

Course Profile

Healthy Active Living Education

Grade 9

Open

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Catholic Curriculum Cooperative Writing Partnership

Lead Board

Bruce-Grey Catholic District School Board
Steve Henry, Manager

Course Profile Writing Team

Scott Campbell, Huron Perth Catholic District School Board
Theresa Conklin, Huron Perth Catholic District School Board
Steve Henry, Bruce-Grey Catholic District School Board
Heather Marcy, Huron Perth Catholic District School Board
Michele May, Simcoe Muskoka Catholic District School Board
Steve Peck, Bruce-Grey Catholic District School Board

Course Profiles for Catholic Secondary Schools

Course Overview

Healthy Active Living Education, Open, Grade 9

School:

District:

Course Title: Healthy Active Living Education, Open

Grade: 9

Course Type: Open

Development Date:

Ministry Course Code: PPL 10

Course Revisor(s):

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Department:

Course Developer(s):

Scott Campbell
Theresa Conklin
Steve Henry
Heather Marcy
Michele May
Steve Peck

Special Assistance From:

Patrick Cureton
Dianne Metcalfe

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Additional Codes:

Description/Rationale

This course emphasizes participation in a variety of physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. Through the achievement of the Ministry and the Ontario Catholic School Graduate expectations the student will investigate issues related to healthy sexuality, causes of abuse and violence, the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, social skills and personal competence. Aspects of this course may include career education, community resources, and education for exceptional students.

How This Course Supports the Ontario Catholic School Graduate Expectations

Through Healthy Active Living Education students learn to appreciate the health and well-being of the entire person from a physical, social, emotional, intellectual and spiritual perspective. In addition, students gain respect for the many different ways and levels in which we have all been gifted by God. This course encourages respect for the dignity and welfare of self and others and promotes the living of gospel values.

Unit Titles

Unit 1	Active Participation and Physical Fitness	26 hours
Unit 2	Substance Use and Abuse	9 hours
Unit 3	Relationships and Sexuality	13 hours
Unit 4	Personal Safety and Conflict Resolution	10 hours
Unit 5	Individual/Dual Activities	26 hours
Unit 6	Team Activities	26 hours

Healthy Active Living Education, Open, Grade 9 Unit Organization

Unit #1: Active Participation and Physical Fitness
Time: 26 Hours

Description

Students will develop a positive self-concept through active participation, which will assist each student in assessing and realizing his/her God given potential: "**You are the light of the world**" (Matt 5:14). Students will assess their personal physical fitness levels through activities that emphasize the health-related components of fitness (cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition). Students will design a personal fitness program intended to address self-identified goals in order to improve their personal fitness level. Students will participate actively and safely in a variety of leisure and fitness activities designed to attain a balanced and healthy lifestyle now and in the future.

Ontario Catholic School Graduate Expectations: CGE 3c, 4a, 4e, 4f, 4g, 4h, 5c, 5f, 5g.
Strand(s): Active Living, Physical Activity, Living Skills
Overall Expectations: PAV.01X, PAV.02X, ALV.01X, ALV.02X, ALV.03X, LSV.01X
Specific Expectations: PA1.01X, PA1.02X, PA2.02X, AL1.01X, AL1.02R, AL1.03X, AL2.01X, AL2.02X, AL2.03X, AL2.04X, AL2.05X, AL3.01 X, AL3.02X, LS1.01X, LS1.02X, LS1.03X, LS1.04X

Unit #2: Substance Use and Abuse
Time: 9 Hours

Description

Choices which students make determine their path in life and ultimately their relationship with God. Students will develop an understanding of the facts, myths and effects related to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis). Students will identify the major environmental factors (e.g., peer pressure, media) in their lives that contributes to the use of these substances. Students will demonstrate the moral decision-making model (See, Judge, Act and Evaluate) according to the faith perspective of the Catholic Church. Students will identify the school and community resources (e.g., health unit, police department) involved in the education, prevention and treatment of substance use and abuse. **St. Paul reminds us "Do you know that you are God's temple and that God's spirit dwells in you?"** (I Cor. 3:16)

Ontario Catholic School Graduate Expectations: CGE 1a, 1j, 2a, 2e, 3c, 3d, 4c, 4f, 4g, 5e, 5f, 5g, 7a, 7b
Strand(s): Healthy Living, Living Skills
Overall Expectations: HLV.03X, LSV.01X, LSV.03X
Specific Expectations: HL3.01X, HL3.02X, HL3.03X, HL3.04X, HL3.05X, LS1.01X, LS1.03X, LS2.01R, LS2.06R, LS3.01R

Unit #3: Relationships and Sexuality
Time: 13 Hours

Description

Students demonstrate a respect for the human body in light of the sacredness of human life created by God. They appreciate the life-giving and love-giving meaning of God's gift of sexuality, specifically demonstrating a knowledge and understanding of the sacred gift of human fertility. Developmental stages of sexuality, factors leading to responsible sexual relationships, and methods of preventing pregnancies and sexually transmitted diseases are important concepts in this unit. Students learn specific strategies for making informed moral decisions with a Catholic Faith Perspective (e.g., chastity) regarding healthy sexuality. The Genesis story points out that God **“created human kind in his image, in the image of God he created them; male and female he created them”** (Gen 1:27).

Ontario Catholic School Graduate Expectations: CGE 1d, 1e, 1i, 1j, 2a, 2c, 2e, 3c, 3d, 4a, 4f, 4g, 5e, 6b, 7a, 7b, 7c, 7d.

Strand(s): Healthy Living, Living Skills

Overall Expectations: HLV.01R, HLV.02X, LSV.01X, LSV.03X

Specific Expectations: HL2.01X, HL2.02R, HL2.03X, HL2.04R, HL2.05X, LS1.03X, LS3.01R.

Unit #4: Personal Safety and Conflict Resolution
Time: 10 hours

Description

Students develop an understanding of violence and abuse (types, causes, impact, and prevention). Students have the opportunity to discuss and develop conflict management skills from a Catholic perspective. Topics include conflict resolution, active listening, reconciliation, and coping skills. This unit also deals with personal safety, injury prevention, first aid, and CPR. This unit is delivered through active participation, as well as classroom-based instruction.

Ontario Catholic School Graduate Expectations: CGE 1d, 1j, 2a, 3c, 3d, 7a, 7c, 7e, 7j.

Strand(s): Active Living, Healthy Living, Living Skills

Overall Expectations: ALV.03X, HLV.04X, LSV.02X, LSV.03X

Specific Expectations: AL3.03X, AL3.04X, HL4.01R, HL4.02X, HL4.03X, HL4.04X, HL4.05X, HL4.06X, LS2.01R, LS2.02R, LS2.03R, LS2.04R, LS2.05R, LS2.06R, LS3.04R.

Unit #5: Individual/Dual Activities
Time: 26 Hours

Description

Students participate regularly in a variety of enjoyable individual/dual activities to enhance overall fitness, health, movement skills, and personal competence. The Book of Sirach states **“There is no wealth better than health of body, and no gladness above joy of heart”** (Sir 30:16). Students demonstrate understanding of the importance of movement principles (e.g., manipulation, locomotion, and stability) and apply knowledge of guidelines and strategies that enhance participation in recreation and sport activities. Students develop skills and an appreciation of physical activities in order to enjoy leisure time pursuits now and in the future.

Ontario Catholic School Graduate Expectations: CGE 3e, 4a, 4g, 4h, 5a, 5c, 5e, 5f, 7b.

Strand(s): Physical Activity, Active Living

Overall Expectations: PAV.01X, PAV.02X, ALV.01X, ALV.03X.
Specific Expectations: PA1.01X, PA1.02X, PA1.03X, PA1.04X, PA2.01X, PA2.02X,
PA2.03X, AL1.01X, AL1.02R, AL2.03X, AL3.01X, AL3.02X.

Unit #6: Team Activities
Time: 26 Hours

Description

Students participate regularly in a variety of enjoyable team activities to enhance overall fitness, health, movement skills, and personal competence. Students develop a sense of fair play through involvement on teams. As St. Paul points out, **“Now there are variety of gifts, but the same Spirit; and there are variety of services, but the same Lord; and there are variety of activities, but it is the same God who activates all of them in everyone. To each is given the manifestation of the Spirit for the common good”** (1 Cor 12:4-7). Students demonstrate understanding of the importance of movement principles (e.g., manipulation, locomotion, and stability) and apply knowledge of guidelines and strategies that enhance participation in recreation and sport activities. Students develop skills and an appreciation of physical activities in order to enjoy leisure time pursuits promoting lifelong active living.

Ontario Catholic School Graduate Expectations: CGE 3e, 4a, 4c, 4h, 5a, 5c, 5e, 5f, 7b, 7c, 7j.
Strand(s): Physical Activity, Active Living, Living Skills
Overall Expectations: PAV.01X, PAV.02X, ALV.01X, ALV.02X, ALV.03X, LSV.03X.
Specific Expectations: PA1.01X, PA1.02X, PA1.03X, PA1.04X, PA2.01X, PA2.02X,
PA2.03X, PA2.04X, AL1.01X, AL1.02R, AL3.01X, AL3.02X,
LS3.01R.

Course Notes

The intent of this course is that the expectations will be met through activity-based experiences. The units listed do not have to be delivered in the order presented. Due to varying environmental conditions, school schedules, facility and community resource availability, programming of this course will vary. As physical fitness is an integral part of daily living, the physical fitness unit should be interspersed throughout the entire course (e.g., Substance Use and Abuse are delivered Monday, Wednesday, Friday, and Physical Fitness delivered Tuesday and Thursday). Given the nature of topics and class activities in this course, it is imperative that the teacher be sensitive to student needs, comfort levels and individual life circumstances.

Accommodations

The following strategies will allow teachers to adapt or alter the course to ensure growth, development and success for all students throughout the learning activities. These strategies will provide opportunities for remediation, consolidation and enrichment of all students.

- Teachers will be sensitive to and aware of prior learning experiences.
- Teachers will adapt activities to address the needs of exceptional students.
- Teachers will be sensitive to cultural concerns and religious beliefs regarding all course topics.
- Teachers will use a variety of teaching strategies to meet the needs of all students.
- Teachers will be aware of safety concerns regarding students with special needs.
- Teachers will be sensitive to ESL and ESD students.

Ontario Secondary School Policy Application

There are number of OSS policies which will impact on the delivery of this program. These policies include guidance/career education, cooperative education, work experience, violence prevention education, computers across the curriculum, using the community as a resource, and safety.

Strategies and Resources

Teaching/Learning Strategies	Assessment Strategies	Main Resources
<p>Brainstorming - group generation of initial ideas expressed without analysis.</p> <p>Collaborative/Cooperative Learning - small group interaction to achieve specific goals.</p> <p>Community Assisted Learning - use of community and community resources to learn and/or reinforce knowledge and skills.</p> <p>Conferencing - student to student and student to teacher discussion.</p> <p>Independent Study - students explore and research a topic.</p> <p>Issued Based Analysis - summarize information to distinguish facts from opinions in order to apply to their lives.</p> <p>Modelling - purposeful and repeated demonstration of an action.</p> <p>Practice - repeated encounters with facts, rules, patterns, skills, procedures or strategies.</p> <p>Role Playing - explore thoughts and feeling of another person by responding in a dramatic situation.</p> <p>Think/Pair/Share - think alone, then form pairs to discuss and share response with the class.</p> <p>Visual Organizers - a variety of strategies to make learning more visual.</p>	<p>The assessment plan will include the following:</p> <p>Personal Communication</p> <ul style="list-style-type: none"> • journals/portfolio • self assessment/reflection <p>Conferencing</p> <ul style="list-style-type: none"> • Student-Teacher conferencing • Peer conferencing • Parent-Teacher conferencing <p>Paper and Pencil Tests</p> <ul style="list-style-type: none"> • unit tests (knowledge) • mid-term and final exams <p>Observation:</p> <ul style="list-style-type: none"> • formal/informal <p>Performance Assessments</p> <ul style="list-style-type: none"> • presentations, performances • demonstrations • role play performances • formal written assignments (essays, research projects) • projects (posters, video production, Fitness Assessment Project) <p>Assessment tools will include:</p> <ul style="list-style-type: none"> • checklists • marking schemes • rubrics • anecdotal comments with suggestions for improvement. • worksheets • peer evaluation • self evaluation 	<p><u>Books</u></p> <p><i>Be With Me, Teachers Manual, Year 9</i> (National Office of the Canadian Conference of Catholic Bishops, Ottawa, 1997)</p> <p><i>Everybody Is a Somebody</i>, The Body Image Coalition of Peel (Peel, 1997)</p> <p><i>Glencoe Health: A Guide to Wellness</i>, Glencoe McGraw-Hill (California, 1999)</p> <p><i>Healthy Active Living Standards for Physical and Health Education in Ontario</i>, OPHEA (Toronto, 1997)</p> <p><i>Just for the Health of It!</i> (Unit 4, 5, 6), The Centre For Applied Research In Education (New York, 1993)</p> <p><i>Lifetime Fitness</i>, Johnson Publications, 1993</p> <p><i>Moving to Inclusion: Active Living Through Physical Education: Maximizing Opportunities For Students With A Disability</i> (Active Living Alliance for Canadians with a Disability (Canada)</p> <p><i>Safety Standards</i> (B,I), OPHEA (Toronto, 1998)</p> <p><i>The Canadian Physical Activity, Fitness & Lifestyle Appraisal</i>, (Health Canada, 1996)</p> <p><i>Turning Points: Readings in Family Life Education</i> (B,I), Prentice Hall Ginn (Scarborough, 1997)</p> <p><i>Vitality Leaders Kit</i> - (Health Canada) (613) 954-5995, Fax (613) 952-7266.</p> <p>Computer Software</p> <p><i>FitStat Computer Software</i>, FitStat Data management Systems Inc. (Aurora, 1995)</p>

Evaluation of Student Achievement

Teachers assess and evaluate student progress continually using a variety of appropriate resources and strategies to facilitate and improve each student's learning. These different strategies will provide the opportunities to allow the students to demonstrate the full range of their learning. It is essential that all students have a clear understanding of the course expectations and specific achievement levels. It is important for teachers to be aware of the prior knowledge and skills students bring with them to the course.

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
Final Examination		Final Examination (optional)	10
• Knowledge/Understanding	40	Final Fitness Program Assessment	15
• Thinking/inquiry	30	Sport Theory and Health Tests	10
• Communication	10	Health Assignments	10
• Application/Making Connections	20	Active Participation and Movement Skills	30
Final Fitness Assessment	20	Living Skills	<u>25</u>
• Knowledge/Understanding	20	Course Grade	100
• Thinking/Inquiry	20		
• Communication	40		
• Application/Making Connections			
Sport Theory and Health Tests	40		
• Knowledge/Understanding	30		
• Thinking/Inquiry	10		
• Communication	20		
• Application/Making Connections			
Health Assignments	20		
• Knowledge/Understanding	35		
• Thinking/Inquiry	25		
• Communication	20		
• Application/Making Connections			
Active Participation and Movement Skills	30		
• Knowledge/Understanding	20		
• Thinking/Inquiry	10		
• Communication	40		
• Application/Making Connections			
Living Skills	20		
• Knowledge/Understanding	10		
• Thinking/Inquiry	30		
• Communication	40		
• Application/Making Connections			

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;

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- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
 - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
 - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Code Expectations: Healthy Active Living Education, Grade 9 Open

Physical Activity

Overall Expectations

PAV.01X

- demonstrate personal competence in applying movement skills and principles;

PAV.02X

- demonstrate knowledge of guidelines and strategies that enhance participation in recreation and sport activities.

Specific Expectations

Movement Skills and Principles

PA1.01X

- use and combine movement skills in a variety of physical activities (e.g., apply locomotion/travelling, manipulation, and stability skills to a specific activity);

PA1.02X

- demonstrate understanding of the importance of movement principles in performing isolated or combined movement skills (e.g., manipulation, locomotion, and stability);

PA1.03X

- identify appropriate movement principles (e.g., that the production of maximum velocity requires the use of joints from largest to smallest) in learning and refining movement skills (e.g., an overhead clear in badminton);

PA1.04X

- demonstrate improvement in their skills.

Sports and Recreation

PA2.01X

- demonstrate understanding of specific rules and guidelines for participation in recreation and sport including team, group, dual, and individual activities (e.g., the scoring rules in rugby, etiquette such as allowing faster participants to pass on a cross-country ski trail);

PA2.02X

- identify the requirements, including basic equipment standards, preparation (e.g., warm-up and cool-down exercises, training requirements), and specific safety issues that maximize performance and participation in recreation and sport activities;

PA2.03X

- explain appropriate strategies or tactics that enhance performance in specific situations and conditions (e.g., passing versus dribbling a basketball against a defender, shifting gears in cycling to adjust to changing conditions);

PA2.04X

- describe career opportunities related to sport and recreation.

Active Living

Overall Expectations

ALV.01X

- participate regularly in a balanced instructional program that includes a wide variety of enjoyable physical activities that encourage lifelong participation;

ALV.02X

- demonstrate improvement in personal health-related physical fitness;

ALV.03X

- demonstrate safe practices regarding the safety of themselves and others.

Specific Expectations

Active Participation

AL1.01X

- participate regularly in physical activities, choosing a wide range of activities (e.g., individual, small- and large- group, outdoor, and aquatic activities);

AL1.02R

- demonstrate positive, responsible personal and social behaviour (e.g., striving for personal best, practicing regularly, encouraging others, playing fair, in physical activity settings);

AL1.03X

- identify the factors that affect choices of activities with potential for lifelong participation and enjoyment.

Physical Fitness

AL2.01X

- monitor personal plans for daily, health-related fitness activities (e.g., self-designed or computerized programs) that reflect their personal fitness goals;

AL2.02X

- participate in personal health-related fitness programs;

AL2.03X

- maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods of time (e.g., a minimum of two ten-minute time periods or one twenty-minute time period for a minimum of four times a week);

AL2.04X

- monitor exercise intensity (e.g., using a manual or computerized heart-rate monitor, breath sound check, talk test);

AL2.05X

- describe the benefits of each health-related fitness component and its relationship to active living (e.g., the relationship of cardiovascular fitness to increased stamina and lower risk of heart disease, healthy eating to improved well-being).

Safety

AL3.01X

- apply guidelines and procedures related to safe participation in physical activity (e.g., using equipment correctly, wearing appropriate attire, using appropriate facilities, meeting expectations regarding supervision, using proper posture to minimize injury);

AL3.02X

- demonstrate behaviour that minimizes risk to themselves and others (e.g., participating in warm-up and cool-down exercises, checking ice conditions prior to skating, spotting for weight training);

AL3.03X

- identify strategies to deal with emergency situations related to physical activities;

AL3.04X

- demonstrate understanding of cardiopulmonary resuscitation (e.g., one-person adult CPR).

Healthy Living

Overall Expectations

HLV.01R

- identify the factors that contribute to positive relationships with others;

HLV.02X

- explain the consequences of sexual decisions on the individual, family, and community;

HLV.03X

- demonstrate personal strategies to deal effectively with the social influences that contribute to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis);

HLV.04X

- identify strategies to minimize potentially dangerous situations (e.g., violence prevention, injury prevention).

Specific Expectations

Healthy Growth and Sexuality

HL2.01X

- identify the development stages of sexuality throughout life;

HL2.02R

- describe the factors that lead to responsible sexual relationships;

HL2.03X

- describe the relative effectiveness of methods of preventing pregnancies and sexually transmitted diseases (e.g., abstinence, condoms, oral contraceptives);

HL2.04R

- demonstrate understanding of how to use decision-making and assertiveness skills effectively to promote healthy sexuality (e.g., healthy human relationships, avoiding, unwanted pregnancies and STDs such as HIV/AIDS);

HL2.05X

- demonstrate understanding of the pressures on teens to be sexually active;

HL2.06X

- identify community support services related to sexual health concerns.

Substance Use and Abuse**HL3.01X**

- identify facts and myths related to the use and abuse of alcohol, tobacco, and other drugs (e.g., cannabis);

HL3.02X

- explain the effects of the use and abuse of alcohol, tobacco, and other drugs;

HL3.03X

- identify the major facts (e.g., environmental influences such as peer pressure, media influences, adolescent attitudes) that contribute to the use of alcohol, tobacco, and other drugs;

HL3.04X

- identify the school and community resources involved in the education, prevention, and treatment of the use and abuse of alcohol, tobacco, and other drugs;

HL3.05X

- demonstrate and use both decision-making and assertion skills with respect to media influences and peer pressure related to alcohol, tobacco, and other drugs.

Personal Safety and Injury Prevention**HL4.01R**

- describe specific types of physical and non-physical abuse (e.g., manipulation, intimidation, sexual harassment, verbal abuse);

HL4.02X

- assess the impact of non-physical abuse on victims;

HL4.03X

- identify the causes of abuse and violence;

HL4.04X

- describe solutions and strategies to address violence in the lives of young people;

HL4.05X

- explain how the school, the local community, and other community agencies are involved in developing strategies (e.g., a school's code of conduct) to prevent or end the violence in young people's lives;

HL4.06X

- demonstrate effective personal strategies to minimize injury in adolescence.

Living Skills

Overall Expectations

LSV.01X

- use appropriate decision-making skills to achieve goals related to personal health;

LSV.021X

- explain the effectiveness of various conflict resolution processes in daily situations;

LSV.03X

- use appropriate social skills when working collaboratively with others.

Specific Expectations

Decision-making

LS1.01X

- identify personal strengths and areas for growth;

LS1.02X

- demonstrate how they have achieved short-term goals based on a personal vision;

LS1.03X

- demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living;

LS1.04X

- produce sequential action plans to achieve personal health goals.

Conflict Resolution

LS2.01R

- demonstrate understanding of personal values that can lead to conflict;

LS2.02R

- use assertiveness techniques to avoid escalating conflict;

LS2.03R

- demonstrate active listening skills (e.g., identifying non-verbal feelings expressed by others, paraphrasing the message, asking questions for clarification) when managing conflict;

LS2.04R

- demonstrate the appropriate steps of conflict resolution in situations encountered in class, at school, with friends, and at home;

LS2.05R

- demonstrate understanding of the triggers of conflict (e.g., defensive behaviour in a group situation) to prevent escalation;

LS2.06R

- identify coping skills (e.g., involvement in physical activity, talking it out, participating in alternative activities or hobbies) to deal with the internal conflict and stress that often accompanies change.

Social Skills

LS3.01R

- contribute to the success of the group verbally and non-verbally (e.g., by completing a fair share of the group task, acknowledging others' contributions to the task);

LS3.02R

- explain the benefits and disadvantages of working with others;

LS3.03R

- give and receive assistance (e.g., through peer mentoring);

LS3.04R

- use appropriately a variety of methods for reaching group agreement (e.g., through consensus, by taking votes in which the majority rules).