

Senior School Curriculum

Health



MINISTRY OF EDUCATION

Bermuda

2000

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Bermuda

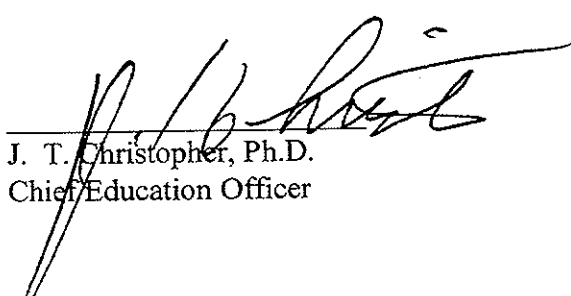
FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda’s senior schools.



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Chief Education Officer

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CONTENTS

Page

INTRODUCTION

Overview	1
Goals of Education	2
Career Pathways	2
Graduation Requirements	3
Senior School Courses at a Glance	7
Curriculum Framework:	
Philosophy	11
Goals and Subgoals	13
Performance Indicators	17
Scope and Sequence	29
References	40

SENIOR SCHOOL COURSES

Introduction to Senior School Curriculum	41
Senior School Goal	42
Rationale	43
Graphic Organiser	45
Health Education Course Descriptions at a Glance	47
Course Overviews:	
(Description, Requirements, Resources, Outline, Correlation Matrix & Modules)	
Health & Wellness (required)	49
Health Issues (required)	67
Tobacco, Alcohol & Other Drugs (A)	87
First Aid CPR (A)	101
Relationships & Human Sexuality (B)	117
Diseases, Prevention & Control (B)	131

RESOURCES

Teacher and Student Resources:

Exemplar Scoring Guide	141
Authentic Assessment Strategies	143
Rubrics	145
Curriculum Objectives at a Glance Pacing Guide	149

Infusing Across the Curriculum:

Information Technology, Library Information & Career Education	151
--	-----

Planning for Integrated Curriculum	153
--	-----

Career Pathway Course Guides: (with required/elective course outlined)

Applied Technology	161
Arts and Communications	165
Health and Human Services	169
International Business and Tourism	173

Personal Education Plan	177
-------------------------------	-----

Professional Association(s) Directory	179
---	-----

Curriculum Abbreviations	181
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OVERVIEW

The aim of the senior school is to provide for the academic achievement and personal development necessary to prepare students for work, further education and productive citizenry in the 21st Century. In keeping with this aim, the senior school curriculum builds on the middle level programme and is organized around four (4) career pathways: arts and communications, applied technologies, health & human services and international business and tourism.

The senior school curriculum, composed of a rigorous programme of study, sets high expectations for students by emphasizing mastery of complex academic and technical concepts. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement.

The curriculum guide contains three (3) sections beginning with the Introduction. The stated twelve goals of education direct instructional outcomes in all senior school subjects and programmes. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the senior school programme of instruction and contains the following: subject's rationale, course description, requirements and outline, correlation matrix and modules for each course offered. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains an appendix of valuable resources for teachers.

GOALS OF EDUCATION

In Bermuda, the Goals of Education provide the direction for senior level education. These twelve (12) goals enable senior level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

CAREER PATHWAYS

The curriculum at the senior level will be organized around four (4) career pathways: arts and communications, applied technologies, health and human services and international business and tourism. Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Career pathways help students focus on and prepare for the future. In addition, teachers, counsellors and other adults can better support students as they direct their energies toward their established goal.

The senior school graduation requirements are subsumed within each pathway and include four years of English language arts and three years of mathematics, science and social studies. Students also are required to take physical education, health education, computer studies, business studies, family studies or design and technology and at least one of the arts.

Additionally, information technology, library information, career education, learning support and other student service programmes will be offered to all senior level students. It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the senior school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

Can students graduate and go directly to College or University?

Students will be able to enter the Bermuda College or another college or university directly from the senior school programme provided they meet that college's or university's entry requirements. Admission will depend upon the courses the student has taken, the grades obtained and overall grade point average.

Will students who enter the system from abroad or from a local private institution be given credit towards the BSC?

Students coming from a recognized institution will be given credit for course work successfully completed at that institution.

SENIOR SCHOOL COURSES AT A GLANCE

English Language Arts (EL)	Mathematics (MT)
<p>English Language & Literature I (R) English Language & Literature II (R)</p> <p>English Language & Literature III English Language & Literature IV Journalism & Publications Literature of Africa, Bermuda & the Caribbean Reading & Study Skills Speech & Debate Writer's Workshop</p>	<p>Foundations of Mathematics (R) Mathematics Laboratory (no credit)</p> <p>Advanced Mathematics Applied Mathematics I Applied Mathematics II Applied Mathematics IIIA Applied Mathematics IIIB Business Mathematics I Business Mathematics II Integrated Mathematics I Integrated Mathematics II Introductory Calculus</p>
Science (SC)	Social Studies (SS)
<p>Science I (R) Science II (R)</p> <p>Applied Biology & Chemistry Applied Physics Biology I Biology II Chemistry I Chemistry II Earth Science Environmental Science I Environmental Science II Human Biology Introduction to Horticulture Marine Science Physics I Physics II</p>	<p>Bermuda Social Science: An Overview (R) Politics & Law in Action (R)</p> <p>Comparative Religion and Ethics Introduction to African History Introduction to American History Preserving our Heritage Physical and Human Geography I Physical and Human Geography II Physical and Human Geography III World History</p>

Business Studies (BS)	Computer Science (CS)
<p>Business Essentials I (R)</p> <p>Accounts I Accounts II Business & Personal Law Business Essentials II Computer Keyboarding & Business Applications Economics Insurance International Business Marketing Office Technology Office Technology & Business Application Small Business Management Travel & Tourism</p>	<p>Computer Science I (R)</p> <p>Computer Science II Computer Programming I Computer Programming II Information Technology Projects Inside the Computer Multimedia Network Technology Presentation Tools Web-Page Design</p>
Design & Technology (DT)	Family Studies (FM)
<p>Design & Technology</p> <p>Design & Realization I Design & Realization II Design & Realization III Electronics Technology I Electronics Technology II Electronics Technology III Graphic Communication I Graphic Communication II Graphic Communication III Transportation Technology I Transportation Technology II Transportation Technology III</p>	<p>Exploring Family Living</p> <p>Child Care & Development I Child Care as a Profession II Discovering Food & Nutrition Exploring Careers in Design & Textiles Exploring Careers in Nutrition & Hospitality Fashion & Textile Design Interior Decorating Meal Management & Hospitality Personal Care I Personal Care II Textile Design</p>

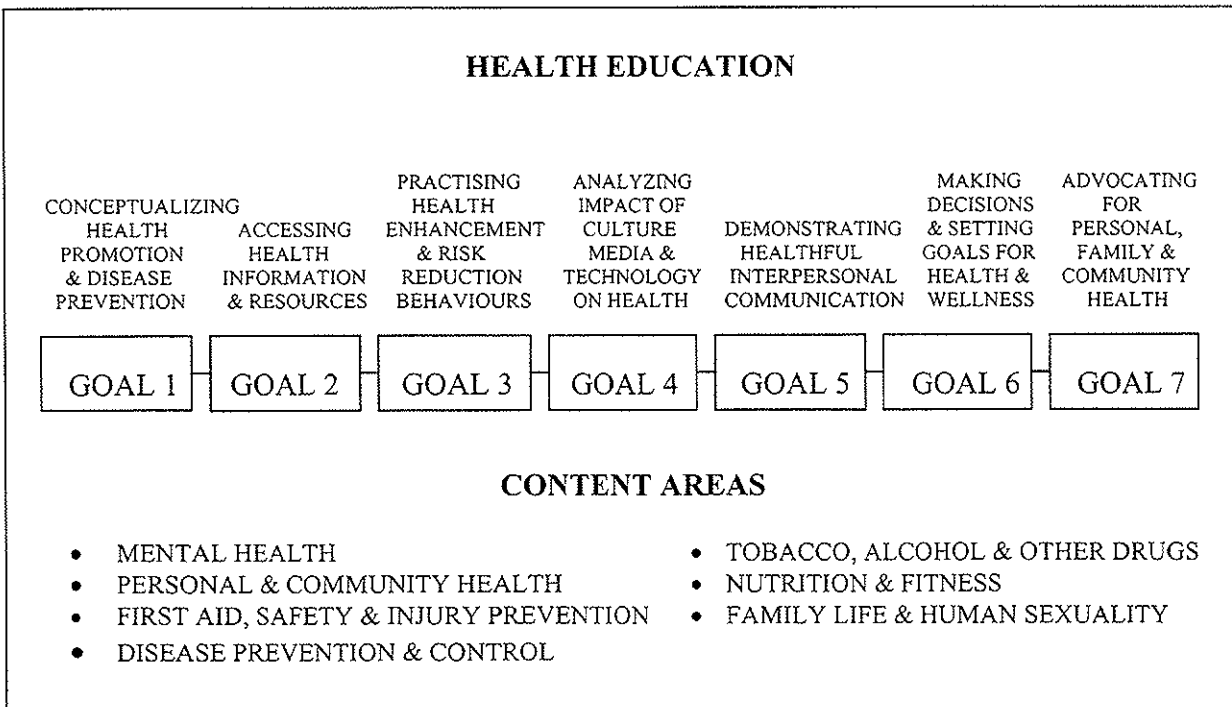
Health (HE)	Physical Education (PE)
<p>Health & Wellness (R) Health Issues(R)</p> <p>Tobacco, Alcohol & Other Drugs (A)* First Aid CPR (A)* Relationships & Human Sexuality (B)** Diseases, Prevention & Control (B)** Health Occupations</p> <p>***Courses labeled A or B will run consecutively as a pair.</p>	<p>Physical Education I (R) Physical Education II (R) Physical Education III (R)</p> <p>Physical Education IV</p>
Foreign Languages (FL)	Functional Skills (FC)
<p>French/Spanish/Portuguese I French/Spanish/Portuguese II French/Spanish/Portuguese III French/Spanish/Portuguese IV Foreign Languages for International Business</p>	<p>Functional Skills I Functional Skills II Functional Skills III Functional Skills IV</p>

Music (MU)	Visual Art (VR)
<p>Music in Society</p> <p><u>Instrumental Music</u> Instrumental Ensemble Instrumental Independent Study Jazz Band Keyboard Lab Music Technology Show Band Ensemble</p> <p><u>Vocal Music</u> Concert Choir Vocal Independent Study Vocal Ensemble</p>	<p>Visual Art in Society</p> <p>Ceramics Drawing & Painting Drawing, Painting & Printed Works Photography Three Dimensional Visual Art</p>
Dance (DN)	Theatre (TH)
<p>Dance in Society</p> <p>Ballet, Modern, Tap & Jazz I Ballet, Modern, Tap & Jazz II Dance & Sports Dance Production Popular & Social Dance Dance Company World Dance Forms</p>	<p>Theatre in Society</p> <p>Acting I Acting II General Communication Play Directing Play Production Scriptwriting Technical Theatre Video Arts</p>

HEALTH EDUCATION PHILOSOPHY

School Health Education focuses on the prevention of health problems. It is designed to assist students in the development of healthful behaviours that are based on the application of health literacy and thinking skills to scientific knowledge. Health Education is firmly rooted in medicine, public health, social/behavioural sciences and education and emphasizes the physical, mental, emotional, spiritual and social aspects of wellness. Health education provides activities that help young people not only develop the skills they will need to avoid prevalent childhood and adolescent health risks, but prepares them for responsible adult living. School health education should involve youth, staff, families and the community. Health Education emphasizes instruction about health careers, health literacy information retrieval, application of critical and creative thinking skills and the study of values and ethics as related to the development of wholesome lifestyles and access to effective health care.

Despite many medical advances in this century, our Bermudian community is faced with perhaps a new dilemma, that of chronic diseases resulting from unhealthy lifestyles and environmental hazards. Risk factors such as inappropriate dietary patterns, stress, sedentary living and the abuse of tobacco, alcohol and other drugs contribute to a variety of health problems. The health education curriculum focuses on modification of these risk factors. Ultimately, the community, churches and schools should view themselves as health educator partners, collaboratively functioning to support parents, the primary health educators, in addressing the health needs and interests of young people. Together, we all should encourage young people to make healthful decisions and behavioural choices based on an ethic which fosters their health and wellness.



HEALTH EDUCATION GOALS AND SUBGOALS

GOAL 1 CONCEPTUALIZE HEALTH PROMOTION AND DISEASE PREVENTION

STUDENTS WILL COMPREHEND HEALTH PROMOTION AND DISEASE PREVENTION CONCEPTS.

- Subgoal 1.1** Analyze the potential impact of common risk behaviours on the quality of life
- Subgoal 1.2** Analyze the changing relationships of mental, emotional, social, spiritual and physical health throughout life
- Subgoal 1.3** Analyze how the family, peers and community influence the health of individuals
- Subgoal 1.4** Evaluate the interrelationship between the environment and community health
- Subgoal 1.5** Identify ways to delay onset and reduce the risks of health problems which may be encountered during one's lifetime
- Subgoal 1.6** Analyze how the prevention and control of health problems have been altered by research and medical advances
- Subgoal 1.7** Analyze how public health policies and laws function in the prevention and control of disease
- Subgoal 1.8** Demonstrate an ability to use methods of health promotion and disease prevention

GOAL 2 ACCESSING HEALTH INFORMATION & RESOURCES

STUDENTS WILL ACCESS VALID HEALTH INFORMATION AND UNDERSTAND HOW TO ACCESS APPROPRIATE HEALTH PRODUCTS AND SERVICES.

- Subgoal 2.1** Discriminate between reliable and unreliable health information, products and services and be aware of services available in the community
- Subgoal 2.2** Describe factors that influence personal selection of health care resources, products and services
- Subgoal 2.3** Analyze data from multiple sources needed to make informed decisions about health information, products and services

- Subgoal 2.4** Analyze situations that require professional health services
- Subgoal 2.5** Demonstrate the ability to access individuals and agencies that provide support and protection
- Subgoal 2.6** Be aware of health care costs and availability of insurance for determining the extent of coverage for the prevention and treatment of health problems

GOAL 3 **PRACTISE HEALTH ENHANCEMENT & RISK REDUCTION BEHAVIOURS**

STUDENTS WILL DEMONSTRATE THE ABILITY TO PRACTISE HEALTH ENHANCING BEHAVIOURS AND REDUCE HEALTH RISKS.

- Subgoal 3.1** Analyze the role of individual responsibility for reducing or managing health risks
- Subgoal 3.2** Assess risk factors to determine personal responsibility for health
- Subgoal 3.3** Distinguish between appropriate and inappropriate behaviour in relationships as they effect health
- Subgoal 3.4** Develop strategies to improve or maintain personal, family and community health and wellness
- Subgoal 3.5** Develop injury prevention strategies for personal, family and community health
- Subgoal 3.6** Develop responses to a range of situations involving physical injury
- Subgoal 3.7** Demonstrate methods of avoiding threatening situations
- Subgoal 3.8** Demonstrate actions for dealing with individuals exhibiting dangerous behaviours
- Subgoal 3.9** Develop strategies to identify and manage sources of stress

GOAL 4 **ANALYZE IMPACT OF CULTURE, MEDIA AND TECHNOLOGY ON HEALTH**

STUDENTS WILL ANALYZE THE IMPACT OF CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH.

- Subgoal 4.1** Analyze how cultural diversity enriches and challenges healthful behaviours
- Subgoal 4.2** Analyze how culture and the media impact on personal, family and community health

Subgoal 4.3 Analyze the role of government in regulating advertising claims related to health

Subgoal 4.4 Describe ways technology can influence health and wellness

Subgoal 4.5 Analyze the influence that school, peers and family have on health and wellness

GOAL 5 **DEMONSTRATE HEALTHFUL INTERPERSONAL COMMUNICATION**

STUDENTS WILL DEMONSTRATE HEALTHFUL INTERPERSONAL COMMUNICATION.

Subgoal 5.1 Interpret verbal and nonverbal communication

Subgoal 5.2 Demonstrate skills for communicating effectively with family and friends

Subgoal 5.3 Evaluate the result of open and honest communication in relationships

Subgoal 5.4 Demonstrate ways to effectively communicate care, consideration and respect of self and others

Subgoal 5.5 Demonstrate a variety strategies for solving interpersonal conflicts without harming self or others

Subgoal 5.6 Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations

Subgoal 5.7 Analyze the possible causes of conflict in schools and communities

Subgoal 5.8 Demonstrate strategies used to reduce conflict among young adults in schools and communities

GOAL 6 **DEMONSTRATE THE ABILITY TO USE DECISION MAKING AND GOAL SETTING SKILLS WHICH ENHANCE HEALTH**

STUDENTS WILL DEMONSTRATE THE ABILITY TO USE DECISION MAKING AND GOAL SETTING SKILLS WHICH ENCHANCE HEALTH.

Subgoal 6.1 Demonstrates the ability to utilize various strategies when making decisions related to health needs and risks of young adults

Subgoal 6.2 Analyze health concerns that require collaborative decision making

Subgoal 6.3 Predict immediate and long term impact of health decisions on the individual, family and community

- Subgoal 6.4** Establish a plan for attaining a personal health goal
- Subgoal 6.5** Evaluate progress toward achieving personal health goals
- Subgoal 6.6** Develop an effective plan for lifelong health promotion and disease prevention

GOAL 7 **ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH**

STUDENTS WILL ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH.

- Subgoal 7.1** Evaluate the impact of various communication methods which accurately express health information and ideas
- Subgoal 7.2** Express ideas and opinions on health issues by composing a multi media presentation
- Subgoal 7.3** Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions on health issues
- Subgoal 7.4** Use communication skills for working cooperatively with others to advocate for healthy communities
- Subgoal 7.5** Demonstrate the ability to influence and support others in making positive health choices
- Subgoal 7.6** Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience

GOAL 1		Students will comprehend health promotion and disease prevention concepts.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1	Analyze the potential impact of common risk behaviours on the quality of life	describe positive and negative personal health behaviours	recognize the relationship between personal health behaviours and individual wellness	explain the relationship between positive health behaviours and the prevention of injury, illness, disease and premature death	analyze the potential impact of common risk behaviours on the quality of life
1.2	Analyze the changing relationship of mental, emotional, social, spiritual and physical health throughout life	describe wellness as part of the whole person concept	describe mental, emotional, social, spiritual and physical health during childhood	describe the interrelationship of mental, emotional, social, spiritual and physical health during adolescence	analyze the changing relationship of mental, emotional, social, spiritual and physical health throughout life
1.3	Analyze how the family, peers and community influence the health of individuals	describe how the family influences the health of individuals and friends	describe how the family and community influence the health of individuals and friends	describe how the family, peers and community influence the health of individuals	analyze how the family, peers and community influence the health of individuals
1.4	Evaluate the interrelationship between the environment and community health	describe positive and negative environmental health practices	identify the impact of the environment on personal health	identify the interrelationship between the environment and personal health	evaluate the interrelationship between the environment and community health

GOAL 1 (cont'd)	Students will comprehend health promotion and disease prevention concepts.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.5 Identify ways to delay onset and reduce the risks of health problems which may be encountered during one's lifetime	describe the common health problems and actions which cause them	identify ways to reduce the risks related to health problems of adolescents which may be encountered during adulthood	identify ways to reduce the risks related to health problems of adolescents which may be encountered during adulthood	identify ways to delay onset and reduce the risks of health problems which may be encountered during one's lifetime

GOAL 2		Students will demonstrate the ability to access valid health information and appropriate health products and services.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1	Discriminate between reliable and unreliable health information, products and services and be aware of services available in the community	identify situations that require health information, products and services	describe situations with wise use of health information, products and services available in the community	determine the reliability of health information, products and services	discriminate between reliable and unreliable health information, products and services and be aware of services available in the community
2.2	Describe factors that influence personal selection of health care resources, products and services	identify a variety of resources from the home, school and community that provide reliable health information	describe helpful community sources of reliable health information	research the availability of community health information, products and services that can help adolescents and compare the costs of health products and services	describe factors that influence personal selection of health care resources, products and services
2.3	Analyze data from multiple sources needed to make informed decisions about health information, products and services	locate health information from a variety of resources in the community	compare health information from a variety of appropriate sources	evaluate health information from multiple sources	analyze data from multiple sources needed to make informed decisions about health information, products and services

GOAL 2 (cont'd)	Students will demonstrate the ability to access valid health information and appropriate health products and services.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.4 Analyze situations that require professional health services	identify sources of advertising for health resources, products and services	explain the impact of advertising on the selection of health resources, products and services	relate health care services to the appropriate professional providers	analyze situations that require professional health services

GOAL 3	Students will demonstrate the ability to practice health enhancing behaviours and reduce health risks.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1 Analyze the role of individual responsibility for reducing or managing health risks	identify responsible health habits	explain the importance of assuming responsibility for personal health habits	analyze the importance of assuming responsibility for personal health habits	analyze the role of individual responsibility for reducing or managing health risks
3.2 Assess risk factors to determine personal responsibility for health	develop an awareness of personal health needs	increase awareness of personal health needs	evaluate the results of personal health assessment(s)	assess risk factors to determine personal responsibility for health
3.3 Distinguish between appropriate and inappropriate behaviour in relationships as they affect health	identify behaviours that are safe, risky or harmful to self and others	identify behaviours that are safe, risky and harmful to self and others	analyze the short-term and long-term consequences of safe, risky and harmful behaviours	distinguish between appropriate and inappropriate behaviour in relationships as they affect health
3.4 Develop strategies to improve or maintain personal, family and community health and wellness	practice healthful behaviours	demonstrate strategies to improve or maintain personal health and wellness	demonstrate strategies to improve or maintain personal and family health and wellness	develop strategies to improve or maintain personal, family and community health and wellness

GOAL 4	Students will analyze the impact of culture, media, technology and other factors on health.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Analyze how cultural diversity enriches and challenges healthful behaviours	recognize different personal health practices based on cultural differences	describe the influence of culture on personal health practice	describe how cultural beliefs influence health behaviours including the use of health services	analyze how cultural diversity enriches and challenges healthful behaviours
4.2 Analyze how culture and the media impacts personal, family and community health	identify how the media seeks to influence thought, feelings and behaviours	describe how the media seeks to influence thought, feelings and behaviours	describe messages from culture, media and other factors that impact health practices	analyze how culture and the media impacts personal, family and community health
4.3 Analyze the role of government in regulating advertising claims related to health	locate advertising on health topics	identify advertising techniques used to impact health decisions	analyze advertising techniques used to impact health decisions	analyze the role of government in regulating advertising claims related to health
4.4 Describe ways technology can influence health and wellness	identify ways technology can influence health and wellness	describe ways technology can influence health and wellness	analyze the influence of technology on personal and family health and wellness	describe ways technology can influence health and wellness
4.5 Analyze the influence that school, peers and family have on health and wellness	identify the influence of the family on health	describe the influence that information from school and family has on health and wellness	analyze the influence information from peers has on health and wellness	analyze the influence that school, peers and family have on health and wellness

GOAL 5		Students will demonstrate healthful interpersonal communication.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
5.1	Interpret verbal and nonverbal communication	describe verbal and nonverbal communication	distinguish between verbal and nonverbal communication	demonstrate effective verbal and nonverbal communication	interpret verbal and nonverbal communication
5.2	Demonstrate skills for communicating effectively with family and friends	identify characteristics needed to be a responsible friend and family member	describe characteristics needed to be a responsible friend and family member	demonstrate skills for communicating effectively with family and friends	demonstrate skills for communicating effectively with family and friends
5.3	Evaluate the result of open and honest communication in relationships	identify needs, wants and feelings in preschool	identify needs, wants and feelings appropriately	develop strategies to manage feelings	evaluate the result of open and honest communication in relationships
5.4	Demonstrate ways to effectively communicate care, consideration and respect of self and others	recognize ways to communicate care, consideration and respect of self and others	describe simple ways to communicate care, consideration and respect of self and others	demonstrate effective ways to communicate care, consideration and respect of self and others	demonstrate ways to effectively communicate care, consideration and respect of self and others
5.5	Demonstrate a variety of strategies for solving interpersonal conflicts without harming self or others	demonstrate simple strategies for solving interpersonal conflicts without harming self or others	demonstrate several strategies for solving interpersonal conflicts without harming self or others	demonstrate a variety of strategies for solving interpersonal conflicts without harming self or others	demonstrate a variety of strategies for solving interpersonal conflicts without harming self or others

GOAL 5 (cont'd)		Students will demonstrate healthful interpersonal communication.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
5.6	Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations	demonstrate refusal skills and seek adult help	demonstrate refusal skills and seek adult help	demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations	demonstrate refusal and negotiation skills to avoid potentially harmful or exploitative situations
5.7	Analyze the possible causes of conflict in schools and communities	differentiate between negative and positive behaviours involving conflict	differentiate between negative and positive behaviours involving conflict	analyze the possible causes of conflict among ones peers in schools and communities	analyze the possible causes of conflict in schools and communities
5.8	Demonstrate strategies used to reduce conflict among young adults in schools and communities	practise a non-violent procedures for resolving conflict in school	utilize non-violent procedures for resolving conflict in school	employ positive strategies to manage conflict in school	demonstrate strategies used to reduce conflict among young adults in schools and communities

GOAL 6		Students will demonstrate the ability to use decision making and goal setting skills which enhance health.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
6.1	Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults	identify examples of healthful decision making	demonstrate the ability to apply a decision making process to health issues and problems	demonstrate the ability to apply a decision making process to health issues and problems individually and collaboratively	demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults
6.2	Analyze health concerns that require collaborative decision making	recognize when to ask for assistance when making health related decisions and setting health goals	analyze when to ask for assistance when making health related decisions and setting health goals	analyze the role of individual, family, community and cultural values when making health related decisions	analyze health concerns that require collaborative decision making
6.3	Predict immediate and long term impact of health decisions on the individual, family and community	identify some positive health decisions	describe outcomes of positive health decisions	explain how decisions regarding health behaviours have consequences for self and others	predict immediate and long-term impact of health decisions on the individual, family and community
6.4	Establish a plan for attaining a personal health goal	identify the importance of setting healthful goals	list the steps in setting personal health goals	apply strategies and skills needed to attain personal health goals	establish a plan for attaining a personal health goal

GOAL 6 (cont'd)	Students will demonstrate the ability to use decision making and goal setting skills which enhance health.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
6.5 Evaluate progress toward achieving personal health goals	identify a personal health improvement goal	set a personal health goal and make progress toward its achievement	describe how changing abilities, priorities and responsibilities influence personal health goals	evaluate progress toward achieving personal health goals
6.6 Develop an effective plan for lifelong health promotion and disease prevention	explain why it is important to be responsible for one's health	formulate a personal wellness plan which addresses improvement in aspects of physical, mental, emotional, spiritual and social health	formulate a personal wellness plan which addresses needs and health risks	develop an effective plan for lifelong health promotion and disease prevention

GOAL 7		Students will demonstrate the ability to advocate for personal, family and community health.			
HEALTH EDUCATION		PERFORMANCE INDICATORS			
Sub Goals		PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
7.1	Evaluate the impact of various communication methods which accurately express health information and ideas	identify important sources of accurate health information and ideas	describe a variety of methods used to convey accurate health information and ideas	analyze various communication methods which accurately express health information and ideas	evaluate the impact of various communication methods which accurately express health information and ideas
7.2	Express ideas and opinions on health issues by composing a multimedia presentation	express ideas and opinions on health issues	express ideas and opinions on health issues	express ideas and opinions on health issues by composing an original presentation	express ideas and opinions on health issues by composing a multimedia presentation
7.3	Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions on health issues	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	identify barriers to effective communication of information, ideas, feelings and opinions on health issues	utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions on health issues
7.4	Use communication skills for working cooperatively with others to advocate for a healthful community	identify health and wellness advocates in the community	identify community agencies that advocate for healthful individuals, families and the community	use communication skills for working cooperatively with others to advocate for healthful individuals, families and schools	use communication skills for working cooperatively with others to advocate for a healthful community

GOAL 7 (cont'd)	Students will demonstrate the ability to advocate for personal, family and community health.			
HEALTH EDUCATION	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
7.5 Demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices	demonstrate the ability to influence and support others in making positive health choices
7.6 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience	create a personalized health communication message	use a variety of media to convert important health messages	demonstrate the ability to adapt health messages and communication techniques to the characteristics of personal health and wellness goals	demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience

DISEASE, PREVENTION AND CONTROL (1of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Communicable Diseases	<ul style="list-style-type: none"> • basic hygiene • disease control • spreading of diseases <ul style="list-style-type: none"> - germs - cold and flu - handwashing 	<ul style="list-style-type: none"> • spreading diseases • defenses against diseases 	<ul style="list-style-type: none"> • spreading diseases • defenses against diseases • stages of diseases • transmission of diseases • common communicable diseases • community resources 	<ul style="list-style-type: none"> • spreading diseases • defenses against diseases • stages of diseases • transmission of diseases • common communicable diseases • community resources
Sexually Transmitted Disease / HIV	N/A	N/A	<ul style="list-style-type: none"> • identification • transmission • preventing the spread of STD's • controlling the spread of STD's • community resources and health advances 	<ul style="list-style-type: none"> • identification • transmission • preventing the spread of STD's • controlling the spread of STD's • community resources and health advances
Chronic Diseases	N/A	<ul style="list-style-type: none"> • types of chronic diseases • risk reduction and health promotion 	<ul style="list-style-type: none"> • causes, treatment prevention (cancer, diabetes and heart disease) • risk reducing strategies • other chronic diseases (asthma, allergies and sickle cell anemia) 	<ul style="list-style-type: none"> • causes, treatment prevention (cancer, diabetes and heart disease) • risk reducing strategies • other chronic diseases (asthma, allergies and sickle cell anemia)

DISEASE, PREVENTION AND CONTROL (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Mental Illness	N/A	<ul style="list-style-type: none"> • what is mental illness • dealing with loss 	<ul style="list-style-type: none"> • signs of mental illness • types of mental illness • treatment for mental illness • dealing with loss (DABDAH) 	<ul style="list-style-type: none"> • signs of mental illness • types of mental illness • treatment for mental illness • dealing with loss (DABDAH)
Health Careers	<ul style="list-style-type: none"> • roles <ul style="list-style-type: none"> - nurse - doctor - dentist - pharmacist - hygienist 	<ul style="list-style-type: none"> • roles <ul style="list-style-type: none"> - nurse - doctor - dentist - pharmacist - hygienist 	<ul style="list-style-type: none"> • occupational tasks in health careers • rehabilitation specialists 	<ul style="list-style-type: none"> • occupational tasks in health careers • rehabilitation specialists

PERSONAL & COMMUNITY HEALTH (1 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Personal Health Habits	<ul style="list-style-type: none"> hygienic practices wellness health maintenance 	<ul style="list-style-type: none"> hygienic practices wellness health promotion 	<ul style="list-style-type: none"> hygienic practices wellness individual responsibility health promotion 	<ul style="list-style-type: none"> hygienic practices wellness individual responsibility wellness and technology
Health Care Services	<ul style="list-style-type: none"> health care providers 	<ul style="list-style-type: none"> health care providers prevention services intervention services treatment services 	<ul style="list-style-type: none"> public private non-profit prevention services intervention services treatment services 	<ul style="list-style-type: none"> assessing health care health care marketing regulatory agencies selecting health care provider consumerism
Health Care Products	<ul style="list-style-type: none"> product safety 	<ul style="list-style-type: none"> labeling product choices family and cultural influences 	<ul style="list-style-type: none"> labeling/product information media influences advertising 	<ul style="list-style-type: none"> individual responsibility
Health Economics	N/A	N/A	<ul style="list-style-type: none"> economic affordability personal selection of health care services 	<ul style="list-style-type: none"> economic affordability health care insurance cost effectiveness of prevention and early intervention

PERSONAL & COMMUNITY HEALTH (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Environmental Health	<ul style="list-style-type: none"> • clean air/water 	<ul style="list-style-type: none"> • impact of environment in health 	<ul style="list-style-type: none"> • impact of environment in health 	<ul style="list-style-type: none"> • impact of environment in health
Health Careers	<ul style="list-style-type: none"> • health careers 	<ul style="list-style-type: none"> • health careers 	<ul style="list-style-type: none"> • health careers • role of health care providers 	<ul style="list-style-type: none"> • health careers • role of health care providers

TOBACCO, ALCOHOL & OTHER DRUGS (1 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Effects and Interactions	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control 	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control • medicine safety • harmful effects of alcohol and other drugs 	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control • use of pharmaceuticals • harmful effects of alcohol and other drugs 	<ul style="list-style-type: none"> • smoking and health • licit and illicit alcohol and other drugs • poison control • use of pharmaceuticals • harmful effects of alcohol and other drugs
Consequences	<ul style="list-style-type: none"> • medicine safety 	<ul style="list-style-type: none"> • personal, legal and community consequences of tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> • personal, legal and community consequences of tobacco, alcohol and other drug abuse • consequences of drinking and driving 	<ul style="list-style-type: none"> • personal, legal and community consequences of tobacco, alcohol and other drug abuse • consequences of drinking and driving
Resistance Skills	<ul style="list-style-type: none"> • assertiveness 	<ul style="list-style-type: none"> • assertiveness • positive alternatives to tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> influencing younger children towards safety, health and wellness • positive alternatives to tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> • influencing younger children towards safety, health and wellness • personal and community levels of resistance • self-assessment • assertiveness training

TOBACCO, ALCOHOL & OTHER DRUGS (2 of 2)	HEALTH EDUCATION SCOPE AND SEQUENCE			
	PS – P3 Learning Phase A	P4- P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Chemical Dependency	N/A	<ul style="list-style-type: none"> • physical and psychological dependence 	<ul style="list-style-type: none"> • physical and psychological dependence • nature of chemical dependency 	<ul style="list-style-type: none"> • physical and psychological dependence • nature of chemical dependency
Community Resources	<ul style="list-style-type: none"> • seeking adult assistance 	<ul style="list-style-type: none"> • resources and services for prevention, intervention and treatment of tobacco, alcohol and other drug abuse 	<ul style="list-style-type: none"> • resources and services for prevention, intervention and treatment of tobacco, alcohol and other drug abuse • 12 step programmes 	<ul style="list-style-type: none"> • resources and services for prevention, intervention and treatment of tobacco, alcohol and other drug abuse • 12 step programmes

