring professional health services.

Standard 3: Influences on health

Students will analyse the influence of cultural beliefs, environment, media and technology and other factors on health.

	By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 10
Effects of media and other sources	<ul style="list-style-type: none">• Understand that the media influences ideas and practices.	<ul style="list-style-type: none">• Describe how culture influences personal health practices.	<ul style="list-style-type: none">• Describe how messages from media and other sources influence health behaviours.• Analyze the influence of technology on personal and family health.	<ul style="list-style-type: none">• Evaluate the impact of technology on personal, family and community health.• Analyze how cultural diversity enriches and challenges health behaviours.
Peer influences	<ul style="list-style-type: none">• Understand the influence of peers.	<ul style="list-style-type: none">• Analyze how information from peers influences health.	<ul style="list-style-type: none">• Describe how information from peers can influence health.	<ul style="list-style-type: none">• Evaluate the consequences of peer influences with regard to health choices.
Decision making skills		<ul style="list-style-type: none">• Predict outcomes of positive health decisions.	<ul style="list-style-type: none">• Create and apply a decision making process to health issues.	<ul style="list-style-type: none">• Analyze the impact of media and culture on decision-making.

Standard 4: Health Behaviours

Students will understand the benefits of practicing health enhancing behaviours and reduce health risks.

	By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 10
Drugs and alcohol	<ul style="list-style-type: none">• Identify responsible health behaviours.	<ul style="list-style-type: none">• Compare behaviours that are safe with those that are risky or harmful.	<ul style="list-style-type: none">• Distinguish between legal and illegal drugs and the ramifications of their use.• Explain the harmful effects of Alcohol use and abuse.• Recognize the reasons why people use drugs and alcohol.	<ul style="list-style-type: none">• Describe factors that lead to substance dependence.• Describe the physiological and sociological effects of substance use and/or abuse.• Demonstrate knowledge of the legal aspects of substance use and abuse (e.g. regarding under-age drinking, impaired driving, the Tobacco Control Act).
Balanced lifestyle	<ul style="list-style-type: none">• Understand that healthy food choices promote healthy growth and development.	<ul style="list-style-type: none">• Understand that the food we eat contributes to good health.	<ul style="list-style-type: none">• Distinguish between the categories of nutrients and the food groups.• Understand the relationship between healthy eating practices and body weight maintenance.	<ul style="list-style-type: none">• Analyse the relationships between healthy eating, physical activity, and body image.• Understand the relationship between life style choices and body weight maintenance.
Safe vs risky behaviour	<ul style="list-style-type: none">• Identify safe and risky behaviours.	<ul style="list-style-type: none">• Identify ways to avoid threatening situations and reduce conflict.	<ul style="list-style-type: none">• Identify behaviours that impact health maintenance and disease prevention.• Distinguish between safe and harmful behaviours in relationships.	<ul style="list-style-type: none">• Analyze the short and long-term consequences of safe, risky and harmful behaviours.

Standard 5: Social Skills

Students will demonstrate the ability to use interpersonal communication skills.

	By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 10
Healthy relationships	<ul style="list-style-type: none">• Explain how friendships can be initiated and sustained.	<ul style="list-style-type: none">• Demonstrate ways to communicate care, consideration, empathy and respect for self and others.	<ul style="list-style-type: none">• Demonstrate ways to communicate care consideration, empathy and respect for self and others.	<ul style="list-style-type: none">• Demonstrate ways to communicate care, consideration, empathy and respect for self and others.
Communication skills	<ul style="list-style-type: none">• Recognise appropriate means of expressing feelings.	<ul style="list-style-type: none">• Understand the importance of active listening when communicating with others.• Demonstrate refusal and negotiation skills to enhance health.	<ul style="list-style-type: none">• Demonstrate effective communication skills for building and maintaining healthy relationships.• Demonstrate appropriate ways to express needs, wants and feelings.	<ul style="list-style-type: none">• Demonstrates skills for effective communication in a variety of situations.
Managing conflict	<ul style="list-style-type: none">• Demonstrate effective conflict resolution strategies.	<ul style="list-style-type: none">• Demonstrate effective conflict resolution strategies.	<ul style="list-style-type: none">• Analyze possible causes of conflict among youth in schools and communities.• Demonstrate strategies to manage conflict.	<ul style="list-style-type: none">• Analyze possible causes of conflict in schools, families and communities.• Demonstrate strategies to manage conflict.

Standard 6: Advocating for health

Students will demonstrate the ability to advocate for personal, family and community health.

	By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 10
Positive influence on others	<ul style="list-style-type: none">• Understand that we have the ability to influence others in a positive way.	<ul style="list-style-type: none">• Understand that all humans have strengths and weaknesses which can impact health.	<ul style="list-style-type: none">• Understand that all humans have strengths and weaknesses which can impact health	<ul style="list-style-type: none">• Understand that all humans have strengths and weaknesses which can result in inequitable treatment.
Local and global health issues.	<ul style="list-style-type: none">• Understand how man uses water• Understand and explain how we can conserve water	<ul style="list-style-type: none">• Identify and explain how human actions have implications on health.	<ul style="list-style-type: none">• Recognise the disparity of health amongst groups, regions and countries.• Identify and explain how human actions have local and global implications on health.	<ul style="list-style-type: none">• Recognise the variety of factors influencing local and global health issues.• Describe the way in which the spread of sexually transmitted diseases varies globally.