

# HEALTH AND CAREER EDUCATION K TO 7

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*Integrated Resource Package 2006*

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This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement Health and Career Education K to 7. Once fully implemented, this document will supersede the *Personal Planning K to 7 Integrated Resource Package* (1999).

The information contained in this document is also available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

The following paragraphs provide brief descriptions of the components of the IRP.

## INTRODUCTION

The Introduction provides general information about Health and Career Education K to 7, including special features and requirements.

Included in this section are

- a rationale for teaching Health and Career Education K to 7 in BC schools
- the curriculum goals
- descriptions of the curriculum organizers and suborganizers – groupings for prescribed learning outcomes that share a common focus
- an overview of the curriculum content

## CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners.

## PRESCRIBED LEARNING OUTCOMES

This section contains the *prescribed learning outcomes*, the legally required content standards for the provincial education system. The learning outcomes define the required attitudes, skills, and knowledge for each subject. They are statements of what students are expected to know and be able to do by the end of the indicated grade.

## STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including sets of specific achievement indicators for each prescribed learning outcome. Achievement indicators are statements that describe what students should be able to do in order to demonstrate that they fully meet the expectations set out by the prescribed learning outcomes. Achievement indicators are not mandatory; they are provided to assist in assessing how well students achieve the prescribed learning outcomes.

Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of the prescribed learning outcomes.

## CLASSROOM ASSESSMENT MODEL

This section contains a series of assessment units that address clusters of learning outcomes organized by topic or theme. The units have been developed by BC educators, and are provided to support classroom assessment. These units are suggestions only – teachers may use or modify the units as they plan for the implementation of this curriculum.

Each grade in the model contains an Assessment Overview Table intended to support teachers with their assessment practices, and the assessment units organized by topic – including the prescribed learning outcomes and a sequence of suggested assessment activities for each topic. Sample assessment instruments are also included for each grade.

## LEARNING RESOURCES

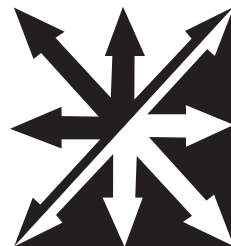
This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Health and Career Education K to 7 Grade Collections.

## GLOSSARY

The glossary defines selected terms used in this Integrated Resource Package.







## INTRODUCTION

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# *Health and Career Education K to 7*



This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Health and Career Education Kindergarten to Grade 7 (HCE K to 7). The development of this IRP has been guided by the principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

In addition to these three principles, this document recognizes that British Columbia's schools include students of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes, achievement indicators, and assessment activities.

The Health and Career Education K to 7 IRP is based on the recommendations arising from the *Personal Planning K to 7/Career and Personal Planning 8 to 12 Curriculum Review Report* (2001).

Health and Career Education K to 7, in draft format, was available for public review and response from December 2005 through February 2006. During the review period, three school districts were contracted to conduct an in-depth review of the draft IRP. Feedback from educators, students, parents, and other educational partners also informed the development of this document.

## RATIONALE

The aim of Health and Career Education K to 7 is to provide students with the knowledge, skills, and attitudes necessary to be informed decision makers and to make healthy and safe choices. HCE K to 7 provides opportunities for students to

- learn and practise decision-making and goal-setting strategies

- learn about their own personal skills and interests and how these relate to a variety of school contexts, recreational activities, and future careers
- learn the importance of effective work habits and transferable skills
- think critically about a variety of health and safety issues
- acquire the skills necessary to develop and maintain healthy relationships
- develop safe attitudes and healthy practices in a variety of settings
- learn about the range of sources of support and information available to them on a variety of education, health, and safety issues

Health and Career Education K to 7 is designed to help students maintain, reinforce, and develop skills, attitudes, and behaviours that can enhance their personal well-being throughout their lives and prepare them to deal with a world of complex, ongoing change. The HCE K to 7 curriculum recognizes the inter-related areas of intellectual development, human and social development, and career development in creating healthy and active educated citizens.

## GOALS FOR HEALTH AND CAREER EDUCATION K TO 7

The following goals reflect and are represented in the prescribed learning outcomes for Health and Career Education K to 7 in each curriculum organizer:

- Students will learn and apply processes for goal setting and decision making, and will become aware of the effects of their decisions on themselves and others.
- Students will learn about the range of sources of information and support available to them for a variety of health, safety, and education topics.
- Students will gain knowledge and skills necessary to make informed choices about their health and safety, and will develop an awareness of the consequences of their choices for themselves and others.

**CURRICULUM ORGANIZERS**

A curriculum organizer consists of a set of prescribed learning outcomes that share a common focus. The prescribed learning outcomes for Health and Career Education K to 7 are grouped under the following curriculum organizers and suborganizers:

<b>Curriculum Organizers and Suborganizers</b>
<b>GOALS AND DECISIONS</b>
<b>CAREER DEVELOPMENT</b>
<p><b>HEALTH</b></p> <ul style="list-style-type: none"> <li>• <i>Healthy Living</i></li> <li>• <i>Healthy Relationships</i></li> <li>• <i>Safety and Injury Prevention</i></li> <li>• <i>Substance Misuse Prevention</i></li> </ul>

Note that these organizers and suborganizers are provided for the purpose of identifying prescribed learning outcomes; they are not intended to suggest a linear means of course delivery.

***Goals and Decisions***

This curriculum organizer provides opportunities for students to develop the skills that will allow them to take increasing responsibility for their decisions and to understand the consequences of those decisions.

The Goals and Decisions organizer includes the following topics:

- goal setting
- decision making
- support networks and sources of information and support in the school and community

***Career Development***

This organizer is designed to develop students’ awareness of personal attributes, skills, and successes, and how these relate to their schoolwork, their co-curricular activities, and potential careers.

The Career Development organizer includes the following topics:

- personal attributes (e.g., skills, interests, accomplishments), including work habits and transferable skills; relating attributes to school, activities, and potential careers
- work and jobs, and ways of classifying them

***Health***

This organizer provides opportunities for students to gain the knowledge necessary for developing and maintaining a healthy and safe lifestyle. The Health organizer includes the following topics, arranged by suborganizer:

- **Healthy Living** – promoting physical and emotional health (including regular physical activity, emotional health strategies, healthy eating, and disease prevention), puberty, reproduction
- **Healthy Relationships** – caring and supportive behaviours in families, friendships, emotions, interpersonal skills, and recognizing and responding to bullying, stereotyping, and discrimination
- **Safety and Injury Prevention** – recognizing, avoiding, and responding to potentially unsafe situations at home, at school, on the road, in the community, and on the Internet, including situations of potential abuse or exploitation
- **Substance Misuse Prevention** – unsafe substances, influences, consequences, and strategies for avoiding and refusing substances such as alcohol, tobacco, and other drugs

Note: The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home.

For information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

**SUGGESTED TIMEFRAME**

Provincial curricula are developed in accordance with the amount of instructional time recommended by the Ministry of Education for each subject area. Teachers may choose to combine various curricula to enable students to integrate ideas and make meaningful connections.

For Health and Career Education, the Ministry of Education recommends a time allotment of 5% of the total instructional time for each school year. The Health and Career Education curriculum for Kindergarten is based on approximately 20-25 hours of instructional time to allow flexibility to address local needs. For each of Grades 1 to 7, this estimate is approximately 45-50 hours per year.

## HEALTH AND CAREER EDUCATION K TO 7: AT A GLANCE

The aim of Health and Career Education K to 7 is to provide students with the knowledge, skills, and attitudes necessary to be informed decision makers and to make healthy and safe choices.

### GOALS OF HEALTH AND CAREER EDUCATION K TO 7

- Students will learn and apply processes for goal setting and decision making, and will become aware of the effects of their decisions on themselves and others.
- Students will learn about the range of sources of information and support available to them for a variety of health, safety, and education topics.
- Students will gain knowledge and skills necessary to make informed choices about their health and safety, and will develop an awareness of the consequences of their choices for themselves and others.



### CURRICULUM ORGANIZERS AND SUBORGANIZERS

#### GOALS AND DECISIONS

- opportunities for goal setting and decision making
- goal-setting strategies
- decision-making models
- support networks

#### CAREER DEVELOPMENT

- personal attributes (e.g., skills, interests, accomplishments); relating attributes to school and potential careers
- work and jobs, and ways of classifying them
- work habits and transferable skills

#### HEALTH

##### *Healthy Living*

- characteristics of, influences on, and choices to promote physical and emotional health
- healthy eating practices
- physical, emotional, and social changes at puberty and adolescence, and respecting own and others' development rates
- human reproductive system
- ways to help prevent spread of diseases, including life-threatening diseases such as HIV/AIDS

##### *Healthy Relationships*

- ways family members care for and support each other
- qualities of friendships and healthy relationships
- interpersonal skills
- recognizing and responding to stereotyping, discrimination, and bullying
- safe and caring schools

##### *Safety and Injury Prevention*

- appropriate terminology for male and female private parts
- responding to inappropriate touching
- recognizing and avoiding potentially abusive or exploitative situations
- recognizing and avoiding potentially unsafe situations at home, at school, on the road, in the community, and on the Internet
- responding to emergencies

##### *Substance Misuse Prevention*

- recognizing unsafe substances
- consequences of substance misuse for self and others
- influences on use of tobacco, alcohol, and other drugs
- strategies for avoiding and refusing tobacco, alcohol, and other drugs

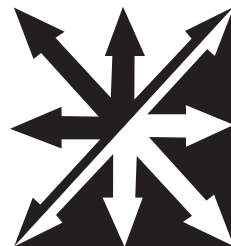
## OVERVIEW OF HEALTH AND CAREER EDUCATION K TO 7 TOPICS

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
<b>GOALS AND DECISIONS</b>	<ul style="list-style-type: none"> <li>opportunities to make choices</li> <li>sources of support at school</li> </ul>	<ul style="list-style-type: none"> <li>reasons for setting goals</li> <li>sources of support at school and in the community</li> </ul>	<ul style="list-style-type: none"> <li>steps in goal setting</li> <li>opportunities for making decisions</li> </ul>	<ul style="list-style-type: none"> <li>using a goal-setting model</li> <li>sources of support</li> </ul>
<b>CAREER DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>personal skills and interests</li> <li>jobs and responsibilities at home and school</li> </ul>	<ul style="list-style-type: none"> <li>personal skills and interests</li> <li>jobs and responsibilities at home and school</li> </ul>	<ul style="list-style-type: none"> <li>ways of categorizing jobs</li> <li>effective work habits</li> </ul>	<ul style="list-style-type: none"> <li>attributes of role models</li> <li>benefits of effective work habits</li> </ul>
<b>HEALTH</b> <i>Healthy Living</i>	<ul style="list-style-type: none"> <li>practices that contribute to health</li> </ul>	<ul style="list-style-type: none"> <li>practices that contribute to health</li> <li>preventing spread of diseases and conditions</li> </ul>	<ul style="list-style-type: none"> <li>physical and emotional health practices</li> <li>healthy eating practices</li> <li>preventing spread of communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>physical and emotional health practices</li> <li>importance of healthy eating and regular physical activity</li> <li>preventing spread of communicable diseases</li> </ul>
<i>Healthy Relationships</i>	<ul style="list-style-type: none"> <li>thoughtful caring behaviours in families</li> <li>expressing feelings appropriately</li> <li>relationship behaviours</li> </ul>	<ul style="list-style-type: none"> <li>how families provide support and nurturing</li> <li>expressing feelings</li> <li>friendship behaviours</li> <li>dealing with interpersonal conflict</li> </ul>	<ul style="list-style-type: none"> <li>communication skills</li> <li>friendship strategies</li> </ul>	<ul style="list-style-type: none"> <li>building positive relationships</li> <li>nature and consequences of bullying</li> </ul>
<i>Safety and Injury Prevention</i>	<ul style="list-style-type: none"> <li>terminology for private parts</li> <li>appropriate and inappropriate touching</li> <li>responding to inappropriate touches or confusing or uncomfortable situations</li> <li>hazard identification and avoidance (home, school, road, and community)</li> <li>accessing emergency services</li> </ul>	<ul style="list-style-type: none"> <li>terminology for private parts</li> <li>appropriate and inappropriate touching</li> <li>responding to inappropriate touches or confusing or uncomfortable situations</li> <li>safety guidelines (home, school, road, and community)</li> <li>accessing emergency services</li> </ul>	<ul style="list-style-type: none"> <li>avoidance and assertiveness related to potentially abusive situations</li> <li>avoiding hazardous situations (home, school, streets, community)</li> </ul>	<ul style="list-style-type: none"> <li>avoidance and assertiveness related to potentially abusive situations</li> <li>importance of recognizing and avoiding hazardous situations</li> </ul>
<i>Substance Misuse Prevention</i>	<ul style="list-style-type: none"> <li>safe and unsafe substances</li> </ul>	<ul style="list-style-type: none"> <li>recognizing and refusing unsafe substances</li> </ul>	<ul style="list-style-type: none"> <li>harm from unsafe substances</li> <li>refusing substances</li> </ul>	<ul style="list-style-type: none"> <li>negative effects of unsafe substances</li> <li>avoiding substances</li> </ul>

Grade 4	Grade 5	Grade 6	Grade 7	
<ul style="list-style-type: none"> <li>steps in decision making</li> </ul>	<ul style="list-style-type: none"> <li>factors affecting decision making</li> <li>benefits of personal support networks</li> </ul>	<ul style="list-style-type: none"> <li>planning to support goals</li> <li>influences on decision making and goal setting</li> </ul>	<ul style="list-style-type: none"> <li>planning to achieve a specific goal</li> <li>applying a decision making model</li> </ul>	<b>GOALS AND DECISIONS</b>
<ul style="list-style-type: none"> <li>attribute inventory</li> <li>importance of effective work habits</li> </ul>	<ul style="list-style-type: none"> <li>types of work of interest</li> <li>work habits and transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>relationship between attributes and work</li> <li>transferable skills developed in and out of school</li> </ul>	<ul style="list-style-type: none"> <li>career clusters</li> <li>transferable skills</li> </ul>	<b>CAREER DEVELOPMENT</b>
<ul style="list-style-type: none"> <li>choices for emotional and physical health</li> <li>choices for healthy eating</li> <li>physical changes at puberty</li> <li>communicable and non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>factors influencing health decisions</li> <li>healthy lifestyle planning</li> <li>physical, emotional, and social changes at puberty</li> <li>practices for preventing communicable and non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>benefits of healthy lifestyles</li> <li>human reproductive system</li> <li>respecting developmental differences</li> <li>life-threatening communicable diseases, including HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>factors influencing health decisions</li> <li>maintaining health during puberty</li> <li>accessing community information and support</li> <li>life-threatening nature of HIV/AIDS</li> </ul>	<b>HEALTH <i>Healthy Living</i></b>
<ul style="list-style-type: none"> <li>interpersonal skills in relationships</li> <li>strategies for responding to bullying behaviour</li> </ul>	<ul style="list-style-type: none"> <li>assessing own interpersonal skills</li> <li>safe and caring schools</li> </ul>	<ul style="list-style-type: none"> <li>influences of peers on behaviour</li> <li>stereotyping and discrimination</li> <li>responding to stereotyping, discrimination, and bullying</li> </ul>	<ul style="list-style-type: none"> <li>healthy and unhealthy relationships</li> <li>influences on relationships</li> <li>preventing stereotyping, discrimination, and bullying</li> </ul>	<b><i>Healthy Relationships</i></b>
<ul style="list-style-type: none"> <li>lures and tricks used by potential abusers (including on the Internet)</li> <li>abuse avoidance strategies</li> <li>potential for injury in a range of settings</li> </ul>	<ul style="list-style-type: none"> <li>safety guidelines for protection from abuse and exploitation</li> <li>minimizing risks</li> <li>social pressures and risk taking</li> </ul>	<ul style="list-style-type: none"> <li>sources of help and support</li> <li>Internet safety</li> <li>responsible safety behaviour</li> <li>responding to emergencies</li> </ul>	<ul style="list-style-type: none"> <li>personal strategies to avoid abuse and exploitation</li> <li>avoiding unsafe situations on road and in community</li> </ul>	<b><i>Safety and Injury Prevention</i></b>
<ul style="list-style-type: none"> <li>negative effects of abusing tobacco, alcohol, and other drugs</li> <li>strategies for preventing substance misuse</li> </ul>	<ul style="list-style-type: none"> <li>factors contributing to use of tobacco, alcohol, and other drugs</li> </ul>	<ul style="list-style-type: none"> <li>prevention and alternatives</li> <li>consequences to self and others</li> </ul>	<ul style="list-style-type: none"> <li>media and social influences on substance misuse</li> <li>healthy alternatives</li> </ul>	<b><i>Substance Misuse Prevention</i></b>







CONSIDERATIONS FOR PROGRAM DELIVERY

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*Health and Career Education K to 7*



This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery policy
- addressing local contexts
- involving parents and guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility for all learners
- connections to other subject areas
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright and responsibility
- using role play
- goal setting and decision making

### ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy applies to this IRP.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing prescribed learning outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7, and Personal Planning K to 7 Personal Development curriculum organizer (until September 2008)
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all prescribed learning outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the prescribed learning outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any learning outcomes related to health. It is expected that students who arrange for alternative delivery will address the

health-related learning outcomes and will be able to demonstrate their understanding of these learning outcomes.

In the Health and Career Education K to 7 curriculum, the Alternative Delivery policy applies only to the prescribed learning outcomes in the Health curriculum organizer, which includes the following four curriculum suborganizers:

- Healthy Living
- Healthy Relationships
- Safety and Injury Prevention
- Substance Misuse Prevention

This option is not intended for any of the other prescribed learning outcomes, and it is not intended for any other curriculum.

For more information about policy relating to alternative delivery, refer to [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

### ADDRESSING LOCAL CONTEXTS

The Health and Career Education K to 7 curriculum includes opportunities for individual teacher and student choice in the exploration of topics to meet certain learning outcomes, particularly in relation to the Health curriculum organizer. This flexibility allows educators to plan their programs to meet the particular requirements of their students and to respond to local contexts. It may be appropriate to allow for student input when selecting current and relevant topics.

Where specific topics have been included in the learning outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

### INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the prescribed learning outcomes in the Health and Career Education K to 7 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

HCE K to 7 includes prescribed learning outcomes in the Health section of the curriculum that some students and their parents or guardians may feel more comfortable addressing at home. Some students and/or their parents may choose to opt for alternative delivery of these learning outcomes.

It is highly recommended that schools inform parents and guardians about the Health and Career Education K to 7 curriculum, and teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the prescribed learning outcomes for the subject by sending home class letters, providing an overview during parent-teacher interviews, etc.
- responding to parent and guardian requests to discuss unit plans, learning resources, etc.
- informing parents and guardians of legislation and provincial and district policy related to options for addressing the Health curriculum organizer of this subject area

### ESTABLISHING A POSITIVE CLASSROOM CLIMATE

Teachers are responsible for setting and promoting a classroom climate in which students feel comfortable learning about and discussing topics in Health and Career Education K to 7. The following are some guidelines that may help educators establish and promote a positive classroom climate.

- Allow class members sufficient time and opportunities to become comfortable with each other before engaging in group discussion. It is important that the classroom climate encourage students to relate to one another in positive, respectful, and supportive ways. Be prepared to facilitate any potentially controversial discussions.
- Establish clear ground rules for class discussions that demonstrate respect for privacy, for diversity, and for the expression of differing viewpoints.
- Become familiar with
  - relevant legislation (e.g., *Human Rights Code*; *Child, Family and Community Services Act*)
  - relevant initiatives (e.g., *Safe, Caring and Orderly Schools: A Guide* and *Diversity in BC Schools: A Framework*)
  - provincial and district policies and protocols concerning topics such as disclosure related to child abuse, protection of privacy, and alternative delivery

Further information about these policies and initiatives is available online:

*BC Handbook for Action on Child Abuse and Neglect*  
[www.mcf.gov.bc.ca/child\\_protection/pdf/handbook\\_action\\_child\\_abuse.pdf](http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf)

*Safe, Caring and Orderly Schools*  
[www.bced.gov.bc.ca/sco/](http://www.bced.gov.bc.ca/sco/)

*Diversity in BC Schools: A Framework*  
[www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf)

*Human Rights Code*  
[www.qp.gov.bc.ca/statreg/stat/H/96210\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/H/96210_01.htm)

*Child, Family and Community Services Act*  
[www.qp.gov.bc.ca/statreg/stat/C/96046\\_01.htm](http://www.qp.gov.bc.ca/statreg/stat/C/96046_01.htm)

- Activities and discussion related to some of the topics in Health and Career Education K to 7 may evoke an emotional response from individual students. Inform an administrator or counsellor when any concern arises, and ensure students know where to go for help and support.
- Discussions related to sexual abuse prevention topics such as touching can result in a student disclosing an incident of abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals.
- Ensure that any external groups or organizations making a presentation to students have met the district's guidelines for presenting. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials they may use, especially handouts, for appropriateness.

### CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including Health and Career Education K to 7.
- Do not use students' Personal Education Numbers (PEN) on any assignments that students wish to keep confidential.

- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children’s school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).
- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the Health and Career Education K to 7 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students’ progress.
- Ensure that any information used in assessing students’ progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to [www.mser.gov.bc.ca/privacyaccess/](http://www.mser.gov.bc.ca/privacyaccess/)

### INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia’s schools include students of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of Health and Career Education K to 7, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure

that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the prescribed learning outcomes in this IRP can be addressed by all students, including those with special and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the prescribed learning outcomes. Modifications can be made to the prescribed learning outcomes for students with Individual Education Plans.

For more information about resources and support for students with special needs, refer to [www.bced.gov.bc.ca/specialed/](http://www.bced.gov.bc.ca/specialed/)

For more information about resources and support for ESL students, refer to [www.bced.gov.bc.ca/esl/](http://www.bced.gov.bc.ca/esl/)

### CONNECTIONS TO OTHER CURRICULA

In the elementary years in particular, learning and instruction often take place in an integrated manner and do not always stay within the boundaries of a particular subject area. Teachers may look for ways to connect learning in HCE with any or all of the following provincially prescribed curricula:

- physical education – role of regular physical activity in a balanced, healthy lifestyle; choices people can make to be physically active; relationship between physical activity and healthy eating; goals for a physically active lifestyle; safety
- science – human body systems (Grade 5)
- social studies – group processes; leadership; families; purpose of rules; roles, rights, and responsibilities at home, at school, and in the community; needs and wants; decision making; work and jobs in the community

Whatever the approach used to facilitate connections among these subject areas, it is important to maintain the integrity of each individual discipline, and ensure that all prescribed learning outcomes are addressed.

All current provincial curricula are available on the Internet at [www.bced.gov.bc.ca/irp/irp.htm](http://www.bced.gov.bc.ca/irp/irp.htm)

### WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the HCE classroom.

School and district-wide programs – such as healthy schools, bike safety, anti-bullying, and alcohol and drug education – support and extend learning in Health and Career Education K to 7. Community organizations may also support the curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

Bringing outside resource people into the classroom is an effective way of reinforcing content, emphasizing and practising listening skills, exposing students to different points of view, providing opportunities for discussion and debate, providing a departure point for writing, and making learning more concrete and relevant. A panel discussion also provides an opportunity for several viewpoints on an issue to be presented at the same time.

Speakers relevant for Health and Career Education K to 7 include health care professionals, police, community leaders, counsellors, elders, and other content experts.

Consider the following guidelines to help achieve a successful guest speaker activity:

- Determine the nature of the presentation (e.g., lecture, question-and-answer, debate, response to students' presentations, facilitating a simulation or case study). Ensure the guest speaker is clear about the purpose, the structure, and the time allotted. There should be a direct relationship between the content of the presentation and the prescribed learning outcomes. Review any materials the speaker may use, especially any handouts, for appropriateness.

- Be aware of any district guidelines for external presenters, and ensure that guests have met these guidelines.
- Where appropriate, have students take responsibility for contacting the speaker(s) beforehand and making any logistical arrangements.
- Provide time for students to prepare for the guest speaker or panel by formulating focus questions.
- Begin the guest speaker presentation with an introduction to the topic and end with a debrief.

### WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. As Aboriginal communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: [www.bced.gov.bc.ca/abed/welcome.htm](http://www.bced.gov.bc.ca/abed/welcome.htm)

## INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves learning about the safe and responsible use of the technology, and a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in Health and Career Education K to 7, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

## COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner:

- photocopy copyrighted material to avoid purchasing the original resource for any reason

- photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it “fair” to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
- show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
- photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
- show videorecordings that are not cleared for public performance
- perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
- copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or “collectives” to negotiate royalty payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school’s financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to [www.cmec.ca/copyright/indexe.stm](http://www.cmec.ca/copyright/indexe.stm)

**USING ROLE PLAY**

Role play is an excellent strategy for Health and Career Education, particularly in addressing the personal and emotional issues present in the curriculum expectations. Role plays are ideal for examining various points of view, experiencing new situations, and allowing the interaction of people and the sharing of information.

Appropriate role-play scenarios to address the prescribed learning outcomes can be print or video based, and can be developed by teachers, created by students, derived from recommended learning resources, collected from news media, or found online.

For maximum effect, students should have clear guidance about the expectations and their roles before

they proceed, sufficient time to interact and thoroughly explore the issues, and a full debriefing afterward.

**GOAL SETTING AND DECISION MAKING**

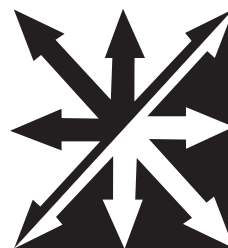
One of the key themes in Health and Career Education K to 7 is informed decision making. Although there are many models of decision making and goal setting, the information in the chart provided here (**Steps in Goal Setting and Decision Making**) can be used as a starting point.

In assessing decision making and goal setting, it is important to focus on the **process** – whether the student demonstrates thoughtful and critical examination of the situation. In most cases, it is not appropriate to assess the goal or decision itself.

**STEPS IN GOAL SETTING AND DECISION MAKING**

<b>Goal Setting</b>	<b>Decision Making</b>
state purpose for goal – visualize and describe the ideal end product	identify the decision or issue
↓	↓
define the goal in specific, realistic, measurable, and timely terms	visualize the ideal result
↓	↓
break down long-term goals into manageable short-term steps	identify (brainstorm) a range of alternative solutions
↓	↓
create a timeline for each step in the goal	assess the pros and cons of each alternative (and their consequences) for self and others
↓	↓
identify potential challenges to meeting the goal, and identify ways to overcome those challenges	<ul style="list-style-type: none"> <li>• in terms of logistics (time, effort, resources; cost-benefit)</li> <li>• in terms of personal values</li> <li>• in relation to societal norms</li> </ul>
↓	↓
identify sources of support for reaching the goal	select and articulate an informed decision
↓	↓
carry out the goal steps	<ul style="list-style-type: none"> <li>• who and when</li> <li>• how to gauge success</li> <li>• resources to carry out the plan (e.g., personal, financial)</li> </ul>
↓	↓
re-evaluate the goal periodically and adjust as necessary	apply the decision
↓	↓
<i>(each of these steps can be revised and repeated as necessary)</i>	assess the results and modify the decision as required
↓	↓
	<i>(each of these steps can be revised and repeated as necessary)</i>





PRESCRIBED LEARNING OUTCOMES

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*Health and Career Education K to 7*



**P**rescribed learning outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, learning outcomes set out the required attitudes, skills, and knowledge – what students are expected to know and be able to do – by the end of the specified subject and grade.

Schools have the responsibility to ensure that all prescribed learning outcomes in this curriculum are addressed; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the learning outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed learning outcomes for Health and Career Education K to 7 are presented by grade and by curriculum organizer and suborganizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

### WORDING OF PRESCRIBED LEARNING OUTCOMES

All learning outcomes complete the stem, “It is expected that students will ....”

When used in a prescribed learning outcome, the word “including” indicates that any ensuing item **must be addressed**. Lists of items introduced by the word “including” represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation “e.g.,” (for example) in a prescribed learning outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are **not required**. Presented in

parentheses, the list of items introduced by “e.g.,” is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the learning outcome.

### DOMAINS OF LEARNING

Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom’s taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the learning outcome, and illustrate how student learning develops over time.

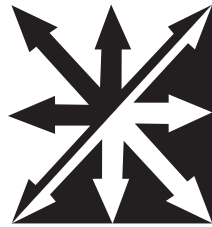
- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Domains of learning and cognitive levels also form the basis of the Assessment Overview Tables provided for each grade in the Classroom Assessment Model.





PRESCRIBED LEARNING OUTCOMES

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*By Grade*

## KINDERGARTEN

*It is expected that students will:*

### GOALS AND DECISIONS

- A1 identify opportunities to make choices
- A2 identify sources of support and assistance for children at school

### CAREER DEVELOPMENT

- B1 identify their personal skills and interests (e.g., things they are good at, things they like to do)
- B2 identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules)

### HEALTH

#### *Healthy Living*

- C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices

#### *Healthy Relationships*

- C2 identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)
- C3 demonstrate an understanding of appropriate ways to express feelings
- C4 differentiate between positive and negative behaviours in relationships

#### *Safety and Injury Prevention*

- C5 use appropriate terminology to identify female and male private body parts
- C6 differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)
- C7 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including
  - saying “no” or “stop”
  - calling out for help and getting away if possible
  - telling a trusted adult and continuing to tell until someone listens and takes action
  - not keeping a secret about the situation even if someone asks you to
- C8 identify ways to avoid hazards and potentially dangerous situations in the home, at school, on the road, and in the community
- C9 demonstrate an ability to access emergency services (e.g., fire, police, ambulance)

#### *Substance Misuse Prevention*

- C10 differentiate between safe and unsafe substances in terms of their potential to benefit or harm the body (e.g., prescription medicine can benefit the body if used properly, any unknown substance can be dangerous)

## GRADE 1

*It is expected that students will:*

### **GOALS AND DECISIONS**

- A1 identify reasons for setting goals (e.g., helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)
- A2 identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)

### **CAREER DEVELOPMENT**

- B1 describe their personal skills and interests (e.g., things they are good at, things they like to do, things they've learned)
- B2 describe a variety of jobs and responsibilities they have at home and at school

### **HEALTH**

#### *Healthy Living*

- C1 identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices
- C2 identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)

#### *Healthy Relationships*

- C3 identify ways families provide support and nurturing for growth and development (e.g., encouragement, advice, affection, sharing)
- C4 demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g., appropriate – using “I feel” statements; inappropriate – name-calling, hitting)
- C5 differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding)
- C6 describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)

#### *Safety and Injury Prevention*

- C7 use appropriate terminology to identify female and male private body parts
- C8 differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)
- C9 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including
  - saying “no” or “stop”
  - calling out for help and getting away if possible
  - telling a trusted adult and continuing to tell until someone listens and takes action
  - not keeping a secret about the situation even if someone asks you to
- C10 describe guidelines for safety in the home, at school, on the road, and in the community
- C11 demonstrate an ability to access emergency services, including calling 911 and giving relevant information (e.g., name, location, and nature of problem)

#### *Substance Misuse Prevention*

- C12 demonstrate an understanding of the concept of unsafe substances (e.g., any unknown substance, any substance from an unknown person, any substance used for other than its intended purpose)

## GRADE 2

*It is expected that students will:*

### GOALS AND DECISIONS

- A1 identify the steps needed to achieve a goal (e.g., identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like)
- A2 identify opportunities to make decisions (e.g., healthy eating choices, recess activities)

### CAREER DEVELOPMENT

- B1 describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills)
- B2 identify effective work habits (e.g., staying on task, being prepared, co-operating with others)

### HEALTH

#### *Healthy Living*

- C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)
- C2 identify healthy eating practices as described in *Canada's Food Guide to Healthy Eating*
- C3 describe practices that help to prevent the spread of communicable diseases (e.g., hand washing, covering mouth when coughing, resting when sick, staying away from others when sick)

#### *Healthy Relationships*

- C4 describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)
- C5 identify positive ways to initiate and maintain healthy friendships

#### *Safety and Injury Prevention*

- C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including
  - using a strong voice to say “no,” “stop,” “I don’t like this”
  - calling out for help and getting away if possible
  - telling a trusted adult, keep telling a trusted adult until you get help
  - not giving out personal information without your parents’ knowledge and permission
- C7 describe appropriate ways to avoid or respond to hazardous and high-risk situations in the home, at school, on the road, and in the community

#### *Substance Misuse Prevention*

- C8 describe the potential harm associated with various unsafe substances (e.g., illness, burns)
- C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., say no and move away, refuse to go along with ideas you aren’t sure of, tell a trusted adult if a confusing situation arises)



**GRADE 3**

*It is expected that students will:*

**GOALS AND DECISIONS**

- A1 apply a goal-setting model to a short-term goal
- A2 identify sources of support for children in a variety of situations (e.g., parents, teachers, elders, library, bus drivers, block parents)

**CAREER DEVELOPMENT**

- B1 describe the attributes of people they admire
- B2 demonstrate an understanding of the benefits of developing effective work habits (e.g., developing good habits now will carry through to high school and adulthood)

**HEALTH**

*Healthy Living*

- C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)
- C2 describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)
- C3 describe practices that help to prevent the spread of communicable diseases (e.g., not touching infectious garbage, resting when sick, washing hands after sneezing or blowing nose)

*Healthy Relationships*

- C4 describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)
- C5 describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully

*Safety and Injury Prevention*

- C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including
  - using a strong voice to say “no,” “stop,” “I don’t like this”
  - calling out for help and getting away if possible
  - telling a trusted adult, keep telling a trusted adult until you get help
  - not giving out personal information (e.g., to strangers, on the Internet)
- C7 describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community

*Substance Misuse Prevention*

- C8 describe the potential harm associated with various unsafe substances (e.g., unconsciousness, long-term health consequences)
- C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., following safety rules about not touching harmful or unknown substances, refusing to go along with dares, refusing any substance from an unknown person)

## GRADE 4

*It is expected that students will:*

### GOALS AND DECISIONS

- A1 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)

### CAREER DEVELOPMENT

- B1 create an inventory of their own attributes, including skills, interests, and accomplishments  
 B2 demonstrate an understanding of the importance of developing effective work habits

### HEALTH

#### *Healthy Living*

- C1 describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)  
 C2 describe choices they can make for healthy eating, based on *Canada's Food Guide to Healthy Eating*  
 C3 describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)  
 C4 differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be "caught" from someone with the disease)

#### *Healthy Relationships*

- C5 describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)  
 C6 demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)

#### *Safety and Injury Prevention*

- C7 identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)  
 C8 identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)  
 C9 describe the potential risks for injury in a variety of settings, including on the road

#### *Substance Misuse Prevention*

- C10 describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)  
 C11 propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)

## GRADE 5

*It is expected that students will:*

### **GOALS AND DECISIONS**

- A1 describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making
- A2 demonstrate an understanding of the benefits of personal support networks (e.g., sources of accurate information and trusted guidance)

### **CAREER DEVELOPMENT**

- B1 identify types of work that interest them
- B2 relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)

### **HEALTH**

#### *Healthy Living*

- C1 identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)
- C2 describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health
- C3 describe the physical, emotional, and social changes associated with puberty
- C4 describe practices that help to prevent
  - communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition)
  - non-communicable diseases (e.g., regular physical activity, healthy eating, stress management)

#### *Healthy Relationships*

- C5 assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends
- C6 analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)

#### *Safety and Injury Prevention*

- C7 describe safety guidelines to protect themselves and others from abuse and exploitation (e.g., knowing their right not to be abused, being assertive, avoiding potentially unsafe situations, practising safe Internet use, recognizing tricks and lures used by predators)
- C8 describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road
- C9 demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave)

#### *Substance Misuse Prevention*

- C10 analyse factors that contribute to the use of alcohol, tobacco, and other drugs (e.g., social influences, curiosity, feeling alienated or awkward, stress, media, dealing with emotions such as sadness and grief)

## GRADE 6

*It is expected that students will:*

### GOALS AND DECISIONS

- A1 describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)
- A2 identify influences on goal setting and decision making, including family, peer, and media influences

### CAREER DEVELOPMENT

- B1 relate personal attributes to various types of work
- B2 describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)

### HEALTH

#### *Healthy Living*

- C1 describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of
  - being physically active
  - healthy eating practices
  - an emotionally healthy lifestyle
- C2 describe the human reproductive system
- C3 demonstrate an understanding of the importance of respecting own and others' development rates during puberty and adolescence
- C4 identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C

#### *Healthy Relationships*

- C5 assess the influence that peers have on individuals' attitudes and behaviour
- C6 demonstrate an understanding of the harmful effects of stereotyping and discrimination
- C7 identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
- C8 apply appropriate strategies for responding to discrimination, stereotyping, and bullying

#### *Safety and Injury Prevention*

- C9 identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)
- C10 identify personal safety strategies to avoid abusive or exploitative situations on the Internet
- C11 describe responsible safety behaviours on the road and in the community
- C12 identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)

#### *Substance Misuse Prevention*

- C13 demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs (e.g., assertiveness, refusal skills, avoidance, choosing healthy alternatives)
- C14 describe the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus)

**GRADE 7**

*It is expected that students will:*

**GOALS AND DECISIONS**

- A1 design a plan to achieve a specific goal
- A2 demonstrate an ability to apply a decision-making model to a specific situation

**CAREER DEVELOPMENT**

- B1 classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)
- B2 identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)

**HEALTH**

*Healthy Living*

- C1 analyse factors (including media and peer) that influence personal health decisions
- C2 describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence
- C3 demonstrate an ability to access community information and support services for a variety of health issues
- C4 demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages the immune system, there is currently no known cure for HIV/AIDS)

*Healthy Relationships*

- C5 identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)
- C6 describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)
- C7 demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying

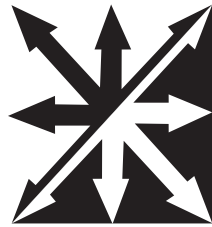
*Safety and Injury Prevention*

- C8 identify safety strategies that can be used to avoid potentially abusive or exploitative situations (e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers, telling a trusted adult)
- C9 propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)

*Substance Misuse Prevention*

- C10 analyse media and social influences related to substance misuse
- C11 describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)





PRESCRIBED LEARNING OUTCOMES

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*By Curriculum Organizer*

## GOALS AND DECISIONS

*It is expected that students will:*

### **Kindergarten**

- A1 identify opportunities to make choices
- A2 identify sources of support and assistance for children at school

### **Grade 1**

- A1 identify reasons for setting goals (e.g., helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)
- A2 identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)

### **Grade 2**

- A1 identify the steps needed to achieve a goal (e.g., identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like)
- A2 identify opportunities to make decisions (e.g., healthy eating choices, recess activities)

### **Grade 3**

- A1 apply a goal-setting model to a short-term goal
- A2 identify sources of support for children in a variety of situations (e.g., parents, teachers, elders, library, bus drivers, block parents)

### **Grade 4**

- A1 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)

### **Grade 5**

- A1 describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making
- A2 demonstrate an understanding of the benefits of personal support networks (e.g., sources of accurate information and trusted guidance)

### **Grade 6**

- A1 describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)
- A2 identify influences on goal setting and decision making, including family, peer, and media influences

### **Grade 7**

- A1 design a plan to achieve a specific goal
- A2 demonstrate an ability to apply a decision-making model to a specific situation



## CAREER DEVELOPMENT

*It is expected that students will:*

### ***Kindergarten***

- B1 identify their personal skills and interests (e.g., things they are good at, things they like to do)
- B2 identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules)

### ***Grade 1***

- B1 describe their personal skills and interests (e.g., things they are good at, things they like to do, things they've learned)
- B2 describe a variety of jobs and responsibilities they have at home and at school

### ***Grade 2***

- B1 describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills)
- B2 identify effective work habits (e.g., staying on task, being prepared, co-operating with others)

### ***Grade 3***

- B1 describe the attributes of people they admire
- B2 demonstrate an understanding of the benefits of developing effective work habits (e.g., developing good habits now will carry through to high school and adulthood)

### ***Grade 4***

- B1 create an inventory of their own attributes, including skills, interests, and accomplishments
- B2 demonstrate an understanding of the importance of developing effective work habits

### ***Grade 5***

- B1 identify types of work that interest them
- B2 relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)

### ***Grade 6***

- B1 relate personal attributes to various types of work
- B2 describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)

### ***Grade 7***

- B1 classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)
- B2 identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)

## HEALTH

### *Healthy Living*

*It is expected that students will:*

#### **Kindergarten**

- C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices

#### **Grade 1**

- C1 identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices  
 C2 identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)

#### **Grade 2**

- C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)  
 C2 identify healthy eating practices as described in *Canada's Food Guide to Healthy Eating*  
 C3 describe practices that help to prevent the spread of communicable diseases (e.g., hand washing, covering mouth when coughing, resting when sick, staying away from others when sick)

#### **Grade 3**

- C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)  
 C2 describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)  
 C3 describe practices that help to prevent the spread of communicable diseases (e.g., not touching infectious garbage, resting when sick, washing hands after sneezing or blowing nose)

#### **Grade 4**

- C1 describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)  
 C2 describe choices they can make for healthy eating, based on *Canada's Food Guide to Healthy Eating*  
 C3 describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)  
 C4 differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be "caught" from someone with the disease)

#### **Grade 5**

- C1 identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)  
 C2 describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health  
 C3 describe the physical, emotional, and social changes associated with puberty  
 C4 describe practices that help to prevent
  - communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition)
  - non-communicable diseases (e.g., regular physical activity, healthy eating, stress management)

**Grade 6**

- C1 describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of
  - being physically active
  - healthy eating practices
  - an emotionally healthy lifestyle
- C2 describe the human reproductive system
- C3 demonstrate an understanding of the importance of respecting own and others' development rates during puberty and adolescence
- C4 identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C

**Grade 7**

- C1 analyse factors (including media and peer) that influence personal health decisions
- C2 describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence
- C3 demonstrate an ability to access community information and support services for a variety of health issues
- C4 demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages the immune system, there is currently no known cure for HIV/AIDS)

## *Healthy Relationships*

*It is expected that students will:*

### **Kindergarten**

- C2 identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)
- C3 demonstrate an understanding of appropriate ways to express feelings
- C4 differentiate between positive and negative behaviours in relationships

### **Grade 1**

- C3 identify ways families provide support and nurturing for growth and development (e.g., encouragement, advice, affection, sharing)
- C4 demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g., appropriate – using “I feel” statements; inappropriate – name-calling, hitting)
- C5 differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding)
- C6 describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)

### **Grade 2**

- C4 describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)
- C5 identify positive ways to initiate and maintain healthy friendships

### **Grade 3**

- C4 describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)
- C5 describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully

### **Grade 4**

- C5 describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)
- C6 demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)

### **Grade 5**

- C5 assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends
- C6 analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)

### **Grade 6**

- C5 assess the influence that peers have on individuals’ attitudes and behaviour
- C6 demonstrate an understanding of the harmful effects of stereotyping and discrimination
- C7 identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
- C8 apply appropriate strategies for responding to discrimination, stereotyping, and bullying

***Grade 7***

- C5 identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)
- C6 describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)
- C7 demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying

## ***Safety and Injury Prevention***

*It is expected that students will:*

### ***Kindergarten***

- C5 use appropriate terminology to identify female and male private body parts
- C6 differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)
- C7 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including
  - saying “no” or “stop”
  - calling out for help and getting away if possible
  - telling a trusted adult and continuing to tell until someone listens and takes action
  - not keeping a secret about the situation even if someone asks you to
- C8 identify ways to avoid hazards and potentially dangerous situations in the home, at school, on the road, and in the community
- C9 demonstrate an ability to access emergency services (e.g., fire, police, ambulance)

### ***Grade 1***

- C7 use appropriate terminology to identify female and male private body parts
- C8 differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)
- C9 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including
  - saying “no” or “stop”
  - calling out for help and getting away if possible
  - telling a trusted adult and continuing to tell until someone listens and takes action
  - not keeping a secret about the situation even if someone asks you to
- C10 describe guidelines for safety in the home, at school, on the road, and in the community
- C11 demonstrate an ability to access emergency services, including calling 911 and giving relevant information (e.g., name, location, and nature of problem)

### ***Grade 2***

- C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including
  - using a strong voice to say “no,” “stop,” “I don’t like this”
  - calling out for help and getting away if possible
  - telling a trusted adult, keep telling a trusted adult until you get help
  - not giving out personal information without your parents’ knowledge and permission
- C7 describe appropriate ways to avoid or respond to hazardous and high-risk situations in the home, at school, on the road, and in the community

### ***Grade 3***

- C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including
  - using a strong voice to say “no,” “stop,” “I don’t like this”
  - calling out for help and getting away if possible
  - telling a trusted adult, keep telling a trusted adult until you get help
  - not giving out personal information (e.g., to strangers, on the Internet)
- C7 describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community

**Grade 4**

- C7 identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)
- C8 identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)
- C9 describe the potential risks for injury in a variety of settings, including on the road

**Grade 5**

- C7 describe safety guidelines to protect themselves and others from abuse and exploitation (e.g., knowing their right not to be abused, being assertive, avoiding potentially unsafe situations, practising safe Internet use, recognizing tricks and lures used by predators)
- C8 describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road
- C9 demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave)

**Grade 6**

- C9 identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)
- C10 identify personal safety strategies to avoid abusive or exploitative situations on the Internet
- C11 describe responsible safety behaviours on the road and in the community
- C12 identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)

**Grade 7**

- C8 identify safety strategies that can be used to avoid potentially abusive or exploitative situations (e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers, telling a trusted adult)
- C9 propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)

## ***Substance Misuse Prevention***

*It is expected that students will:*

### ***Kindergarten***

C10 differentiate between safe and unsafe substances in terms of their potential to benefit or harm the body (e.g., prescription medicine can benefit the body if used properly, any unknown substance can be dangerous)

### ***Grade 1***

C12 demonstrate an understanding of the concept of unsafe substances (e.g., any unknown substance, any substance from an unknown person, any substance used for other than its intended purpose)

### ***Grade 2***

C8 describe the potential harm associated with various unsafe substances (e.g., illness, burns)  
 C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., say no and move away, refuse to go along with ideas you aren't sure of, tell a trusted adult if a confusing situation arises)

### ***Grade 3***

C8 describe the potential harm associated with various unsafe substances (e.g., unconsciousness, long-term health consequences)  
 C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., following safety rules about not touching harmful or unknown substances, refusing to go along with dares, refusing any substance from an unknown person)

### ***Grade 4***

C10 describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)  
 C11 propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)

### ***Grade 5***

C10 analyse factors that contribute to the use of alcohol, tobacco, and other drugs (e.g., social influences, curiosity, feeling alienated or awkward, stress, media, dealing with emotions such as sadness and grief)

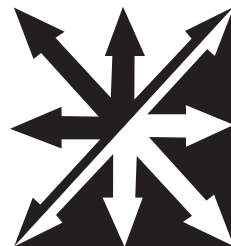
### ***Grade 6***

C13 demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs (e.g., assertiveness, refusal skills, avoidance, choosing healthy alternatives)  
 C14 describe the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus)

### ***Grade 7***

C10 analyse media and social influences related to substance misuse  
 C11 describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)





STUDENT ACHIEVEMENT

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*Health and Career Education K to 7*



This section of the IRP contains information about classroom assessment and student achievement, including specific achievement indicators that may be used to assess student performance in relation to each prescribed learning outcome. Also included in this section are key elements – descriptions of content that help determine the intended depth and breadth of prescribed learning outcomes.

## CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student achievement is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Three major types of assessment can be used in conjunction with each other to support student achievement.

- **Assessment for** learning is assessment for purposes of greater learning achievement.
- **Assessment as** learning is assessment as a process of developing and supporting students' active participation in their own learning.
- **Assessment of** learning is assessment for purposes of providing evidence of achievement for reporting.

### *Assessment for Learning*

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:

- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on prescribed learning outcomes, as well as on suggested achievement indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

### *Assessment as Learning*

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

**Assessment of Learning**

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These

assessments are used to make judgments about students’ achievement in relation to provincial and national standards. There is no large-scale provincial assessment for Health and Career Education K to 7.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to [www.bced.gov.bc.ca/policy/policies/student\\_reporting.htm](http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm)

<b>Assessment for Learning</b>	<b>Assessment as Learning</b>	<b>Assessment of Learning</b>
<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• teacher assessment, student self-assessment, and/or student peer assessment</li> <li>• criterion-referenced – criteria based on prescribed learning outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task</li> <li>• involves both teacher and student in a process of continual reflection and review about progress</li> <li>• teachers adjust their plans and engage in corrective teaching in response to formative assessment</li> </ul>	<p>Formative assessment <i>ongoing in the classroom</i></p> <ul style="list-style-type: none"> <li>• self-assessment</li> <li>• provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning</li> <li>• student-determined criteria based on previous learning and personal learning goals</li> <li>• students use assessment information to make adaptations to their learning process and to develop new understandings</li> </ul>	<p>Summative assessment <i>occurs at end of year or at key stages</i></p> <ul style="list-style-type: none"> <li>• teacher assessment</li> <li>• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others)</li> <li>• information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development)</li> <li>• used to make judgments about students’ performance in relation to provincial standards</li> </ul>

For more information about assessment for, as, and of learning, refer to the following resource developed by the Western and Northern Canadian Protocol (WNCP): *Rethinking Assessment with Purpose in Mind*.

This resource is available online at [www.wncp.ca](http://www.wncp.ca)

In addition, the BC Performance Standards describe levels of achievement in key areas of learning (reading, writing, numeracy, social responsibility, and information and communications technology integration) relevant to all subject areas. Teachers may wish to use the Performance Standards as resources to support ongoing formative assessment in HCE.

BC Performance Standards are available at [www.bced.gov.bc.ca/perf\\_stands/](http://www.bced.gov.bc.ca/perf_stands/)

### ***Criterion-Referenced Assessment and Evaluation***

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the learning outcomes.

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the prescribed learning outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:

- Step 1** Identify the prescribed learning outcomes and suggested achievement indicators (as articulated in this IRP) that will be used as the basis for assessment.
- Step 2** Establish criteria. When appropriate, involve students in establishing criteria.
- Step 3** Plan learning activities that will help students gain the attitudes, skills, or knowledge outlined in the criteria.
- Step 4** Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 5** Provide examples of the desired levels of performance.
- Step 6** Conduct the learning activities.
- Step 7** Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
- Step 8** Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 9** Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
- Step 10** Communicate the results of the assessment and evaluation to students and parents/guardians.

### KEY ELEMENTS

Key elements provide an overview of content in each curriculum organizer and suborganizer. They can be used to determine the expected depth and breadth of the prescribed learning outcomes.

Note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for developmental learning.

### ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of achievement indicators in relation to each learning outcome.

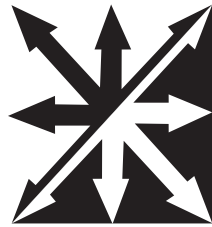
Achievement indicators, taken together as a set, define the specific level of attitudes demonstrated, skills applied, or knowledge acquired by the student in relation to a corresponding prescribed learning outcome. They describe what evidence to look for to determine whether or not the student has fully met the intent of the learning outcome. Since each achievement indicator defines only one aspect of the corresponding learning outcome, the entire set of achievement indicators should be considered when determining whether students have fully met the learning outcome.

In some cases, achievement indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, drama presentation, poster, letter, or model; a particular skill demonstrated such as goal setting).

Achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the prescribed learning outcomes.

The following pages contain the suggested achievement indicators corresponding to each prescribed learning outcome for the Health and Career Education K to 7 curriculum. The achievement indicators are arranged by curriculum organizer and suborganizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.



STUDENT ACHIEVEMENT

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*Kindergarten*

## KEY ELEMENTS: KINDERGARTEN

### GOALS AND DECISIONS

- opportunities to make choices
- sources of support at school (e.g., teachers, counsellors, principals, playground supervisor)

### CAREER DEVELOPMENT

- personal skills and interests (e.g., things they are good at, things they like to do)
- jobs and responsibilities at home and school

### HEALTH

#### *Healthy Living*

- practices contributing to health, including
  - physical health (e.g., regular physical activity, adequate rest, choosing healthy snacks, eating a variety of foods from the four food groups in *Canada's Food Guide to Healthy Eating*, regular medical and dental checkups, oral hygiene, sun protection, getting fresh air)
  - emotional health (e.g., making friends, recognizing things they are good at)
  - preventing the spread of germs (e.g., washing hands often, covering mouth and nose when sneezing or coughing, disinfecting cuts, staying away from others when you are contagious)

#### *Healthy Relationships*

- thoughtful, caring behaviours in families (e.g., love, helping, sharing, respect, having fun, special care for people when they are sick)
- differentiating between appropriate and inappropriate ways to express feelings
- relationship behaviours – positive (e.g., sharing, listening, helping, showing respect for others' feelings and belongings) and negative (e.g., teasing, lying, hitting, ignoring, excluding)

#### *Safety and Injury Prevention*

- defining "private parts"; appropriate terminology for male and female private parts
- appropriate and inappropriate touching and treatment
- ways to respond to inappropriate touches or confusing and uncomfortable situations (e.g., saying "no" or "stop," getting away if possible, seeking help)
- hazard identification and safety practices (home, school, road, and community)
- accessing emergency services (fire, ambulance, police); reporting procedures

#### *Substance Misuse Prevention*

- substances that require adult supervision (e.g., prescription medicines, vitamins, cough syrup)
- potentially harmful substances (e.g., cleaning products, gasoline, paint, second-hand smoke, alcohol, any substance with a hazard symbol, any unknown substance)



## GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i>  <i>Students who have fully met the prescribed learning outcome are able to:</i>
A1 identify opportunities to make choices	<input type="checkbox"/> name choices that can be made daily or on certain occasions (e.g., what to wear, which physical activity to do, which friend to play with at recess, which snack to eat)
A2 identify sources of support and assistance for children at school	<input type="checkbox"/> with teacher support, create a list of people in the school that they can go to for information or assistance (e.g., teacher, playground supervisor, classroom assistant, counsellor, principal, teacher-librarian, custodian)

## CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i>  <i>Students who have fully met the prescribed learning outcome are able to:</i>
B1 identify their personal skills and interests (e.g., things they are good at, things they like to do)	<input type="checkbox"/> identify a variety of things that they are good at <input type="checkbox"/> identify a variety of things that they like to do <input type="checkbox"/> identify a variety of things that they can do now that they couldn't do before (e.g., print own name, dress themselves, brush teeth)
B2 identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules)	<input type="checkbox"/> name jobs and responsibilities they have at home (e.g., clean up toys, make bed, set table) <input type="checkbox"/> name jobs and responsibilities they have at school (e.g., clean up classroom, follow directions, obey playground rules)

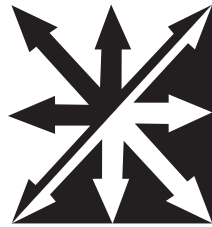
## HEALTH

Note: The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding alternative delivery: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Healthy Living</b></p> <p>C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, name a variety of activities that promote physical health (e.g., eating a variety of foods from each of the food groups in <i>Canada's Food Guide to Healthy Eating</i>, choosing healthy snacks, regular physical activity, adequate rest, regular medical and dental checkups, sun protection, hygiene, getting fresh air, oral hygiene)</li> <li><input type="checkbox"/> with teacher support, name things that promote emotional health and help them to feel good about themselves (e.g., things you are good at, things you like to do, things that make you feel unique and special, making friends)</li> <li><input type="checkbox"/> with teacher support, name practices that help prevent the spread of germs (e.g., washing hands often, covering mouth and nose when sneezing or coughing, disinfecting cuts, not sharing water bottles, avoiding others' body fluids, staying away from others when you are contagious)</li> </ul>
<p><b>Healthy Relationships</b></p> <p>C2 identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> name the primary responsibilities of a family (e.g., nurture, food, clothing, values, guidance)</li> <li><input type="checkbox"/> list thoughtful, caring behaviours in families (e.g., love, helping, sharing, respect, having fun, special care for people when they are sick)</li> </ul>
<p>C3 demonstrate an understanding of appropriate ways to express feelings</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a variety of feelings (e.g., happiness, excitement, anger, sadness, hurt, gratitude, frustration)</li> <li><input type="checkbox"/> identify possible reasons or causes for various feelings (e.g., birthday party, grandparents coming to visit, teasing and name calling, friend moving away)</li> <li><input type="checkbox"/> demonstrate a willingness to express feelings (e.g., verbal communication, drawing a picture)</li> <li><input type="checkbox"/> use appropriate terminology to express feelings (e.g., "I feel angry," "I am excited")</li> <li><input type="checkbox"/> with teacher support, identify inappropriate ways to express feelings (e.g., pinching, hitting, kicking objects, name-calling, intruding on others' personal space)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
C4 differentiate between positive and negative behaviours in relationships	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify ways of making friends and being a good friend (e.g., sharing, listening, helping, showing respect for others' feelings and belongings, noticing when someone looks unhappy or left out)</li> <li><input type="checkbox"/> identify behaviours that are negative or hurtful in relationships (e.g., teasing, lying, hitting, ignoring, excluding)</li> </ul>
<p><b><i>Safety and Injury Prevention</i></b></p> C5 use appropriate terminology to identify female and male private body parts	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, identify private body parts as being             <ul style="list-style-type: none"> <li>– parts that belong to you and shouldn't be touched by or shown to others except for health or hygiene reasons</li> <li>– parts that are covered by bathing suits or underwear</li> </ul> </li> <li><input type="checkbox"/> on a diagram or model, use correct terminology to name the following parts of female and male bodies:             <ul style="list-style-type: none"> <li>– nipples/breasts</li> <li>– vulva/vagina</li> <li>– penis</li> <li>– testicles</li> <li>– buttocks (bottom, bum)</li> </ul> </li> </ul>
C6 differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify different kinds of touches (e.g., hugs, hits)</li> <li><input type="checkbox"/> with teacher support, identify safe, welcome, and appropriate ways of being touched (e.g., hugs, hand-holding, medical checkups)</li> <li><input type="checkbox"/> with teacher support, identify inappropriate ways of being touched (e.g., any touches you don't like or want, touches that hurt you such as hitting or pinches, touches to private parts that are not for the purpose of hygiene or health, having photos taken of private body parts or looking at photos involving a person's private body parts, touches that someone asks you to keep secret)</li> </ul>
C7 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including <ul style="list-style-type: none"> <li>– saying “no” or “stop”</li> <li>– calling out for help and getting away if possible</li> <li>– telling a trusted adult and continuing to tell until someone listens and takes action</li> <li>– not keeping a secret about the situation even if someone asks you to</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, identify ways to respond to inappropriate touches or any confusing or uncomfortable situations, including             <ul style="list-style-type: none"> <li>– saying “no” or “stop”</li> <li>– calling out for help</li> <li>– getting away if possible</li> <li>– telling a trusted adult and continuing to tell until someone listens and takes action</li> <li>– not keeping a secret about the situation even if someone asks you to</li> </ul> </li> <li><input type="checkbox"/> identify people who could provide help and support when needed (e.g., parent, relative, teacher, counsellor, elder, children's help hotline, 911, block parent)</li> <li><input type="checkbox"/> recognize that abuse is never the fault of the victim</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C8 identify ways to avoid hazards and potentially dangerous situations in the home, at school, on the road, and in the community</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, list potentially unsafe situations in the home, at school, on the road, and in the community (e.g., walking alone, playing with matches, unsafe use of scissors, playground equipment, exiting a vehicle, unknown animals, household chemicals, second-hand smoke, bodies of water, strangers, parking lots, crossing the street, encountering infectious garbage such as used condoms or syringes, unsupervised Internet use)</li> <li><input type="checkbox"/> with teacher support, identify ways to avoid or address potentially unsafe situations, such as <ul style="list-style-type: none"> <li>– situations at home (e.g., avoiding hazards such as sharp tools, matches, candles, slippery floor surfaces, harmful cleaning products, plastic bags, drapery cords, medicines or vitamins, infectious materials)</li> <li>– situations at school (e.g., following playground rules, wearing protective gear for physical activity, following classroom and school rules for moving through the school, reporting unsafe situations and unidentified strangers on school property, following safe hygiene practices)</li> <li>– situations on the road and in community (e.g., keeping safe distances from strangers, using protective gear for recreational activities, wearing light-coloured clothing at night, following traffic rules, exiting from curb side of vehicle, knowing where and how to locate safe places and people when lost, following safe hygiene practices in public places, avoiding unknown substances and objects)</li> </ul> </li> </ul>
<p>C9 demonstrate an ability to access emergency services (e.g., fire, police, ambulance)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> name emergency services in their community (e.g., fire, police, ambulance, search and rescue)</li> <li><input type="checkbox"/> using a model or play phone, practise emergency reporting procedures such as dialling 911 and telling their name, address or phone number, location of incident, who is with them</li> </ul>
<p><b><i>Substance Misuse Prevention</i></b></p> <p>C10 differentiate between safe and unsafe substances in terms of their potential to benefit or harm the body (e.g., prescription medicine can benefit the body if used properly, any unknown substance can be dangerous)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> based on class activities and additional information, name a variety of substances that benefit the body when used properly and with adult supervision (e.g., prescription medicines, vitamins, cough syrup, sunscreen)</li> <li><input type="checkbox"/> based on class activities and additional information, name a variety of substances in the home, school, and community environment that can be harmful to the body (e.g., cleaning products, gasoline, paint, second-hand smoke, alcohol, any unknown substance)</li> <li><input type="checkbox"/> recognize the universal hazardous products symbols for poisonous, flammable, corrosive, and explosive substances</li> </ul>



# STUDENT ACHIEVEMENT

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*Grade 1*

## KEY ELEMENTS: GRADE 1

### GOALS AND DECISIONS

- reasons for setting goals (e.g., helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)
- sources of support at school and in the community (e.g., teachers, counsellors, block parents, elders, police officers, community members)

### CAREER DEVELOPMENT

- personal skills and interests (e.g., things they are good at, things they like to do, things they have learned to do)
- variety of jobs and responsibilities at home and school

### HEALTH

#### *Healthy Living*

- practices contributing to health, including
  - physical health practices (e.g., regular physical activity, adequate rest, regular medical and dental checkups, sun protection, getting fresh air, dressing appropriately for the weather)
  - healthy eating practices (e.g., eating a variety of foods from each food group, choosing healthy snacks, eating a healthy breakfast, drinking water)
  - emotional health practices (e.g., recognizing things that make you feel unique and special, giving compliments to friends, maintaining healthy relationships)
- ways to prevent spread of diseases and conditions (e.g., hand washing, not sharing water bottles or utensils, not sharing hats or hair accessories)

#### *Healthy Relationships*

- how families provide support and nurture for growth and development (e.g., affection, encouragement, advice, sharing)
- appropriate and inappropriate ways to express feelings
- positive and negative friendship behaviours and the feelings that result from each
- dealing with common interpersonal conflicts (e.g., taking turns, taking a time out, going to an adult or third party for help)

#### *Safety and Injury Prevention*

- appropriate terminology for male and female private parts
- appropriate and inappropriate touching
- responding to inappropriate touches and/or confusing and uncomfortable situations (e.g., saying “no” or “stop,” getting away if possible, telling a trusted adult, not keeping it a secret)
- safety guidelines for home, school, road, and community (e.g., obeying rules, safety equipment such as seat belts and helmets, recognizing hazard symbols, not giving out personal information on the telephone or Internet, knowing how to access help, use of the Internet only with parent permission and supervision)
- accessing emergency services

#### *Substance Misuse Prevention*

- recognizing and refusing unsafe substances

## GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i>  <i>Students who have fully met the prescribed learning outcome are able to:</i>
A1 identify reasons for setting goals (e.g., helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)	<input type="checkbox"/> based on class activities and additional information, define goal (e.g., something that is to be achieved or is wanted; can be individual or group want) <input type="checkbox"/> with teacher support, give reasons for setting goals (e.g., helps to identify the steps needed to achieve what is wanted, helps focus on achieving the goal, helps to recognize personal accomplishments)
A2 identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)	<input type="checkbox"/> create a list or chart of people in the school they can go to for information or assistance (e.g., teachers, assistants, counsellors, principals, playground monitors) <input type="checkbox"/> create a list or chart of the people in their community that they can go to for information and assistance (e.g., police officers, block parents, elders, other community members, friends)

## CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i>  <i>Students who have fully met the prescribed learning outcome are able to:</i>
B1 describe their personal skills and interests (e.g., things they are good at, things they like to do, things they've learned)	<input type="checkbox"/> describe things they are good at <input type="checkbox"/> describe things they like to do <input type="checkbox"/> describe things they can do now that they couldn't do before (e.g., count to 100, print, ride a bike) <input type="checkbox"/> describe things they may want to achieve or learn (e.g., a sport, play an instrument, cooking)
B2 describe a variety of jobs and responsibilities they have at home and at school	<input type="checkbox"/> name and describe the jobs they do at home (e.g., set the table, feed pet, pick up clothes) <input type="checkbox"/> name and describe jobs they do at school (e.g., clean up classroom, follow directions, obey playground rules)

## HEALTH

Note: The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding alternative delivery: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Healthy Living</b></p> <p>C1 identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> name a variety of activities that promote physical health (e.g., regular physical activity, adequate rest, healthy eating, regular medical and dental checkups, oral hygiene, sun protection, hygiene, getting fresh air, dressing appropriately for the weather)</li> <li><input type="checkbox"/> name a variety of healthy eating practices (e.g., eating a variety of foods from each food group in <i>Canada's Food Guide to Healthy Eating</i>, choosing healthy snacks, eating a healthy breakfast, drinking plenty of water)</li> <li><input type="checkbox"/> name a variety of emotional health practices (e.g., recognizing things you are good at, things you like to do, things that make you feel unique and special; giving compliments to others and receiving compliments from friends and family; celebrating goals you have achieved; maintaining healthy relationships)</li> </ul>
<p>C2 identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify germs (viruses and bacteria) as invisible causes of communicable diseases</li> <li><input type="checkbox"/> name common childhood communicable diseases and conditions (e.g., colds, strep throat, chicken pox, lice)</li> <li><input type="checkbox"/> accurately identify ways in which germs and lice can spread (e.g., sneezing, coughing, unclean hands, physical contact, sharing water bottles, sharing clothing and personal items such as combs)</li> <li><input type="checkbox"/> list practices that help prevent the spread of germs and lice (e.g., washing hands often, covering mouth and nose when sneezing or coughing, disinfecting cuts; vaccinations; not sharing water bottles, not sharing hats or hair accessories; avoiding others' body fluids; not touching garbage such as used tissues, bandages, broken glass, needles, condoms; staying away from others when they are contagious, extra rest when sick)</li> </ul>

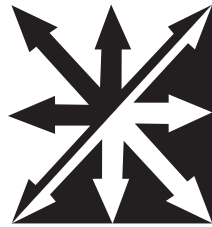


Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>Healthy Relationships</b></p> <p>C3 identify ways families provide support and nurturing for growth and development (e.g., encouragement, advice, affection, sharing)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify thoughtful, caring behaviours in families (e.g., love, affection, helping, sharing, having fun, respectful communication, sharing interests, special care for people when they are sick, encouragement, advice)</li> <li><input type="checkbox"/> give examples of how family members can share responsibilities and tasks</li> </ul>
<p>C4 demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g., appropriate – using “I feel” statements; inappropriate – name-calling, hitting)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use appropriate terminology to express feelings (e.g., “I feel left out” “I’m embarrassed” “I am grateful”)</li> <li><input type="checkbox"/> show connections between feelings and the circumstances that cause them (e.g., “I’m excited because my birthday is tomorrow” “I feel frustrated because I can’t climb the monkey bars”)</li> <li><input type="checkbox"/> select and use appropriate strategies to express feelings (e.g., verbal communication, drawing a picture, body language)</li> <li><input type="checkbox"/> list inappropriate ways to express feelings (e.g., pinching, hitting, kicking objects, name-calling, intruding on others’ personal space, inappropriate body language)</li> <li><input type="checkbox"/> give specific examples to describe how different people may have different reactions to the same situation</li> </ul>
<p>C5 differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify ways of being a good friend (e.g., sharing, listening, helping, apologizing when necessary, including others, problem solving)</li> <li><input type="checkbox"/> identify behaviours that are negative or hurtful in friendships (e.g., teasing, lying, manipulating, excluding, ignoring)</li> <li><input type="checkbox"/> compare the feelings caused by positive and negative behaviours</li> </ul>
<p>C6 describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult for help)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list situations where common interpersonal conflicts can arise (e.g., sharing, teasing, pushing, choosing an activity, taking turns, lining up)</li> <li><input type="checkbox"/> identify one or more possible solutions to specific interpersonal problems (e.g., taking turns, taking a break, communicating clearly about needs and wants, going to an adult or third party for help)</li> <li><input type="checkbox"/> describe which solution they think works the best for them in a specific situation, and explain why</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b><i>Safety and Injury Prevention</i></b></p> <p>C7 use appropriate terminology to identify female and male private body parts</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify private body parts as being           <ul style="list-style-type: none"> <li>– parts that belong to you and shouldn't be touched by or shown to others except for health or hygiene reasons</li> <li>– parts that are covered by bathing suits or underwear</li> </ul> </li> <li><input type="checkbox"/> on a diagram or model, use correct terminology to name the following parts of the female and male bodies:           <ul style="list-style-type: none"> <li>– nipples/breasts</li> <li>– vulva/vagina</li> <li>– penis</li> <li>– testicles</li> <li>– buttocks (bottom, bum)</li> </ul> </li> </ul>
<p>C8 differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify different kinds of touches (e.g., hugs, hits)</li> <li><input type="checkbox"/> with teacher support, identify safe, welcome, and appropriate ways of being touched (e.g., hugs, hand-holding, medical checkups)</li> <li><input type="checkbox"/> with teacher support, identify inappropriate ways of being touched (e.g., any touches you don't like or want, touches that hurt you such as hitting or pinches, touches to private parts that are not for the purpose of hygiene or health, having photos taken of private body parts or looking at photos involving a person's private body parts, touches that someone asks you to keep secret)</li> </ul>
<p>C9 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including</p> <ul style="list-style-type: none"> <li>– saying “no” or “stop”</li> <li>– calling out for help and getting away if possible</li> <li>– telling a trusted adult and continuing to tell until someone listens and takes action</li> <li>– not keeping a secret about the situation even if someone asks you to</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, identify ways to respond to inappropriate touches or any confusing or uncomfortable situations, including           <ul style="list-style-type: none"> <li>– saying “no” or “stop”</li> <li>– calling out for help</li> <li>– getting away if possible</li> <li>– telling a trusted adult and continuing to tell until someone listens and takes action</li> <li>– not keeping a secret about the situation even if someone asks you to</li> </ul> </li> <li><input type="checkbox"/> identify people who could provide help and support when needed (e.g., parent, relative, teacher, counsellor, elder, children's help hotline, 911, block parent)</li> <li><input type="checkbox"/> recognize that abuse is never the fault of the victim</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C10 describe guidelines for safety in the home, at school, on the road, and in the community</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> name guidelines for safety at home (e.g., not touching electrical outlets, not touching stovetops or playing with matches, not touching knives or sharp tools, having a family evacuation plan, use of Internet only with parent permission and supervision)</li> <li><input type="checkbox"/> name guidelines for safety at in the school (e.g., playground rules, knowing who to ask for help, earthquake procedures, fire drill procedures, reporting unsafe situations, know the school rules for safe Internet use)</li> <li><input type="checkbox"/> name guidelines for safety on the road (e.g., obeying traffic signs, wearing bike helmets, crossing at crosswalks, wearing seat belts, not playing in the street, being a safe passenger)</li> <li><input type="checkbox"/> name guidelines for safety in the community (e.g., walking with a buddy when possible, not going into any cars or homes alone, knowing tricks or lures that predators might use, not giving out personal information when using the telephone or Internet, avoiding and reporting infectious garbage, not approaching strange animals, ensuring that parents know your whereabouts at all times, using safety equipment and following safety rules for recreational activities)</li> <li><input type="checkbox"/> identify standard hazard symbols and their meanings (e.g., poison, flammable materials, danger) and demonstrate an understanding of the importance of avoiding items with these symbols</li> </ul>
<p>C11 demonstrate an ability to access emergency services, including calling 911 and giving relevant information (e.g., name, location, and nature of problem)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> name emergency services in their community (e.g., fire, police, ambulance, search and rescue)</li> <li><input type="checkbox"/> using a model/simulated phone, practise dialling 911 or other emergency numbers and reporting incidents (e.g., give name and location, describe situation clearly and calmly)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b><i>Substance Misuse Prevention</i></b></p> <p>C12 demonstrate an understanding of the concept of unsafe substances (e.g., any unknown substance, any substance from an unknown person, any substance used for other than its intended purpose)</p>	<ul style="list-style-type: none"> <li>❑ use statements, drawings, or yes/no answers to demonstrate an understanding of the concept of unsafe substances, including the following: <ul style="list-style-type: none"> <li>- that any unknown substance should be considered unsafe</li> <li>- that any substance from an unknown person should be considered unsafe</li> <li>- that all over-the-counter and prescription medicines and vitamins should be taken only under direct supervision of a trusted adult</li> <li>- that using a substance for other than its intended purpose is unsafe</li> </ul> </li> <li>❑ name a variety of substances in the home, school, and community environments that can be harmful to the body (e.g., any unknown substance, medicines prescribed to someone else or taken at the wrong dose or in combination with other medicines, gasoline, paint, second-hand smoke, alcohol, infectious garbage, products with universal hazardous products symbols)</li> <li>❑ practise applying ways of avoiding unknown or harmful substances in various situations (e.g., saying no, moving away, seeking help from an adult, saying "I'm not allowed," saying "I don't want to," telling an adult if a confusing situation arises)</li> </ul>



# STUDENT ACHIEVEMENT

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*Grade 2*

**KEY ELEMENTS: GRADE 2****GOALS AND DECISIONS**

- steps in goal setting (e.g., identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like)
- opportunities for making decisions

**CAREER DEVELOPMENT**

- classifying jobs (e.g., indoor/outdoor, paid/unpaid, skills needed to do the job)
- identifying effective work habits (e.g., listening, staying on task, contributing ideas, being prepared for activities, setting priorities, creativity, co-operating with others)

**HEALTH*****Healthy Living***

- physical and emotional health practices (e.g., regular physical activity, sun protection, dental hygiene, doing things for others, taking personal time, making healthy friendships, getting adequate sleep, talking to a trusted friend or adult when feeling sad or confused)
- healthy eating practices as per *Canada's Food Guide to Healthy Eating* (e.g., eating a variety of foods from across the food groups, choosing healthy snacks)
- preventing contraction and spread of communicable diseases (e.g., not touching infectious garbage such as used tissues or bandages, resting when sick, washing hands after blowing nose)

***Healthy Relationships***

- communication skills in friendships (e.g., active listening, asking for assistance when necessary, willingness to express feelings)
- appropriate ways to initiate and maintain healthy friendships

***Safety and Injury Prevention***

- differentiating between appropriate and inappropriate touches; recognizing potentially abusive situations
- avoidance and assertiveness related to potentially abusive situations (e.g., saying “no” or “stop,” getting away, telling a trusted adult, not keeping it a secret, sources of help)
- avoiding and responding to hazardous situations at home, at school, on the road, and in the community (e.g., telephone and Internet safety rules, fire and earthquake drills, traffic safety)
- knowing how to access help

***Substance Misuse Prevention***

- harm from unsafe substances (e.g., illness, burns)
- refusing or avoiding substances (e.g., following safety rules, refusing any substance from a person you do not know, saying no and moving away, explaining why the substance could be harmful, telling an adult if a confusing situation arises)

## GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
A1 identify the steps needed to achieve a goal (e.g., identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like)	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher or peer support, identify a personal or group goal (e.g., improve a skill such as running or drawing, class conduct, class fund-raiser)</li> <li><input type="checkbox"/> identify the actions or tasks needed to reach the identified goal (e.g., practise, acquire information, ask for assistance)</li> <li><input type="checkbox"/> identify what successful goal achievement might look like</li> </ul>
A2 identify opportunities to make decisions (e.g., healthy eating choices, recess activities)	<ul style="list-style-type: none"> <li><input type="checkbox"/> define <i>decision</i> as an opportunity to make a choice among two or more options</li> <li><input type="checkbox"/> list a variety of situations where they can make decisions (e.g., what to wear, what game to play at recess, choosing a healthy snack, what bike route to take)</li> <li><input type="checkbox"/> recognize that there are instances where decisions need to be made by someone else (e.g., teacher, parent, other responsible adult)</li> </ul>

## CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
B1 describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills)	<ul style="list-style-type: none"> <li><input type="checkbox"/> list a variety of jobs and classify them in various ways, such as <ul style="list-style-type: none"> <li>- where the jobs are done (e.g., factory, farm, office, hospital, school, store, lab)</li> <li>- indoor jobs and outdoor jobs</li> <li>- paid and unpaid jobs</li> <li>- jobs they see in their community and jobs they see in the media</li> <li>- skills necessary to do the jobs</li> </ul> </li> </ul>
B2 identify effective work habits (e.g., staying on task, being prepared, co-operating with others)	<ul style="list-style-type: none"> <li><input type="checkbox"/> with peer and teacher support, name effective work habits (e.g., listening, staying on task, contributing ideas, being prepared for activities, setting priorities, creativity, co-operating with others)</li> </ul>

## HEALTH

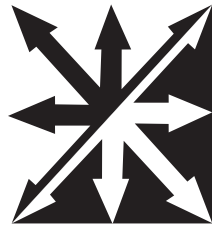
Note: The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding alternative delivery: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Healthy Living</b></p> <p>C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe practices that contribute to physical health (e.g., physical activity, healthy eating, sun protection, insect protection, oral hygiene, adequate sleep, extra rest when sick, correct posture when sitting and carrying book bags)</li> <li><input type="checkbox"/> describe practices that contribute to emotional health (e.g., giving and receiving compliments, doing things for other people, taking personal time, fostering healthy relationships, getting adequate sleep, participating in a balance of activities, talking to a trusted friend or adult when feeling sad or confused, recognizing own and others' feelings, managing anger appropriately, learning from mistakes)</li> </ul>
<p>C2 identify healthy eating practices as described in <i>Canada's Food Guide to Healthy Eating</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the key provisions of <i>Canada's Food Guide to Healthy Eating</i>, including <ul style="list-style-type: none"> <li>– the correct names of the four food groups</li> <li>– examples of foods from each food group</li> </ul> </li> <li><input type="checkbox"/> demonstrate a recognition that food groups help people plan balanced, healthy eating</li> <li><input type="checkbox"/> with teacher and peer support, list a variety of healthy snacks that can be eaten at school or other situations</li> </ul>
<p>C3 describe practices that help to prevent the spread of communicable diseases (e.g., hand washing, covering mouth when coughing, resting when sick, staying away from others when sick)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate an awareness that germs (viruses and bacteria) can spread diseases</li> <li><input type="checkbox"/> describe a variety of practices individuals can undertake to prevent contracting a communicable diseases (e.g., washing hands often, not sharing water bottles or eating utensils, covering mouth when coughing, not sharing hats or hair accessories, staying away from others when sick, not touching infectious garbage such as used tissues or bandages)</li> <li><input type="checkbox"/> describe a variety of practices individuals can undertake to prevent spreading a communicable diseases (e.g., resting when sick, staying out of public places when sick, washing hands after blowing nose, discarding used tissues safely, covering cuts)</li> </ul>



Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b><i>Healthy Relationships</i></b></p> <p>C4 describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe and, where appropriate, give examples of appropriate strategies to communicate effectively in a variety of situations in the home, school, and community such as           <ul style="list-style-type: none"> <li>- active listening (e.g., paying attention, not interrupting)</li> <li>- willingness to express feelings, needs, and wants</li> <li>- using appropriate verbal communication (e.g., “I” messages)</li> <li>- discussing options</li> <li>- asking for assistance when necessary</li> </ul> </li> </ul>
<p>C5 identify positive ways to initiate and maintain healthy friendships</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify positive ways to make new friends (e.g., sharing, listening, including others)</li> <li><input type="checkbox"/> identify positive behaviours that help to maintain friendships (e.g., loyalty, consideration of others’ feelings, honesty, respecting individual differences)</li> </ul>
<p><b><i>Safety and Injury Prevention</i></b></p> <p>C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including</p> <ul style="list-style-type: none"> <li>- using a strong voice to say “no,” “stop,” “I don’t like this”</li> <li>- calling out for help and getting away if possible</li> <li>- telling a trusted adult, keep telling a trusted adult until you get help</li> <li>- not giving out personal information without your parents’ knowledge and permission</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list safe and appropriate ways of being touched (e.g., hugs that are welcome, hand-holding, medical checkups) and inappropriate ways of being touched (e.g., hitting, pinches, kicks, unwanted tickling, touches that invade personal space, touches to private body parts that are not for the purpose of hygiene and health)</li> <li><input type="checkbox"/> identify situations that may be abusive or that may compromise their personal safety (e.g., being hit or kicked, being told to keep secrets about inappropriate touching, being asked to look at or touch an older person’s private parts or photographs of private parts, an older person touching or photographing your private parts when it’s not for health or hygiene reasons, inappropriate sexual language)</li> <li><input type="checkbox"/> practise avoidance and assertiveness skills such as           <ul style="list-style-type: none"> <li>- using a strong voice to say “no,” “stop,” “I don’t like this”</li> <li>- calling out for help and getting away if possible</li> <li>- telling a trusted adult, keep telling other trusted adults until you get help</li> <li>- not giving out personal information to any people without your parents’ knowledge and permission, including on the Internet</li> <li>- tell parents where you are at all times</li> </ul> </li> <li><input type="checkbox"/> list people to whom they could report abusive incidents (e.g., parent, elder, teacher, counsellor, children’s help hotline, 911)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C7 describe appropriate ways to avoid or respond to hazardous and high-risk situations in the home, at school, on the road, and in the community</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list hazardous situations and their consequences in the home, at school, on the roads, and in the community</li> <li><input type="checkbox"/> explain ways of correcting, avoiding, or preparing for hazardous situations               <ul style="list-style-type: none"> <li>- at home (e.g., cleaning up toys from foot space, not overloading electrical plugs, home fire escape plan, not giving out personal information, telephone safety rules, supervised Internet use)</li> <li>- at school (e.g., fire and earthquake drills, bus safety, sports equipment, safe Internet use, playground safety, reporting suspicious behaviour on the school property or in public places)</li> <li>- on the road (e.g., bike safety, traffic safety, passenger safety, pedestrian safety)</li> <li>- in the community (e.g., avoiding high-risk areas such as construction sites, wooded areas, unknown homes or buildings; avoiding unknown animals; knowing how to locate help when lost or separated from adults)</li> </ul> </li> <li><input type="checkbox"/> list ways of getting help in an emergency (e.g., calling 911, going to a block parent house, asking a trusted adult for help)</li> </ul>
<p><i>Substance Misuse Prevention</i></p> <p>C8 describe the potential harm associated with various unsafe substances (e.g., illness, burns)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> name a variety of unsafe substances that could be harmful to the body (e.g., cigarettes, alcohol, pills, cleansers, second-hand smoke, unknown substances)</li> <li><input type="checkbox"/> with teacher support, list reasons for avoiding harmful or unknown substances (e.g., illness, physical harm such as burns, poisoning, brain damage, death)</li> </ul>
<p>C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., say no and move away, refuse to go along with ideas you aren't sure of, tell a trusted adult if a confusing situation arises)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe strategies for staying away from harmful substances (e.g., following safety rules about not touching, smelling, or tasting harmful or unknown substances; refusing to go along with ideas you aren't sure of; refusing any substance from a person you do not know)</li> <li><input type="checkbox"/> practise ways of refusing unknown or potentially harmful substances (e.g., saying "no" and moving away, explaining why the substance could be harmful, saying "I'm not allowed" or "I don't want to," telling an adult if a confusing situation arises or if someone is not listening to them)</li> </ul>



# STUDENT ACHIEVEMENT

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*Grade 3*

## KEY ELEMENTS: GRADE 3

### GOALS AND DECISIONS

- short-term goal setting using a goal-setting model
- sources of support (e.g., parents, elders, teachers, library, bus drivers, block parents)

### CAREER DEVELOPMENT

- attributes of role models (e.g., things they do well, personal characteristics, accomplishments)
- effective work habits (e.g., listening, staying on task, time management, contributing ideas, setting priorities, creativity, working co-operatively in groups) and their benefits

### HEALTH

#### *Healthy Living*

- practices and attitudes of good physical health (e.g., regular physical activity, healthy eating, sun protection, oral hygiene, adequate sleep, correct posture when sitting and carrying book bags)
- practices of good emotional health (e.g., taking personal time, fostering healthy relationships, balancing activities, talking to a trusted friend or adult when you feel sad or confused, problem solving strategies)
- importance of healthy eating and regular physical activity for a balanced healthy lifestyle (e.g., to ensure adequate energy, to obtain the required nutrients needed for growth, to increase immunity to communicable diseases, to help prevent diseases such as cardiovascular disease and diabetes)
- preventing contraction and spread of communicable diseases

#### *Healthy Relationships*

- skills for building positive relationships (e.g., active listening, using questions, co-operation, taking turns, respect, recognizing and honouring differences)
- nature and types of bullying behaviour (e.g., physical, verbal, social; on the playground, on the Internet)
- effects on those who are bullied, consequences for those who bully, and the role of witnesses/bystanders

#### *Safety and Injury Prevention*

- avoidance and assertiveness skills related to potentially abusive situations (e.g., assertive body language and voice, getting away, seeking help, not giving out personal information on telephone or Internet)
- importance of recognizing and avoiding hazardous situations (e.g., to protect self and others from injury, to protect property)

#### *Substance Misuse Prevention*

- negative effects of using substances (e.g., breathing problems, alcohol poisoning, unconsciousness, long-term health consequences, inability to think clearly)
- skills for avoiding substances (e.g., not touching, smelling, or tasting harmful or unknown substances; refusing any substance from a person you do not know; telling an adult if a confusing situation arises)

## GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i>  <i>Students who have fully met the prescribed learning outcome are able to:</i>
A1 apply a goal-setting model to a short-term goal	<input type="checkbox"/> select a short-term goal (e.g., learn to skate backward, make a new friend, improve reading ability, come to class on time every day) <input type="checkbox"/> apply the steps in a goal-setting model to a selected short-term goal (e.g., define the goal, identify steps, identify sources of support, carry out the steps)
A2 identify sources of support for children in a variety of situations (e.g., parents, teachers, elders, library, bus drivers, block parents)	<input type="checkbox"/> identify a variety of situations in which children may require information or assistance (e.g., help with homework, help to phone home, learning a new game, bullying) <input type="checkbox"/> list sources of information or assistance for each situation (e.g., parents, elders, library, police, teacher, playground supervisor, bus driver, block parents, community members)

## CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i>  <i>Students who have fully met the prescribed learning outcome are able to:</i>
B1 describe the attributes of people they admire	<input type="checkbox"/> identify the attributes (e.g., things they do well, personal characteristics, accomplishments) of real or fictional people they admire <input type="checkbox"/> describe why they admire these attributes <input type="checkbox"/> identify attributes of people they admire that they would like to develop themselves
B2 demonstrate an understanding of the benefits of developing effective work habits (e.g., developing good habits now will carry through to high school and adulthood)	<input type="checkbox"/> list effective work habits (e.g., listening, staying on task, time management, contributing ideas, setting priorities, creativity, working co-operatively in groups) <input type="checkbox"/> describe how effective work habits can assist in achieving success now and in the future (e.g., developing good habits now will carry through to high school and adulthood)

## HEALTH

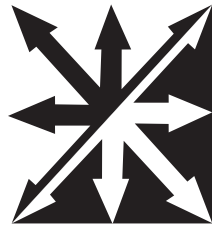
Note: The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding alternative delivery: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Healthy Living</b></p> <p>C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a range of practices that contribute to physical health (e.g., regular physical activity, healthy eating, sun protection, oral hygiene, adequate sleep, correct posture when sitting and carrying book bags)</li> <li><input type="checkbox"/> describe a variety of practices that contribute to emotional health (e.g., coping strategies, positive self-concept, taking personal time, fostering healthy relationships, getting adequate sleep, balancing activities, relaxation techniques, talking to a trusted friend or adult when you feel sad or confused, developing problem-solving strategies)</li> </ul>
<p>C2 describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a variety of reasons for making healthy eating and physical activity choices (e.g., to ensure adequate energy, to obtain the required nutrients needed for growth, to increase immunity to communicable diseases, to help prevent diseases such as cardiovascular disease and diabetes)</li> <li><input type="checkbox"/> describe the potential consequences of unhealthy food choices and lack of regular physical activity (e.g., junk food gives short-term energy followed by energy low, filling up with junk food doesn't leave room for healthy food; unhealthy eating can cause short-term and long-term health problems, tooth decay, lack of energy, less ability to concentrate on school work, and obesity)</li> </ul>
<p>C3 describe practices that help to prevent the spread of communicable diseases (e.g., not touching infectious garbage, resting when sick, washing hands after sneezing or blowing nose)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately identify ways in which germs (bacteria and viruses) can travel from one person to another (e.g., through air, blood, saliva, mucus)</li> <li><input type="checkbox"/> describe a variety of practices individuals can undertake to prevent contracting a communicable disease (e.g., washing hands often; not sharing water bottles or eating utensils; staying away from others who are sick; not touching infectious garbage such as used tissues, condoms, bandages, food wrappers, broken glass, and syringes)</li> <li><input type="checkbox"/> describe a variety of practices individuals can adopt to prevent spreading a communicable disease (e.g., washing hands frequently, resting when sick, staying away from others when sick, discarding used tissues safely, covering cuts, avoiding others' body fluids)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>Healthy Relationships</b></p> <p>C4 describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe effective skills for building a variety of types of positive relationships, such as <ul style="list-style-type: none"> <li>- effective communication skills (e.g., active listening, using questions, using “I” statements, not interrupting, asking questions to find out more)</li> <li>- interpersonal skills (e.g., co-operation, taking turns, respect, recognizing and honouring differences, empathy)</li> </ul> </li> <li><input type="checkbox"/> describe strategies for dealing with common friendship problems such as jealousy, miscommunication, gossip, or exclusion</li> </ul>
<p>C5 describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> define and give examples of types of bullying behaviour (e.g., frequent incidents with an intent to do physical or emotional harm; physical, verbal, and social; at school, on the playground, on the Internet)</li> <li><input type="checkbox"/> with teacher support, differentiate between bullying behaviour and occasional interpersonal conflicts and single acts of aggression</li> <li><input type="checkbox"/> describe the potential effects of bullying behaviour on those who are bullied (e.g., lowered self-esteem, depression, fear, loneliness, exclusion, physical injury)</li> <li><input type="checkbox"/> describe the potential consequences of bullying behaviour for those who bully (e.g., school suspension, social isolation through peer disapproval)</li> <li><input type="checkbox"/> explain the role of witnesses/bystanders in bullying situations (e.g., responsibility to report, passive participation through witnessing)</li> </ul>
<p><b>Safety and Injury Prevention</b></p> <p>C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including</p> <ul style="list-style-type: none"> <li>- using a strong voice to say “no,” “stop,” “I don’t like this”</li> <li>- calling out for help and getting away if possible</li> <li>- telling a trusted adult, keep telling a trusted adult until you get help</li> <li>- not giving out personal information (e.g., to strangers, on the Internet)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify situations that may be abusive or that may compromise personal safety (e.g., inappropriate touching, being left alone for long periods of time, repeatedly being called derogatory names, being told to keep secrets about something that makes you feel uncomfortable, being asked to look at or touch any person’s private parts, being asked to pose for pictures of your private parts or being asked to look at photographs of another’s private parts)</li> <li><input type="checkbox"/> practise avoidance and assertiveness skills such as <ul style="list-style-type: none"> <li>- using a strong voice to say “no,” “stop,” “I don’t like this”</li> <li>- calling out for help and getting away if possible</li> <li>- telling a trusted adult, keep telling a trusted adult until you get help</li> <li>- not giving out personal information (e.g., to people you don’t know, on the Internet, on the telephone)</li> </ul> </li> <li><input type="checkbox"/> list people to whom they could report abusive incidents (e.g., parent, elder, teacher, counsellor, children’s help hotline, 911)</li> <li><input type="checkbox"/> recognize that the abusive action is never the fault of the victim</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
C7 describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the reason for various safety rules in a variety of settings (e.g., to keep self and others from getting injured, to protect property)</li> <li><input type="checkbox"/> give examples of the potential consequences of not following safety guidelines at home, at school, on the road, or in the community (e.g., fire, electrical shock, falls resulting in injury, car crashes, drowning)</li> </ul>
<b><i>Substance Misuse Prevention</i></b> C8 describe the potential harm associated with various unsafe substances (e.g., unconsciousness, long-term health consequences)	<ul style="list-style-type: none"> <li><input type="checkbox"/> name a variety of unsafe substances that could be harmful to the body (e.g., second-hand smoke, tobacco, alcohol, illegal drugs, unknown substances, misused prescriptions)</li> <li><input type="checkbox"/> based on class activities and additional information, describe the harmful effects these substances can have on the body (e.g., breathing problems, alcohol poisoning, unconsciousness, long-term health consequences, inability to think clearly)</li> </ul>
C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., following safety rules about not touching harmful or unknown substances, refusing to go along with dares, refusing any substance from an unknown person)	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe strategies for staying away from harmful substances (e.g., following safety rules about not touching, smelling, or tasting harmful or unknown substances; refusing to accept dares and refusing to go along with daring, teasing, tempting of others, or ideas you aren't sure of; refusing any substance from a person you do not know; removing yourself from the presence of those you do not trust)</li> <li><input type="checkbox"/> through role play, practise ways of refusing unknown or potentially harmful substances (e.g., saying no and moving away, explaining why the substance could be harmful, saying "I'm not allowed" or "I don't want to," telling an adult if a confusing situation arises)</li> </ul>





# STUDENT ACHIEVEMENT

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*Grade 4*

## KEY ELEMENTS: GRADE 4

### GOALS AND DECISIONS

- steps in decision making (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)

### CAREER DEVELOPMENT

- inventory of own attributes (e.g., skills, interests, accomplishments; things they're good at, things they've learned to do, things they like to do, things they don't like to do)
- importance of effective work habits (e.g., helps to manage social activities, co-curricular activities, increased academic expectations, and other commitments)

### HEALTH

#### *Healthy Living*

- choices for physical health (e.g., integrating physical activity throughout the day, choosing active transportation, choosing enjoyable activities, using sun protection practices)
- choices for emotional health (e.g., choosing positive friendships, using appropriate coping behaviours, accessing support and information when needed, taking time for self, trying new challenges, managing anger and stress appropriately)
- choices for healthy eating (e.g., serving sizes, number of recommended servings as per *Canada's Food Guide to Healthy Eating*)
- physical changes at puberty (e.g., body size and shape, body odour); awareness of differing developmental rates
- defining and differentiating between communicable and non-communicable diseases

#### *Healthy Relationships*

- interpersonal skills in relationships and groups (e.g., co-operation, inclusion, communication skills, empathy)
- recognizing negative group dynamics (e.g., "ganging up," social isolation or rejection, gossip, physical aggression, spectator participation, disrespectful language)
- strategies for responding to bullying behaviour (e.g., assess situation, assertiveness, reporting, seeking help)

#### *Safety and Injury Prevention*

- lures and tricks used by potential abusers, either known or strangers, face-to-face or on the Internet (e.g., offering special attention or compliments, offering gifts, calling it a game, assuring that it's something normal, using authority or threats, asking for or offering help, saying they know your parents)
- abuse and exploitation avoidance strategies (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)
- potential for injury in a range of settings, including on the road (e.g., doubling on a bicycle, not using helmets and other protective equipment for recreational activities, playing music too loudly)

#### *Substance Misuse Prevention*

- negative effects of using alcohol, tobacco, or other drugs (e.g., altered judgment, blurred vision, addiction, negative impact on family members, negative impact on emotional and physical health, negative impact on schoolwork)
- strategies for preventing use of alcohol, tobacco, or other drugs (e.g., reading labels, following directions, developing strong refusal skills, avoiding high-risk social situations, having access to accurate information)

## GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
A1 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)	<input type="checkbox"/> identify the steps in a decision-making model, such as <ul style="list-style-type: none"> <li>- identify the decision or issue</li> <li>- describe the ideal outcome</li> <li>- brainstorm and list a range of alternative solutions</li> <li>- assess the pros and cons of each alternative (and their consequences) for self and others</li> <li>- select a course of action</li> <li>- identify what they need to carry out the plan (e.g., who will do what and when, where to go for help and information)</li> <li>- list factors that can affect the decision (e.g., values, family, peers, cost, time, resources, media influences, changing interests and skills)</li> <li>- apply the decision</li> <li>- assess the results and modify the decision as necessary</li> </ul>

## CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
B1 create an inventory of their own attributes, including skills, interests, and accomplishments	<input type="checkbox"/> develop an inventory of their personal attributes (e.g., skills, interests, accomplishments; things they're good at, things they've learned to do, things they like to do, things they don't like to do), and modify this inventory periodically
B2 demonstrate an understanding of the importance of developing effective work habits	<input type="checkbox"/> identify and describe a variety of effective work habits and time management techniques (e.g., staying on task, making a to-do list, completing homework, handing work in on time, arriving on time, organizing belongings, communication skills, co-operation, creativity, learning from mistakes) <input type="checkbox"/> describe and give examples of how effective work habits contribute to success (e.g., help to manage the increasing complexity of their daily lives – social activities, co-curricular activities, increased academic expectations)

## HEALTH

Note: The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding alternative delivery: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Healthy Living</b></p> <p>C1 describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list healthy physical activity choices that can be integrated throughout the day, such as           <ul style="list-style-type: none"> <li>- choosing enjoyable activities</li> <li>- choosing safe activities</li> <li>- participating regularly</li> <li>- choosing active options over inactive options (e.g., active transportation instead of getting a ride, going for a bike ride instead of playing on the computer)</li> </ul> </li> <li><input type="checkbox"/> list healthy choices that can be made related to emotional health (e.g., choosing positive friendships, doing things for other people, using appropriate coping behaviours, expressing emotions appropriately, stress and anger management techniques, accessing support and information when needed, taking time for self, trying new activities and challenges, taking opportunities to learn from mistakes)</li> <li><input type="checkbox"/> list other healthy choices such as those related to oral hygiene, sun protection, insect protection, correct height and position of body and furniture for computer use, correct posture and weight distribution for carrying book bags, and hearing protection</li> </ul>

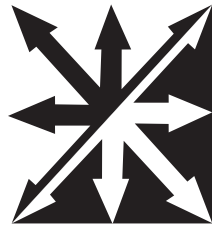
Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C2 describe choices they can make for healthy eating, based on <i>Canada's Food Guide to Healthy Eating</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe food choices in each of the four food groups according to <i>Canada's Food Guide to Healthy Eating</i>, identifying <ul style="list-style-type: none"> <li>- the recommended number of daily servings for each of the four food groups for their age</li> <li>- a variety of examples of specific foods from each food group</li> <li>- appropriate serving sizes for each food group</li> </ul> </li> <li><input type="checkbox"/> create a chart or other organizer to identify specific examples of foods they like from each food group</li> <li><input type="checkbox"/> create a healthy eating plan that includes the recommended number of servings from each of the food groups to meet the minimum daily requirements</li> <li><input type="checkbox"/> describe situations where they can make healthy food choices for body and teeth (e.g., choosing healthier snacks at home or from vending machines, choosing healthier alternatives in restaurants, limiting foods high in sugar or fat, choosing a variety of foods instead of eating the same thing all the time, starting the day with a healthy breakfast, choosing appropriate serving sizes)</li> </ul>
<p>C3 describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately describe <i>puberty</i> as a stage in the human life cycle and a transition from childhood to adolescence</li> <li><input type="checkbox"/> with teacher support, describe the predictable physical changes that occur at puberty and early adolescence in girls and boys (e.g., height, weight, body shape, muscle development, breast development, body hair, body odour, changes to reproductive organs)</li> <li><input type="checkbox"/> demonstrate an awareness that the physical changes associated with puberty happen at different rates and times for different people</li> </ul>
<p>C4 differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be "caught" from someone with the disease)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> explain the difference between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person or from infected items such as needles or blood products; non-communicable diseases cannot be "caught" from someone with the disease but are developed as a result of lifestyle, environmental, hereditary, and/or other factors)</li> <li><input type="checkbox"/> list examples of communicable diseases (e.g., cold, flu, strep throat, chicken pox, measles, cold sores, pink eye/conjunctivitis, meningitis, mononucleosis, HIV/AIDS)</li> <li><input type="checkbox"/> list examples of non-communicable diseases (e.g., asthma, diabetes, cancer, heart disease)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b>Healthy Relationships</b></p> <p>C5 describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe qualities of a good friend (e.g., listening, sharing, honesty, loyalty, compassion, respectful behaviour, dependability, empathy, can disagree respectfully and kindly)</li> <li><input type="checkbox"/> through class discussions, role plays, and simulations, demonstrate effective relationship communication skills such as appropriate tone of voice, respectful language, appropriate body language, describing the problem without blaming, and listening without interrupting</li> <li><input type="checkbox"/> list a variety of interpersonal skills necessary to build positive group dynamics (e.g., co-operation, inclusion, effective communication, empathy, respectful behaviour)</li> </ul>
<p>C6 demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe negative group dynamics (e.g., “ganging up,” social isolation or rejection, gossip, using derogatory names and stereotypical labels, physical aggression, spectator participation, cyber-bullying)</li> <li><input type="checkbox"/> describe ways to avoid participating in negative group dynamics (e.g., speaking up on behalf of people who are bullied, reporting to a trusted adult)</li> <li><input type="checkbox"/> practise and apply effective strategies to deal with various forms of bullying (e.g., assess situation, avoidance, assertiveness, reporting, seeking help)</li> </ul>
<p><b>Safety and Injury Prevention</b></p> <p>C7 identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, list ways a known person might lure or trick a child into an unsafe or abusive situation, particularly sexually abusive situations (e.g., offering special attention or compliments, offering gifts, calling it a game, assuring that it’s something normal, invading privacy, using threats or authority)</li> <li><input type="checkbox"/> with teacher support, list ways strangers might lure or trick a child into an unsafe or abusive situation (e.g., asking for or offering help, offering a gift, giving a compliment, saying it’s an emergency, saying they know your parents)</li> <li><input type="checkbox"/> with teacher support, list ways that potential predators can use the Internet to make contact with children (e.g., pretending they are a friend or someone who can be trusted, pretending to be your age, tricking you into giving them personal information or photographs, pretending to give you something for free or saying that you have won a contest)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C8 identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> based on class activities and additional information, list strategies for avoiding abusive or potentially abusive situations, such as               <ul style="list-style-type: none"> <li>- recognizing their right not to be abused</li> <li>- recognizing that the abuse is never the fault of the victim</li> <li>- identifying and being prepared for lures or tricks that potential abusers might use, face-to-face and on the Internet</li> <li>- being assertive</li> <li>- avoiding potentially unsafe and abusive situations, including online (e.g., travel in groups, use buddy system, use safe routes, don't meet people from Internet chat rooms, avoid situations where there is no way to get help if needed)</li> <li>- withholding personal information (e.g., on the Internet, on the telephone, with strangers)</li> <li>- knowing how to seek help for self or when someone else is being abused (e.g., keep telling a trusted adult until someone believes you, children's help hotline, 911)</li> </ul> </li> </ul>
<p>C9 describe the potential risks for injury in a variety of settings, including on the road</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a variety of specific hazards and risks for injury in a variety of settings (e.g., walking on wrong side of road, doubling on a bicycle, cycling or skating without a helmet, wearing dark clothing at night, going out of bounds when hiking or skiing, using playground equipment recklessly, playing music too loudly, playing around hazardous areas such as railway tracks or electrical substations)</li> <li><input type="checkbox"/> describe how to minimize hazards in a variety of settings (e.g., recognizing or assessing potential risks, avoiding known high-risk situations, following safety rules, knowing own abilities and limits, getting proper training, using protective equipment such as helmets and guards, wearing seatbelts)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><b><i>Substance Misuse Prevention</i></b></p> <p>C10 describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list examples of problematic uses of substances (e.g., underage alcohol consumption, using illegal drugs, use of tobacco, using medication for unintended purposes, use of substance such as glue or gasoline as inebriants)</li> <li><input type="checkbox"/> based on class activities and additional information, describe the negative effects of using tobacco, alcohol, or other drugs (e.g., altered judgment, reduced ability to recognize potentially risky situations, blurred vision, addiction, negative impact on family members, negative impact on emotional and physical health, negative impact on schoolwork, permanent mental impairment, potential harm to a fetus when substances are consumed during pregnancy, financial and legal consequences)</li> </ul>
<p>C11 propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe ways in which individuals can avoid substance misuse (e.g., reading labels, following directions, developing strong refusal skills, avoiding high-risk social situations, accessing accurate and current information)</li> </ul>





STUDENT ACHIEVEMENT

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*Grade 5*

## KEY ELEMENTS: GRADE 5

### GOALS AND DECISIONS

- factors affecting decision making (e.g., access to information, family, peers, media influences, cost, time, resources)
- benefits of personal support networks (e.g., sources of accurate information and trusted guidance)

### CAREER DEVELOPMENT

- identifying types of work that interest them
- work habits and transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)

### HEALTH

#### *Healthy Living*

- factors influencing healthy lifestyle attitudes and decisions (e.g., family, peer, media)
- planning for attaining and maintaining a healthy lifestyle, including strategies for healthy eating, regular physical activity, and emotional health
- changes at puberty, including
  - physical (e.g., body shape and size, menstruation, nocturnal emissions, ability to reproduce, facial and body hair, body odour, acne, vocal changes)
  - emotional (e.g., mood swings, self-esteem, self-consciousness, body image)
  - social (e.g., romantic feelings, greater independence and responsibility in the family, wanting more privacy, new friendships based on new interests and differing maturation rates)
- practices for preventing communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, getting adequate rest and nutrition) and non-communicable diseases (e.g., regular physical activity, healthy eating, stress management, avoiding tobacco products)

#### *Healthy Relationships*

- assessing and setting goals for own interpersonal skills
- characteristics of safe and caring schools (e.g., demonstrating empathy for others, supporting and accepting others, promoting respect for diversity, socially inclusive behaviour, participating in school activities)
- behaviours that have a negative impact on a school environment (e.g., stereotyping, discrimination, physical bullying, verbal bullying, social bullying, cyber-bullying) and ways to address them (e.g., assess the situation, avoidance, assertiveness, reporting, seek help)

#### *Safety and Injury Prevention*

- safety guidelines for protection from abuse and exploitation (e.g., knowing your right not to be abused, being assertive, avoiding potentially unsafe situations, practising safe Internet use, recognizing tricks and lures used by predators)
- minimizing hazards and risks for injury in a variety of settings, including road risks (e.g., protective equipment, responsible passenger and pedestrian behaviour, emergency response plans)
- social pressures contributing to risk taking, and how to respond (e.g., assertiveness, avoidance)

#### *Substance Misuse Prevention*

- factors contributing to use of tobacco, alcohol, or other drugs (e.g., social influences, curiosity, feeling alienated or awkward, stress, media, dealing with emotions such as sadness and grief)

## GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
A1 describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making	<ul style="list-style-type: none"> <li><input type="checkbox"/> list factors that affect decision making (e.g., access to accurate and relevant information, personal beliefs, family, peers, media influences, cost, time, resources, substance misuse, emotional condition, fatigue, hunger)</li> <li><input type="checkbox"/> create a flow chart or other graphic to show the specific effects these factors can have on decisions</li> <li><input type="checkbox"/> give examples to illustrate that some decisions are their responsibility and some decisions are made by others, and that these responsibilities change over time (e.g., decisions they make now that they did not when they were younger, decisions that they don't make now but will when they are older)</li> </ul>
A2 demonstrate an understanding of the benefits of personal support networks (e.g., sources of accurate information and trusted guidance)	<ul style="list-style-type: none"> <li><input type="checkbox"/> based on class activities and additional information, define <i>personal support network</i> (e.g., individuals and organizations that a person can access when in need of information or assistance)</li> <li><input type="checkbox"/> list specific people who can provide support to meet personal goals and needs (e.g., family, teachers, friends, coaches, counsellors, neighbours)</li> </ul>

## CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
B1 identify types of work that interest them	<ul style="list-style-type: none"> <li><input type="checkbox"/> list types of work they are interested in</li> <li><input type="checkbox"/> explain why they are interested in these types of work</li> </ul>
B2 relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify a variety of effective work habits used in school (e.g., time management, staying on task, completing homework, prioritizing tasks, handing work in on time, punctuality, organizing materials, communication skills, collaboration, creativity)</li> <li><input type="checkbox"/> describe a variety of situations where effective work habits can be used outside of school (e.g., arriving on time and prepared for recreational activities, co-operating with and helping younger siblings, co-operating with members in a group, taking care of and organizing material and equipment)</li> </ul>

## HEALTH

Note: The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding alternative delivery: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

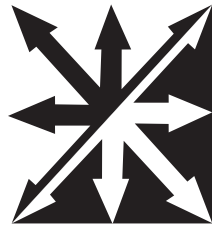
Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Healthy Living</b></p> <p>C1 identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> based on class activities and additional information, identify the characteristics of a healthy lifestyle (e.g., regular physical activity, variety of foods from across the food groups, sufficient water, sufficient sleep, emotional health, positive self-image, positive interpersonal relationships, healthy coping skills)</li> <li><input type="checkbox"/> identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media, role models, age-specific health needs, interests, climate and environment, culture, access to information)</li> </ul>
<p>C2 describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately describe why healthy eating practices are important (e.g., to ensure adequate energy and key nutrients for growth, development, and optimum health and disease prevention)</li> <li><input type="checkbox"/> describe a variety of strategies for making food choices that contribute to healthy eating (e.g., following guidelines in <i>Canada's Food Guide to Healthy Eating</i>, planning food choices in advance, not skipping meals, understanding appropriate serving sizes, bringing healthy snacks instead of relying on unhealthy snacks from vending machines)</li> <li><input type="checkbox"/> describe a variety of strategies for integrating regular physical activity into daily life (e.g., finding something you like and enjoy doing, choosing a variety of activities, making active choices such as cycling to school or using stairs instead of elevator or escalator)</li> <li><input type="checkbox"/> describe a variety of strategies for maintaining emotional health (e.g., setting realistic and achievable goals, celebrating successes, seeking help when needed, maintaining positive friendships, incorporating positive self-talk)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C3 describe the physical, emotional, and social changes associated with puberty</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> based on class activities and additional information, describe the physical changes that occur during puberty (e.g., height, body shape, breast development, menstruation, nocturnal emissions, testicular and penis growth, ability to reproduce, facial hair, body hair, body odour, oily skin, acne, weight gain, vocal changes)</li> <li><input type="checkbox"/> based on class activities and additional information, describe the emotional changes that may occur during puberty (e.g., mood swings, increased or decreased self-esteem, self-consciousness, changing interests, body image, romantic feelings)</li> <li><input type="checkbox"/> based on class activities and additional information, explain how changes in puberty may impact relationships (e.g., greater independence and responsibility in the family, wanting more privacy, new friendships based on new interests and differing maturation rates, changing social dynamics that may result in cliques)</li> </ul>
<p>C4 describe practices that help to prevent</p> <ul style="list-style-type: none"> <li>– communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition)</li> <li>– non-communicable diseases (e.g., regular physical activity, healthy eating, stress management)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately describe practices that help to prevent the spread of communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition)</li> <li><input type="checkbox"/> accurately describe lifestyle practices that help lower the risk of developing non-communicable illnesses diseases now or in the future (e.g., regular physical activity, healthy eating, stress management, avoiding tobacco products, minimizing exposure to second-hand smoke)</li> </ul>
<p><b>Healthy Relationships</b></p> <p>C5 assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create a self-inventory of their interpersonal skills (e.g., listening, honesty, co-operation, self-control, respect, empathy, patience, inclusion, refusal skills, accepting others, assertiveness, seeking help, anger management, winning and losing gracefully, conflict resolution skills)</li> <li><input type="checkbox"/> set goals for improving selected interpersonal skills</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C6 analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)</p>	<ul style="list-style-type: none"> <li>❑ describe individual and group behaviours that contribute to a safe and caring school environment (e.g., demonstrating empathy for others, taking responsibility for personal actions, standing up for own values and beliefs, supporting others, promoting respect for diversity, acting as role models or helpers for younger students, participating in school activities, recognizing any potential bullying traits in self and committing to eliminate them, managing anger and impulsive behaviours, engaging in socially inclusive behaviour, respecting the values and opinions of others)</li> <li>❑ analyse individual and group behaviours that have a negative impact on a school environment (e.g., stereotyping, discrimination, gossip, physical bullying, verbal bullying, social bullying, cyber-bullying, disrespectful language)</li> <li>❑ list effective strategies to deal with various forms of bullying behaviour (e.g., assess situation, avoidance, assertiveness, report, seek help)</li> </ul>
<p><b><i>Safety and Injury Prevention</i></b></p> <p>C7 describe safety guidelines to protect themselves and others from abuse and exploitation (e.g., knowing their right not to be abused, being assertive, avoiding potentially unsafe situations, practising safe Internet use, recognizing tricks and lures used by predators)</p>	<ul style="list-style-type: none"> <li>❑ describe safety rules and practices to protect themselves and others from abuse and exploitation, including <ul style="list-style-type: none"> <li>– knowing their right not to be mistreated, abused, or exploited</li> <li>– recognizing and being prepared for lures, lies, tricks, or threats used by potential abusers</li> <li>– being assertive in defending your right to be safe</li> <li>– avoiding potentially unsafe situations (e.g., travelling in groups or with a buddy, using safe routes when travelling, don't meet people from Internet chat rooms)</li> <li>– withholding personal information (e.g., on the Internet, on the telephone, with strangers, when entering a contest or completing a survey)</li> <li>– not sending personal pictures electronically to anyone without parent's or teacher's permission</li> <li>– not responding to online messages from unknown sources</li> <li>– knowing how to seek help for self or when someone else is being exploited or abused (e.g., witnessing family violence, disclosure from a friend, feeling unsafe, seeing something frightening or uncomfortable on the Internet)</li> </ul> </li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C8 describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify the potential for injury in wide variety of settings (e.g., road use, sports, music concerts, rural areas, recreation areas, public areas such as theatres and shopping malls, home alone)</li> <li><input type="checkbox"/> identify ways to remove or reduce the hazards or risks for injury within these settings (e.g., knowing where and how to exit buildings in an emergency, fire and earthquake response plans, knowing how to access help in a variety of emergency situations, water safety rules, outdoor and wilderness safety skills, proper footwear, vision and hearing protection, Internet safety rules, proper use of sport safety equipment)</li> <li><input type="checkbox"/> list and describe a variety of road safety rules and precautions to minimize risks on the road, including rules related to <ul style="list-style-type: none"> <li>– using protective equipment (e.g., helmets, knee and elbow pads, wrist guards, seatbelts)</li> <li>– responsible pedestrian behaviour (e.g., crossing at crosswalks, not playing in road, walking on the correct side of the road)</li> <li>– responsible passenger behaviour (e.g., being quiet, not distracting driver)</li> </ul> </li> </ul>
<p>C9 demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, identify a range of risk-taking situations and behaviours (e.g., disregarding rules and safety guidelines, not using protective equipment, attempting to go beyond own abilities, lack of training, lack of awareness of environmental conditions, unsupervised use of Internet)</li> <li><input type="checkbox"/> explain how social pressures can contribute to risk taking (e.g., wanting to fit in or look cool, desire to belong, responding to or initiating dares, to change their image)</li> <li><input type="checkbox"/> practise and apply strategies for responding to social pressures that can contribute to risk-taking behaviour (e.g., state an opinion assertively, make an excuse to leave, ignore the pressure, model assertiveness and refusal skills for others)</li> </ul>
<p><b><i>Substance Misuse Prevention</i></b></p> <p>C10 analyse factors that contribute to the use of alcohol, tobacco, and other drugs (e.g., social influences, curiosity, feeling alienated or awkward, stress, media, dealing with emotions such as sadness and grief)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify various factors that can contribute to the use of tobacco, alcohol, or other drugs (e.g., lack of accurate information, feelings of insecurity, fear, need to be accepted, retaliation or rebellion, stress, depression, anxiety, media influence on image, lack of coping skills)</li> <li><input type="checkbox"/> analyse how each factor might have positive and negative influences on young people’s decision making regarding use of tobacco, alcohol, or other drugs (e.g., media – can glamorize substance misuse, can omit facts about negative effects, can inform and educate about substance misuse; peers – can pressure or influence others to use substances or can persuade or influence others to not use substances)</li> </ul>





# STUDENT ACHIEVEMENT

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*Grade 6*

## KEY ELEMENTS: GRADE 6

### GOALS AND DECISIONS

- planning and strategies to support goals (e.g., time management, setting priorities, balancing individual and group goals, considering costs and resources)
- influences on goal setting and decision making (e.g., family, peer, media, financial, altered decision making as a result of substance misuse, knowledge of consequences, access to accurate information)

### CAREER DEVELOPMENT

- potential relationship between attributes and types of work
- transferable skills developed in and out of school (e.g., teamwork, punctuality, organization, creativity)

### HEALTH

#### *Healthy Living*

- benefits of physically and emotionally healthy lifestyles (e.g., increased mental, physical, and academic performance; positive self-image, protection against disease)
- human reproductive system, conception
- respecting developmental differences at puberty and adolescence
- practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C

#### *Healthy Relationships*

- influences of friends on behaviour (positive and negative peer pressure)
- definitions and consequences of stereotyping and discrimination (e.g., limits choices, makes unfair assumptions about people's abilities and needs, feelings of shame or depression)
- responding to discrimination, stereotyping, and bullying behaviour (e.g., promote respect for diversity, recognize, report and seek help)
- school, provincial, national, and international policies and strategies for preventing and responding to discrimination, bullying, and harassment (e.g., school code of conduct, criminal code, BC *Human Rights Code*, *Canadian Charter of Rights and Freedoms*, *UN Universal Declaration of Human Rights*)

#### *Safety and Injury Prevention*

- sources of help and support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)
- personal safety strategies for the Internet
- responsible safety behaviour on the road and in the community
- consequences of unsafe behaviours on self and others (e.g., physical injury, death, legal consequences)
- responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)

#### *Substance Misuse Prevention*

- prevention strategies and healthy alternatives to substance use (e.g., assertiveness, prevention skills, avoiding or leaving the situation, choosing strategies for coping with stress or anxiety, identifying positive role models)
- consequences for self and others of using tobacco, alcohol, or other drugs (e.g., altered decision making, social isolation, short-term and long-term health problems, addiction, legal consequences)

## GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>A1 describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe why plans are necessary to achieve goals</li> <li><input type="checkbox"/> based on class activities and additional information, list techniques that can help support goal attainment (e.g., time management, setting priorities, balancing individual and group goals, considering costs and resources)</li> <li><input type="checkbox"/> with teacher support, identify a variety of purposes of budgeting for achieving a goal, including <ul style="list-style-type: none"> <li>- to identify costs</li> <li>- to identify potential sources of income</li> <li>- to set priorities</li> </ul> </li> <li><input type="checkbox"/> give reasons for why goals may change over time (e.g., in response to changing interests and priorities, unpredictable circumstances)</li> </ul>
<p>A2 identify influences on goal setting and decision making, including family, peer, and media influences</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and describe a variety of influences on goal setting and decision making, including <ul style="list-style-type: none"> <li>- family (e.g., expectations of parents, family rules, responsibilities at home)</li> <li>- peer (e.g., fitting in with/keeping friends, making new friends)</li> <li>- media (e.g., activities done or products used by celebrities on TV, in movies, in magazines, and promoted on the Internet)</li> <li>- other (e.g., altered decision making due to alcohol or drug use, available finances, safety issues, effect on environment, sense of personal responsibility, understanding of needs and wants)</li> </ul> </li> <li><input type="checkbox"/> demonstrate informed reasoning in describing how consideration of potential consequences can have an effect on goal setting and decision making (e.g., wanting to please friends and family, personal injury, earning or betraying trust of family or peers, consequences of breaking laws or school rules, global impact of consumer choices)</li> </ul>

## CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<i>It is expected that students will:</i>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
B1 relate personal attributes to various types of work	<ul style="list-style-type: none"> <li><input type="checkbox"/> create a personal inventory of interests, values, aptitudes, skills, knowledge, and successes</li> <li><input type="checkbox"/> show connections between the attributes in their personal inventory and various potential paid and unpaid work opportunities</li> </ul>
B2 describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a variety of skills developed in school and recreational activities (e.g., teamwork, punctuality, time management, organization, creativity)</li> <li><input type="checkbox"/> describe how these skills might be transferable to other situations (e.g., personal relationships, home, recreational activities, after-school responsibilities)</li> </ul>

## HEALTH

Note: The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding alternative delivery: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Healthy Living</b></p> <p>C1 describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of</p> <ul style="list-style-type: none"> <li>- being physically active</li> <li>- healthy eating practices</li> <li>- an emotionally healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and describe the benefits of attaining and maintaining a physically active lifestyle (e.g., stronger bones, more energy, long-term health benefits, improved ability to focus)</li> <li><input type="checkbox"/> list and describe the benefits of healthy eating practices (e.g., greater energy, healthier body, long-term health benefits, greater ability to concentrate)</li> <li><input type="checkbox"/> list and describe the benefits of attaining and maintaining an emotionally healthy lifestyle (e.g., able to cope with unexpected problems, stress, and anxiety; feeling positive about self; can keep problems in perspective; improved concentration; less likely to abuse substances)</li> </ul>
<p>C2 describe the human reproductive system</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately describe the role and function of the various structures of the male and female human reproductive systems (e.g., testicles, penis, ovaries, uterus)</li> <li><input type="checkbox"/> accurately describe how conception takes place</li> </ul>
<p>C3 demonstrate an understanding of the importance of respecting own and others' development rates during puberty and adolescence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate an understanding that it is normal for adolescents to grow and develop at different rates</li> <li><input type="checkbox"/> list reasons for differing development rates (e.g., gender, genetics, individual differences)</li> <li><input type="checkbox"/> identify emotional challenges that adolescents may encounter during puberty (e.g., stress, anxiety, grief, depression, confusion) and explain the importance of seeking support and finding healthy strategies to deal with these emotions challenges</li> <li><input type="checkbox"/> describe ways to demonstrate respect for own and others' physical and emotional changes during puberty and adolescence (e.g., use positive self-talk, access support and information as required, avoid teasing and negative self-talk, use respectful language)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C4 identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify HIV, hepatitis B and C, and meningococcal C as life-threatening communicable diseases</li> <li><input type="checkbox"/> accurately define HIV as the virus that causes AIDS</li> <li><input type="checkbox"/> accurately identify ways that HIV can be transmitted (e.g., sexual contact with an infected person, using needles or other injection equipment that an infected person has used, from an infected mother to her child before and during birth or during breast feeding, direct exposure to infected blood, body piercing or tattooing using non-sterile equipment)</li> <li><input type="checkbox"/> accurately identify ways that hepatitis B can be transmitted (e.g., sexual contact with an infected person, using needles or other injection equipment that an infected person has used, body piercing and tattooing using non-sterile equipment, direct exposure to infected blood)</li> <li><input type="checkbox"/> accurately identify ways that hepatitis C can be transmitted (e.g., using needles or other injection equipment that an infected person has used, direct exposure to infected blood, body piercing and tattooing using non-sterile equipment)</li> <li><input type="checkbox"/> accurately identify ways that meningococcal C can be transmitted (e.g., saliva, droplets from the nose or throat of the infected person)</li> <li><input type="checkbox"/> accurately identify practices that protect a person from contracting HIV, hepatitis B and C, or meningococcal C (e.g., avoiding used needles, syringes, or condoms; avoiding others' body fluids; avoiding unsafe body piercing and tattooing; avoiding unprotected sexual practices; vaccinations for hepatitis B and meningococcal C)</li> </ul>
<p><b>Healthy Relationships</b></p> <p>C5 assess the influence that peers have on individuals' attitudes and behaviour</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> define <i>peer pressure</i> as including verbal or non-verbal active or passive behaviours that can influence a person's attitudes or actions positively or negatively</li> <li><input type="checkbox"/> give specific examples of peer pressure (verbal or non-verbal, active or passive, positive or negative) from their own experiences or from books, TV, magazines, movies, or the Internet</li> <li><input type="checkbox"/> differentiate between positive and negative influences of peers on individuals' attitudes and behaviour</li> </ul>
<p>C6 demonstrate an understanding of the harmful effects of stereotyping and discrimination</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> define <i>stereotype</i>, and give examples of ways in which people can be stereotyped (e.g., according to gender, age, sexual orientation, race, religion, physical or mental ability)</li> <li><input type="checkbox"/> define <i>discrimination</i> (e.g., when a person – on the basis of her or his gender, age, sexual orientation, race, religion, or physical or mental ability – suffers disadvantages or is denied opportunities available to other members of society)</li> <li><input type="checkbox"/> describe the negative consequences of stereotyping and discrimination (e.g., limits choices; makes unfair assumptions about people's abilities, needs, and behaviours; emotional consequences such as feelings of shame, depression, or suicide; retaliatory behaviour)</li> </ul>

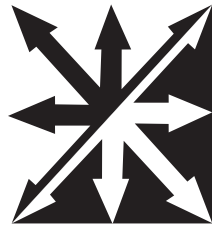
Prescribed Learning Outcomes	Suggested Achievement Indicators
C7 identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe available school and district policies and strategies for responding to discrimination, stereotyping, and bullying (e.g., school code of conduct, culture of respect for diversity, reporting policies, supervision practices, designated play areas)</li> <li><input type="checkbox"/> identify local, provincial, national, and international policies and strategies for preventing and responding to discrimination, bullying, and harassment (e.g., workplace sexual harassment policies, criminal code, BC <i>Human Rights Code</i>, <i>Canadian Charter of Rights and Freedoms</i>, UN <i>Universal Declaration of Human Rights</i>)</li> </ul>
C8 apply appropriate strategies for responding to discrimination, stereotyping, and bullying	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe appropriate individual strategies for responding to discrimination, stereotyping, and bullying (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help, appropriate use of humour, recognizing own attitudes and behaviours, making a commitment to not engage in discrimination and stereotyping)</li> <li><input type="checkbox"/> practise applying appropriate strategies for responding to discrimination, stereotyping, and bullying</li> </ul>
<p><b><i>Safety and Injury Prevention</i></b></p> <p>C9 identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe examples of abusive or exploitative situations (e.g., physical abuse, sexual abuse, emotional abuse, withholding nurturing or caregiving, pressure to engage in sexual activity, Internet exploitation)</li> <li><input type="checkbox"/> identify school and community resources that can help and support people in abusive or exploitative situations (e.g., school counsellor, trusted adult, trusted family member, elder, community health services, children's/ youth help hotline, police)</li> </ul>
C10 identify personal safety strategies to avoid abusive or exploitative situations on the Internet	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe potential concerns with the anonymous nature of the Internet (e.g., people can pretend to be someone they are not, easier to use tricks to make contact with children)</li> <li><input type="checkbox"/> identify personal safety strategies to avoid abusive or exploitative situations on the Internet (e.g., never give out personal identifying information such as full name, address, telephone number, school name or location, password, e-mail address; do not respond to e-mails or web sites that are trying to sell you something or give you gifts; do not open e-mails from unknown sources; break off contact with anyone who asks you not to tell your parents about them; do not have a face-to-face meeting with anyone you meet on the Internet or via e-mail without having a parent or trusted adult with you; tell a trusted adult if you receive any e-mails or photographs that make you feel uncomfortable or frightened)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C11 describe responsible safety behaviours on the road and in the community</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately identify risks and hazards associated with being in the community and on the road, including risks and hazards associated with recreation, active transportation, and being a vehicle passenger</li> <li><input type="checkbox"/> describe laws and responsible practices and behaviours that promote safety on the road and in the community, such as those regarding <ul style="list-style-type: none"> <li>- safe behaviours for active transportation, including cycling, skateboarding, scooters, inline skating, and walking</li> <li>- safe behaviours for recreational activities (e.g., snowmobiling, skiing/snowboarding, off-roading, boating)</li> <li>- passenger behaviour</li> <li>- recognizing dangers</li> <li>- safety equipment</li> <li>- training</li> </ul> </li> <li><input type="checkbox"/> describe potential consequences of unsafe behaviours on self and others (e.g., physical injury, exploitation, abduction, financial costs, death, legal consequences)</li> </ul>
<p>C12 identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with teacher support, identify principles for being prepared for emergencies (e.g., education and training, following safety guidelines and rules, having an emergency response plan)</li> <li><input type="checkbox"/> with teacher support, identify basic principles for responding to emergencies, such as <ul style="list-style-type: none"> <li>- be prepared</li> <li>- don't panic</li> <li>- assess the situation</li> <li>- know your own abilities (e.g., don't attempt life guarding or first aid unless you're qualified)</li> <li>- protect yourself (e.g., wear protective clothing, don't enter a hazardous situation)</li> <li>- do no further harm</li> <li>- get help (how and where/from whom)</li> </ul> </li> </ul>
<p><b><i>Substance Misuse Prevention</i></b></p> <p>C13 demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs (e.g., assertiveness, refusal skills, avoidance, choosing healthy alternatives)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list a variety of situations in which an individual might feel pressured or expected to smoke, drink alcohol, or take drugs</li> <li><input type="checkbox"/> identify healthy alternatives to using substances for coping with stress, anxiety, social pressures, or self image (e.g., seeking professional help from counsellors or health care workers, using physical activity to relieve stress or anxiety, choosing friends that have a positive influence, finding meaningful ways to contribute to others)</li> <li><input type="checkbox"/> demonstrate strategies for resisting the pressure or expectation to smoke, drink alcohol, or take drugs (e.g., assertiveness, refusal skills, avoid or leave the scene, deflect the pressure, choose a healthy alternative)</li> <li><input type="checkbox"/> assess the appropriateness of various strategies for themselves in specific situations to prevent the use of tobacco, alcohol, or other drugs</li> </ul>



Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C14 describe the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus)</p>	<ul style="list-style-type: none"> <li data-bbox="732 296 1414 541">❑ based on class activities and additional information, describe the potential physical, emotional, and social consequences of substance misuse for self (e.g., altered judgment and decision making, risk-taking behaviour resulting in personal injury, addiction, physical health effects, social isolation, negative impact on schoolwork and recreational activities, financial and legal consequences)</li> <li data-bbox="732 548 1430 737">❑ based on class activities and additional information, describe the potential physical, emotional, and social consequences of substance misuse for others (e.g., burden on health care and legal systems; burden on family; potential harm to fetus when tobacco, alcohol, or other drugs are consumed during pregnancy)</li> </ul>





# STUDENT ACHIEVEMENT

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*Grade 7*

## KEY ELEMENTS: GRADE 7

### GOALS AND DECISIONS

- designing a plan to achieve a specific goal (e.g., short-term steps to accomplish the goal, timeline, costs and resources available, potential barriers and ways to overcome those barriers, sources of support)
- applying a decision-making model (e.g., identify the decision or issue, visualize the ideal outcome, identify alternative solutions, assess the pros and cons of each alternative, select and articulate an informed decision, apply the decision, assess the results, modify the decision as required)

### CAREER DEVELOPMENT

- ways of categorizing jobs (e.g., by type of industry, type of work, personal interests)
- transferable skills (e.g., problem solving, teamwork, communication, adaptability, continuous learning) and a range of settings where they can be developed and applied (e.g., schoolwork, co-curricular activities, recreational activities, home responsibilities)

### HEALTH

#### *Healthy Living*

- factors influencing health decisions (e.g., media, family, peers, personal values and beliefs, environment)
- maintaining physical, emotional, and social health during puberty and adolescence (e.g., healthy eating, regular physical activity, healthy relationships, getting enough sleep, taking personal time, communicating with family and friends, recognizing and avoiding risky situations, responding appropriately to peer pressure, respecting diversity, recognizing and resisting sexual pressure, accessing sources of support)
- accessing community health services and information
- serious nature of HIV/AIDS (e.g., damage to immune system, no cure); HIV/AIDS transmission and prevention (e.g., avoiding the body fluids of others, avoiding contact with contaminated needles, avoiding unprotected sexual activity)

#### *Healthy Relationships*

- healthy relationships (e.g., honesty, respect, open communication, shared interests)
- unhealthy relationships (e.g., jealousy, dishonesty, power imbalance, manipulation, exploitation, disrespect of personal boundaries, lack of empathy)
- influences on relationships (e.g., peers, family, media, changes due to puberty)
- ways to prevent stereotyping, discrimination, and bullying (e.g., leadership skills, conflict resolution, effective communication skills, respectful language, respect for diversity)

#### *Safety and Injury Prevention*

- personal safety strategies for avoiding abusive or exploitative situations (e.g., safe Internet use, knowing and recognizing tricks and lures used by abusers, telling a trusted adult when confronted with risky or uncomfortable situations)
- avoiding unsafe situations on road and in community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)

#### *Substance Misuse Prevention*

- media and social influences on substance misuse
- healthy alternatives to substance use (e.g., stress management, substance-free social activities)

## GOALS AND DECISIONS

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>A1 design a plan to achieve a specific goal</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> set a short-term or long-term goal (e.g., revisit and revise a previous goal, set a new goal), and describe it in specific, realistic, measurable, and timely terms</li> <li><input type="checkbox"/> describe the steps needed to achieve the goal, such as <ul style="list-style-type: none"> <li>- identifying short-term steps to accomplish the goal</li> <li>- establishing a timeline for reaching the goal</li> <li>- identifying costs and resources available</li> <li>- identifying potential barriers and ways to overcome those barriers</li> <li>- identifying sources of support</li> </ul> </li> <li><input type="checkbox"/> anticipate factors that can influence the achievement of the goal (e.g., values, family, cost, time, resources, peers, media, role models, interests, abilities)</li> <li><input type="checkbox"/> create a timeline for achieving the goal</li> <li><input type="checkbox"/> identify criteria for knowing when goal achievement is successful</li> </ul>
<p>A2 demonstrate an ability to apply a decision-making model to a specific situation</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> based on their own or others' experiences, identify a variety of contexts for decision making (e.g., deciding activities to participate in; purchasing decisions; responding to peer pressure; witnessing an incident of bullying; risk-taking behaviour; being offered tobacco, alcohol, or other drugs)</li> <li><input type="checkbox"/> identify the steps of a decision-making model (e.g., identify the decision or issue, visualize the ideal outcome, identify alternative solutions, assess the pros and cons of each alternative, select and articulate an informed decision, apply the decision, assess the results, modify the decision as required)</li> <li><input type="checkbox"/> select a real or simulated situation and apply a decision-making model to select an appropriate option</li> <li><input type="checkbox"/> describe influences (e.g., messages in TV programs, movies, magazine, music videos, video games, advertisements, Internet; explicit and implicit expectations of friends and family) that affected a specific decision they or someone else has made</li> </ul>

## CAREER DEVELOPMENT

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p>B1 classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe ways of classifying jobs and work, such as           <ul style="list-style-type: none"> <li>- according to type of industry (e.g., agriculture, arts, computers, construction, education, medical, service)</li> <li>- according to type of work (e.g., hands-on, paperwork, using technology, research, outdoors)</li> <li>- related to personal interests (e.g., music, writing, sports, technology, science, helping others)</li> </ul> </li> <li><input type="checkbox"/> create a chart to classify a specific list of jobs into career clusters</li> </ul>
<p>B2 identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create a detailed list of skills that are transferable to a range of situations, such as           <ul style="list-style-type: none"> <li>- time management skills (e.g., punctuality, setting priorities)</li> <li>- co-operative and teamwork skills (e.g., sharing tasks, following directions, facilitating)</li> <li>- problem-solving skills</li> <li>- literacy skills</li> <li>- numeracy skills</li> <li>- creativity</li> <li>- active listening skills</li> <li>- research and note-taking skills</li> <li>- information and communications technology skills</li> <li>- adaptability</li> <li>- continuous learning</li> </ul> </li> <li><input type="checkbox"/> identify current situations and activities where they can apply these skills (e.g., schoolwork, co-curricular activities, recreational activities, home responsibilities, volunteer activities, babysitting)</li> </ul>

## HEALTH

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Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome.</i></p> <p><i>Students who have fully met the prescribed learning outcome are able to:</i></p>
<p><b>Healthy Living</b></p> <p>C1 analyse factors (including media and peer) that influence personal health decisions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> based on class activities and additional information, analyse the role of the media in portraying health issues (e.g., advertisements promoting participation in health events such as sponsored runs/walks, accurate information about health topics, unrealistic body images, fad diets, sexualized media messages)</li> <li><input type="checkbox"/> describe a range of factors that affect personal healthy eating choices (e.g., convenience, taste, availability, price, culture, personal dietary needs and choices, advertising, trends such as fad diets, school and community support for healthy choices)</li> <li><input type="checkbox"/> describe a range of factors that affect personal physical activity choices (e.g., access to facilities and equipment, cost, school and community support for healthy choices, enjoyment)</li> <li><input type="checkbox"/> demonstrate clear and informed reasoning in analysing positive and negative peer influences on decision-making related to personal health (e.g., encouragement for participating in recreational activities; pressure to smoke, drink alcohol, or consume other drugs; pressure to look a certain way)</li> <li><input type="checkbox"/> apply learning from class activities and additional information to assess personal attitudes related to health (e.g., personal importance placed on health, willingness to change behaviours to improve health)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C2 describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> list and describe a range of strategies for attaining and maintaining physical health during puberty and adolescence (e.g., regular physical activity, healthy eating, staying substance free, getting enough sleep, recognizing and avoiding risky situations, hygiene)</li> <li><input type="checkbox"/> list and describe a range of strategies for attaining and maintaining emotional health during puberty and adolescence (e.g., getting enough sleep, taking personal time, communicating with family and friends, recognizing that adolescence is a time of rapid change, stress management, problem solving strategies, positive self-talk, developing a support network)</li> <li><input type="checkbox"/> list and describe a range of strategies for attaining and maintaining social health during puberty and adolescence (e.g., cultivating healthy relationships, responding appropriately to peer pressure, respecting diversity, avoiding gossip, recognizing and resisting sexual pressure, communicating boundaries)</li> <li><input type="checkbox"/> identify various sources of information about adolescent development (e.g., credible web sites, library, community health services)</li> </ul>
<p>C3 demonstrate an ability to access community information and support services for a variety of health issues</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> with peer and teacher support, list relevant health issues for students at this age (e.g., healthy eating, physical activity, smoking, stress, intimidation, alcohol, drugs, relationship issues)</li> <li><input type="checkbox"/> list a variety of health services and agencies available in the local community (e.g., public health department, community health educators, medical practitioners, counselling services, hotlines), and describe the services, support, or information provided by each</li> <li><input type="checkbox"/> using a set of prepared questions, contact one or more health service agencies to gather specific information</li> </ul>

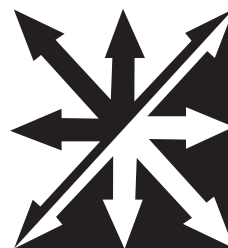


Prescribed Learning Outcomes	Suggested Achievement Indicators
<p>C4 demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages the immune system, there is currently no known cure for HIV/AIDS)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> accurately define and differentiate between HIV and AIDS</li> <li><input type="checkbox"/> accurately describe the characteristics of HIV/AIDS that make it a serious and life-threatening disease, such as <ul style="list-style-type: none"> <li>- HIV/AIDS damages the immune system, leaving the body unable to respond to other infections and diseases</li> <li>- while there are treatments that lengthen the lives of people with HIV/AIDS, there is currently no known cure for HIV/AIDS</li> <li>- people can be infected with HIV and not know it for a several years</li> </ul> </li> <li><input type="checkbox"/> accurately identify the ways that HIV/AIDS may be transmitted (e.g., through infected blood, contaminated needles, unprotected sexual activity, from an infected mother to her child before and during birth or during breast feeding)</li> <li><input type="checkbox"/> accurately list key lifestyle practices that can help prevent the spread of HIV/AIDS (e.g., avoiding the body fluids of others, avoiding contact with contaminated needles, avoiding unprotected sexual activity)</li> <li><input type="checkbox"/> identify accurate sources of information related to HIV/AIDS transmission and prevention practices (e.g., school nurse, community health professionals, credible web sites)</li> </ul>
<p><b>Healthy Relationships</b></p> <p>C5 identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> create an extensive list of characteristics of healthy relationships (e.g., honesty, respect, open communication, shared interests)</li> <li><input type="checkbox"/> create an extensive list of characteristics of unhealthy relationships (e.g., jealousy, dishonesty, power imbalance, manipulation, exploitation, disrespect of personal boundaries, lack of empathy)</li> </ul>
<p>C6 describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe the ways in which peers can influence relationships (e.g., group dynamics, social pressure, sense of belonging)</li> <li><input type="checkbox"/> describe the ways in which families can influence relationships (e.g., values, rules, expectations, modelling caring behaviours)</li> <li><input type="checkbox"/> describe ways in which media can influence relationships (e.g., stereotypes, sexual messages, glamorized risky behaviours)</li> <li><input type="checkbox"/> describe ways in which physical and emotional changes as a result of puberty can influence relationships (e.g., emerging romantic attractions and feelings, changing dynamics of friendships due to differing developmental rates and evolving interests)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
C7 demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying	<input type="checkbox"/> in classroom and school-based situations, demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying (e.g., leadership skills, conflict resolution, problem solving, effective communication skills, respectful language, respect for diversity)
<b>Safety and Injury Prevention</b> C8 identify safety strategies that can be used to avoid potentially abusive or exploitative situations (e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers, telling a trusted adult)	<input type="checkbox"/> identify personal safety rules and strategies for using the Internet (e.g., refrain from sharing personal contact or family information such as in contests or surveys, refrain from meeting Internet contacts in person, know and recognize tricks and lures used by Internet predators, tell a trusted adult when confronted with risky or uncomfortable situations) <input type="checkbox"/> identify personal safety rules and strategies related to community situations (e.g., know and recognize tricks and lures used by predators or sex trade recruiters, tell a trusted adult when confronted with risky or uncomfortable situations, know when it is safer to be accompanied by friends or family)
C9 propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)	<input type="checkbox"/> give examples of the potential risk for injury in a variety of situations, such as <ul style="list-style-type: none"> <li>- specific environments (e.g., on the road, on the water, parking lots, parties, isolated areas, industrial sites, kitchens, home alone)</li> <li>- specific activities (e.g., recreational activities, babysitting, delivering newspapers, household activities such as cooking or cutting the lawn, lifting heavy objects, listening to loud music)</li> </ul> <input type="checkbox"/> list relevant strategies for avoiding injury in a range of situations (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective gear, practise appropriate warmup and cooldown, know own abilities, get relevant training and education, report an unsafe situation, stay alert) <input type="checkbox"/> propose relevant strategies to avoid unsafe situations on the road, including <ul style="list-style-type: none"> <li>- responsible passenger behaviour (e.g., not distracting driver, not taking a ride with an impaired driver)</li> <li>- responsible pedestrian behaviour</li> <li>- responsible cycling and skating behaviour (e.g., obeying traffic regulations, wearing helmets correctly, using designated routes and areas where available)</li> </ul>

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>Substance Misuse Prevention</i></p> <p>C10 analyse media and social influences related to substance misuse</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> apply established criteria to critique media messages related to the use of substances such as alcohol and tobacco</li> <li><input type="checkbox"/> assess situations where social influences may affect decision making regarding substance misuse (e.g., acceptance and belonging in particular social groups, unsupervised parties)</li> <li><input type="checkbox"/> describe the role of personal responsibility in decision making related to substance misuse</li> </ul>
<p>C11 describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> describe a variety of choices and practices as healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)</li> <li><input type="checkbox"/> create a list of personally relevant alternatives to substance misuse</li> <li><input type="checkbox"/> with teacher and peer support, create a community directory of alternatives to substance misuse</li> </ul>





CLASSROOM ASSESSMENT MODEL

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*Health and Career Education K to 7*



The Classroom Assessment Model outlines a series of assessment units for Health and Career Education K to 7.

These units have been structured by grade level and theme. Collectively the units address all of the prescribed learning outcomes for each grade, and provide one suggested means of organizing, ordering, and delivering the required content. This organization is not intended to prescribe a linear means of delivery. Teachers are encouraged to reorder the learning outcomes and to modify, organize, and expand on the units to meet the needs of their students, to respond to local requirements, and to incorporate relevant recommended learning resources as applicable. (See the Learning Resources section later in this IRP for information about the recommended learning resources for Health and Career Education K to 7.) In addition, teachers are encouraged to consider ways to adapt assessment strategies from one grade to another.

### *Classroom Assessment and Evaluation*

Teachers should consider using a variety of assessment instruments and techniques to assess students' abilities to meet the prescribed learning outcomes and to support assessment for, of, and as learning.

Tools and techniques for assessment in HCE K to 7 can include

- teacher assessment tools such as observation checklists, rating scales, and scoring guides
- self-assessment tools such as checklists, rating scales, and scoring guides
- peer assessment tools such as checklists, rating scales, and scoring guides
- journals or learning logs
- written tests, oral tests (true/false, multiple choice, short answer)
- questionnaires, worksheets
- portfolios
- student-teacher conferences

Assessment in HCE K to 7 can also occur while students are engaged in, and based on the product of, activities such as

- group and class discussions
- centre activities
- posters, collages, models, flip books, songs, poems
- brainstorming, clusters, webs
- charts, graphs
- role plays
- peer teaching

- debates
- literature studies
- research projects
- oral and multimedia presentations
- “self-portraits”

For more information about student assessment, refer to the section on Student Achievement, as well as to the Assessment Overview Tables in each grade of the Classroom Assessment Model.

## CONTENTS OF THE CLASSROOM ASSESSMENT MODEL

### *Assessment Overview Tables*

Assessment Overview Tables provide suggestions and guidelines for assessment of each grade of the curriculum. These tables identify the domains of learning and cognitive levels of the learning outcomes, along with a listing of suggested assessment activities and a suggested instructional time and weight for grading for each curriculum organizer.

### *Overview*

Each grade includes an overview of the assessment units, containing

- a listing of the units, organized by theme and addressing learning outcomes from a combination of organizers and suborganizers; also listed here are the assessment instruments included for the grade
- a listing of Learning at Previous Grades, indicating any relevant topics based on prescribed learning outcomes from earlier grades of the same subject area; it is assumed that students will have already acquired this learning – if they have not, additional introductory instruction may need to take place before undertaking the suggested assessment outlined in the unit (note that some topics appear at multiple grade levels in order to emphasize their importance and to allow for reinforcement and developmental learning)
- a table that shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model

### *Prescribed Learning Outcomes*

Each unit begins with a listing of the prescribed learning outcomes that are addressed by that unit. Collectively, the units address all the learning outcomes for that grade; some outcomes may appear in more than one unit.

### *Suggested Assessment Activities*

Assessment activities have been included for each set of prescribed learning outcomes. Each assessment activity consists of two parts:

- **Planning for Assessment** – outlining the background information to explain the classroom context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment
- **Assessment Strategies** – describing the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcomes and achievement indicators

A wide variety of activities have been included to address a range of learning and teaching styles.

The assessment activities describe various tools and methods for gathering evidence of student performance.

These assessment activities are suggestions only, designed to provide guidance for teachers in planning instruction and assessment to meet the prescribed learning outcomes.

### *Assessment Instruments*

Sample assessment instruments have been included at the end of each grade, and are provided to help teachers determine the extent to which students are meeting the prescribed learning outcomes. These instruments contain criteria specifically keyed to one or more of the suggested assessment activities contained in the units.



## USING THE CLASSROOM ASSESSMENT MODEL

The following two pages illustrate how all the elements of the Classroom Assessment Model relate to each other.

**HEALTH AND CAREER EDUCATION GRADE 2: ASSESSMENT OVERVIEW TABLE**  
 The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for Grade 2.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time for Alignment	Number of Outcomes		Number of Outcomes by Competence Domain*				
				Outcomes	Learning Objectives	K	U&A	HMP	AFF	
<b>GOALS AND DECISIONS</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webbs, charts</li> <li>journals or learning logs</li> <li>student self-reflections</li> <li>group and class presentations</li> <li>drawings, posters, collages</li> <li>webbs, charts</li> <li>journals or learning logs</li> </ul>	100%	7:30 h	2	2	0	0	0	0	
<b>Career Development</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webbs, charts</li> <li>journals or learning logs</li> <li>student self-reflections</li> <li>group and class presentations</li> <li>drawings, posters, collages</li> <li>webbs, charts</li> <li>journals or learning logs</li> </ul>	100%	3-5 h	2	1	1	0	0	0	
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webbs, charts</li> <li>journals or learning logs</li> <li>student self-reflections</li> <li>group and class presentations</li> <li>drawings, posters, collages</li> <li>webbs, charts</li> <li>journals or learning logs</li> </ul>	100%	30-35 h	3	3	0	0	0	0	
<b>Healthy Living</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webbs, charts</li> <li>journals or learning logs</li> <li>student self-reflections</li> <li>group and class presentations</li> <li>drawings, posters, collages</li> <li>webbs, charts</li> <li>journals or learning logs</li> </ul>	100%	30-35 h	2	1	1	0	2	0	
<b>Healthy Relationships</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webbs, charts</li> <li>journals or learning logs</li> <li>student self-reflections</li> <li>group and class presentations</li> <li>drawings, posters, collages</li> <li>webbs, charts</li> <li>journals or learning logs</li> </ul>	100%	30-35 h	2	0	2	0	0	0	
<b>Safety and Injury Prevention</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webbs, charts</li> <li>journals or learning logs</li> <li>student self-reflections</li> <li>group and class presentations</li> <li>drawings, posters, collages</li> <li>webbs, charts</li> <li>journals or learning logs</li> </ul>	100%	30-35 h	2	0	2	0	0	0	
<b>Substance Misuse Prevention</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webbs, charts</li> <li>journals or learning logs</li> <li>student self-reflections</li> <li>group and class presentations</li> <li>drawings, posters, collages</li> <li>webbs, charts</li> <li>journals or learning logs</li> </ul>	100%	30-35 h	2	0	2	0	0	0	
<b>Total:</b>				10%	45-50 h	13	7	6	0	2

\* Prescribed learning outcomes in KC curriculum identify required learning in relation to one or more of the three domains of learning: cognitive, affective, and psychomotor. The table lists the number of outcomes for each domain for each suborganizer. The abbreviations U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = affective domain. Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

### Assessment Overview Table

The Assessment Overview Table provides suggestions and guidelines for assessment of each grade of the curriculum.

### Overview

The Overview includes the following information:

- a listing of the units included for the grade
- a listing of Learning at Previous Grades, indicating any relevant topics based on prescribed learning outcomes from earlier grades of the same subject; this information is provided to describe the prior knowledge, skills, and/or attitudes that students should have before undertaking the suggested assessment activities provided in the units
- a table showing which prescribed learning outcomes are addressed by each unit in this grade

CLASSROOM ASSESSMENT MODEL - Grade 2

**GRADE 2**

**OVERVIEW**

The Grade 2 portion of the Classroom Assessment Model contains the following suggested assessment units and instruments:

- Unit 1: Work and Jobs
- Unit 2: Healthy Decisions
- Unit 3: Relationships
- Unit 4: Personal Safety
- Unit 5: Safety in the Community

Assessment Instrument: Healthy Decisions I Can Make

**Learning at Previous Grades**

- personal skills and interests
- reasons for setting goals
- jobs and responsibilities they have at home and school
- sources of support at school and in the community
- practices that contribute to health
- preventing spread of diseases and conditions
- how families provide support and nurturing
- expressing feelings appropriately
- friendship behaviours
- dealing with interpersonal conflict
- private parts (male and female)
- appropriate and inappropriate touching
- responding to inappropriate touching or confusing or uncomfortable situations
- hazards and safety guidelines (home, school, road, community)
- accessing emergency services
- recognizing and refusing unsafe substances

The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some learning outcomes are addressed in more than one unit.

Unit 1: Work and Jobs	Unit 2: Healthy Decisions	Unit 3: Relationships	Unit 4: Personal Safety	Unit 5: Safety in the Community
	A1, A2			
B1, B2				
	C1, C2, C3			
		C4, C5		
			C6	
				C8, C9

Note: The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider informing parents and guardians before addressing the Health learning outcomes. Students, with the consent of their parents/guardians and in consultation with their school, may choose to address the learning outcomes in an agreed-upon alternative delivery option. The Alternative Delivery policy applies only to the Health curriculum organizer of Health and Career Education and does not apply to any other curriculum. (Districts are responsible for having their own policies and guidelines in place to explain how alternative delivery can be applied and these Health learning outcomes assessed.) Refer to ministry policy for more information: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

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## Prescribed Learning Outcomes

Prescribed learning outcomes are identified for each assessment unit.

## Planning for Assessment

This section outlines any relevant background information to explain the context, opportunities for students to gain and practise learning, and suggestions for preparing the students for assessment.

## Assessment Strategies

Corresponding to each activity outlined in "Planning for Assessment," this section describes the assessment task, the method of gathering assessment information, and the assessment criteria as defined by the learning outcome and achievement indicators.

CLASSROOM ASSESSMENT MODEL • Grade 2

**Unit 2: Healthy Decisions**

**Prescribed Learning Outcomes**

It is expected that students will:

**Goals and Decisions**

A1 identify the steps needed to achieve a goal (e.g., identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like)

A2 identify opportunities to make decisions (e.g., healthy eating choices, recess activities)

**Health: Healthy Living**

C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)

C2 identify healthy eating practices as described in *Canada's Food Guide to Healthy Eating*

C3 describe practices that help to prevent the spread of communicable diseases (e.g., hand washing, covering mouth when coughing, not sharing hats or hair accessories, resting when sick, staying away from others when sick)

**PLANNING FOR ASSESSMENT**

Food group scavenger hunt

- Using resources such as those available with *Canada's Food Guide to Healthy Eating*, review the types of food in each food group. Distribute pictures of a wide variety of foods (e.g., picture books, clip art, pictures from magazines) around the classroom. Divide the class into groups, and distribute a large poster-size blank food groups template to each group. Challenge students to find at least four examples of foods from each food group. Students can also draw foods to complete the template.

Follow up with a class discussion, focusing on how food groups can help us plan eating choices that make sure we get enough of the nutrients we need to grow and stay healthy.

**ASSESSMENT**

- Provide opportunities for their completed food group assessment. Students work based on whether:
  - accurately name each food group
  - accurately categorize

CLASSROOM ASSESSMENT MODEL • Grade 2

*Healthy Decisions (continued)*

**PLANNING FOR ASSESSMENT**

**Hand washing poster**

- Review proper hand washing practices. Remind students about the proper use of soap, warm water, and length of time (e.g., as long as it takes to sing Happy Birthday).

As a class, brainstorm activities under the heading We Wash Our Hands Before ... (e.g., before preparing food, eating food, treating a cut or wound, tending to someone who is sick, touching a baby). Continue the brainstorm by focusing on activities We Wash Our Hands After ... (e.g., after using the toilet, handling uncooked food such as raw meat, playing outside, changing a diaper, blowing nose, coughing, sneezing, playing with someone who is sick, cleaning up after a pet, handling garbage, tending to someone who is sick).

**Healthy practices**

Model or practise with students, as appropriate, activities that contribute to physical and emotional health, such as:

- focus on the spread of (e.g., only drink from a, use own comb, cover nose, get adequate sleep, (e.g., brushing and dental checkups) visits at school, at home, getting adequate sleep, sick) is, and why healthy (e.g., energy prevent diseases) is, and planning tool protection practices emotional health (e.g., (e.g., listening, taking healthy friendships, someone else, getting patting in a balance of trusted friend or adult refused)

**ASSESSMENT STRATEGIES**

- Mime (or tell short descriptions of) a variety of practices and decisions related to health, using examples that promote good physical and emotional health as well as those that are detrimental to health. After each example, have students line up under headings posted on the wall, Healthy or Unhealthy. Invite individual students to explain why they think each practice is healthy or unhealthy. Ask them to transform each unhealthy practice into a healthy one. Observe students as they explain their practices, looking for evidence that they are able to identify a range of healthy practices.

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## Assessment Instruments

Sample assessment instruments are provided at the end of each grade, and contain criteria specifically keyed to one or more of the suggested assessment activities contained in the units.

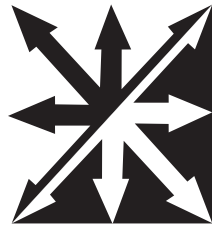
CLASSROOM ASSESSMENT MODEL • Grade 2

**Assessment Instrument**  
**HEALTHY DECISIONS I CAN MAKE**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

A decision I make now to help keep myself healthy is	✓
A decision I would like to make to help keep myself healthy is	
One thing I sometimes forget to do to keep myself healthy but will try to remember is	
Teacher comments	

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# CLASSROOM ASSESSMENT MODEL

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*Kindergarten*

## HEALTH AND CAREER EDUCATION KINDERGARTEN: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for Kindergarten.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*				
					Cognitive Domain	K	U&A	HMP	AFF
<b>GOALS AND DECISIONS</b>	<ul style="list-style-type: none"> <li>• group and class discussions</li> <li>• webs, charts</li> <li>• picture journals</li> <li>• student-teacher conferences</li> </ul>	10-15%	3-5 h	2	2	0	0	0	0
<b>CAREER DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• group and class discussions</li> <li>• drawings, posters, collages</li> <li>• webs, charts</li> <li>• picture journals</li> </ul>	10-15%	2-3 h	2	2	0	0	0	0
<b>HEALTH</b> <i>Healthy Living</i> <i>Healthy Relationships</i> <i>Safety and Injury Prevention</i> <i>Substance Misuse Prevention</i>	<ul style="list-style-type: none"> <li>• group and class discussions</li> <li>• stations and centres activities</li> <li>• role plays</li> <li>• representations (e.g., drawings, posters, collages, models, flip books, big books, songs, poems)</li> <li>• clusters, webs, charts, graphs</li> <li>• picture journals</li> <li>• student-teacher conferences</li> </ul>	70-80%	15-18 h	1	1	0	0	0	0
				3	2	1	0	1	1
				5	3	2	0	0	0
				1	0	1	0	0	0
<b>Total:</b>					<b>14</b>	<b>11</b>	<b>3</b>	<b>0</b>	<b>1</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

## KINDERGARTEN

## OVERVIEW

<p>The Kindergarten portion of the Classroom Assessment Model contains the following suggested assessment units and instruments.</p> <ul style="list-style-type: none"> <li>• Unit 1: Keeping Healthy and Safe</li> <li>• Unit 2: Getting along with Others</li> <li>• Unit 3: I'm Learning</li> <li>• Assessment Instrument: Health and Safety Practices</li> </ul>	<p><i>Learning at Previous Grades</i> not applicable</p>
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The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some prescribed learning outcomes are addressed in more than one unit.

Unit 1: Keeping Healthy and Safe	Unit 2: Getting along with Others	Unit 3: I'm Learning
A1, A2		A1
		B1, B2
C1		
C2	C3, C4	
C5, C6, C7, C8, C9		
C10		

**Note:** The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider informing parents and guardians before addressing the Health learning outcomes. Students, with the consent of their parents/guardians and in consultation with their school, may choose to address the learning outcomes in an agreed-upon alternative delivery option. The Alternative Delivery policy applies only to the Health curriculum organizer of Health and Career Education and does not apply to any other curriculum. (Districts are responsible for having their own policies and guidelines in place to explain how alternative delivery can be applied and these Health learning outcomes assessed.) Refer to ministry policy for more information: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

## SUGGESTED ASSESSMENT UNITS

### *Unit 1: Keeping Healthy and Safe*

#### Prescribed Learning Outcomes

*It is expected that students will:*

##### **GOALS AND DECISIONS**

- A1 identify opportunities to make choices
- A2 identify sources of support and assistance for children at school

##### **HEALTH: *Healthy Living***

- C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices

##### **HEALTH: *Healthy Relationships***

- C2 identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)

##### **HEALTH: *Safety and Injury Prevention***

- C5 use appropriate terminology to identify female and male private body parts
- C6 differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)
- C7 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including
  - saying “no” or “stop”
  - calling out for help and getting away if possible
  - telling a trusted adult and continuing to tell until someone listens and takes action
  - not keeping a secret about the situation even if someone asks you to
- C8 identify ways to avoid hazards and potentially dangerous situations in the home, at school, on the road, and in the community
- C9 demonstrate an ability to access emergency services (e.g., fire, police, ambulance)

##### **HEALTH: *Substance Misuse Prevention***

- C10 differentiate between safe and unsafe substances in terms of their potential to benefit or harm the body (e.g., prescription medicine can benefit the body if used properly, any unknown substance can be dangerous)

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*Keeping Healthy and Safe (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Guided questions and observation</b></p> <ul style="list-style-type: none"> <li>• Over the course of the year, model and provide instruction in and discussion about daily routines that promote safe and healthy practices in the classroom, school, and community. Practices to model and discuss could include           <ul style="list-style-type: none"> <li>– personal hygiene practices such as covering mouth when coughing and washing hands</li> <li>– putting things away</li> <li>– choosing healthy snacks</li> <li>– taking advantage of opportunities for physical activity and active play</li> <li>– appropriate and safe use of playground equipment</li> <li>– appropriate and safe use of classroom materials such as glue, soap, paint, and cleaners</li> <li>– maintaining healthy friendships</li> <li>– crossing roads safely, using seatbelts and booster seats, safe passenger behaviour in vehicles</li> <li>– identifying people in the school and community to ask for help</li> <li>– calling 911 to report emergencies</li> <li>– how to tell the difference between safe and unsafe substances</li> <li>– recognizing hazard symbols for poisonous, flammable, corrosive, and explosive substances</li> </ul> </li> </ul> <p><b>Centres</b></p> <ul style="list-style-type: none"> <li>• Use centres to provide opportunities for students to explore and discuss healthy lifestyle practices. Include strategies such as           <ul style="list-style-type: none"> <li>– activities for making healthy eating choices (e.g., in the cafeteria, at home)</li> <li>– recognizing food categories with corresponding terminology (e.g., vegetables, fruits, meat, dairy, breads)</li> <li>– pictures and storybooks of people engaging in activities that promote physical health</li> <li>– pictures and storybooks of people engaging in activities they enjoy and that make them feel good about themselves</li> <li>– stories about people learning from their mistakes</li> <li>– activities for modelling thoughtful, caring behaviours in families</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Using observation over a period of time, guided questions, and activities (e.g., sorting pictures, identifying right and wrong way in pictures, student demonstrations), look for evidence that students are able to demonstrate knowledge of various health and safety practices. Criteria such as those provided in the sample assessment instrument provided at the end of this grade (<b>Health and Safety Practices</b>) can be used as the basis for assessment of students' learning.</li> </ul> <ul style="list-style-type: none"> <li>• Observe students as they engage in group centre activities related to healthy lifestyle practices. Look for evidence that students are able to           <ul style="list-style-type: none"> <li>– identify activities that promote physical health (e.g., eating a variety of healthy foods, adequate rest, regular physical activity, regular medical and dental checkups, sun protection, hygiene, getting fresh air)</li> <li>– identify things that promote emotional health and help them to feel good about themselves (e.g., things they are good at, things they like to do, things that make them unique and special, making friends)</li> <li>– identify thoughtful, caring behaviours in families (e.g., love, helping, sharing, respect, having fun, special care for people when they are sick)</li> <li>– recognize that it's okay to make a mistake</li> </ul> </li> </ul>

*continued next page*

*Keeping Healthy and Safe (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Lead a class brainstorm and discussion about appropriate and inappropriate touching. Ask students to brainstorm touches they like (e.g., hugs, hand-holding, massage) and touches they don't (e.g., hitting, biting, pulling hair, scratching). Include concepts of personal space and private parts of the body, and appropriate ways to respond to inappropriate touching (e.g., saying "no," telling a trusted adult). Introduce appropriate terminology for body parts, as required.</li> </ul> <p>From a class list of different types of touches, have students respond using "thumbs up" or "thumbs down" to indicate touches they like and touches they don't like. Select one inappropriate touch, and have students tell a partner what they could do to respond to that situation.</p> <p>Discuss potential people who could help to provide help and support when needed.</p>	<ul style="list-style-type: none"> <li>• Observe students as they discuss responses to inappropriate touches. Look for evidence that students can identify strategies such as             <ul style="list-style-type: none"> <li>– refusing when possible (saying "no" or "stop")</li> <li>– calling out for help and getting away if possible</li> <li>– telling a trusted adult and continuing to tell until someone listens and takes action</li> <li>– not keeping a secret about inappropriate touching or action even if someone asks you to</li> <li>– using appropriate terminology to name private body parts</li> <li>– recognizing that the abuse is never the fault of the victim</li> <li>– identifying people who could help to provide help and support when needed (e.g., parent, relative, teacher, counsellor, elder, children's help hotline, 911)</li> </ul> </li> </ul>
<p><b>Note:</b> Discussions of touching can result in a student disclosing an incident of child abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals. For information about reporting protocol, refer to the <i>BC Handbook for Action on Child Abuse and Neglect</i> – available online at <a href="http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf">www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf</a></p>	



## Unit 2: Getting along with Others

### Prescribed Learning Outcomes

It is expected that students will:

#### HEALTH: Healthy Relationships

C3 demonstrate an understanding of appropriate ways to express feelings

C4 differentiate between positive and negative behaviours in relationships

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Feelings pictures and stories</b></p> <ul style="list-style-type: none"> <li>Use pictures and stories to illustrate and name different feelings, and discuss what might have caused these feelings. Introduce specific vocabulary as required to identify a range of feelings beyond “happy,” “sad,” and “mad” (e.g., hurt, nervous, excited, left out, embarrassed, frustrated). Ask students to suggest ways other than words that people might express their feelings (e.g., facial expressions, body language). Model or use illustrations to show examples of each.</li> </ul> <p>Continue by examining how the characters in the pictures and stories expressed their feelings. Point out any examples of inappropriate reactions (e.g., hitting, kicking, name-calling, intruding on others’ personal space) and ask students to suggest a better way that the character might have reacted.</p> <p><b>Friendship pictures</b></p> <ul style="list-style-type: none"> <li>Using stories (from books or from students’ own experiences), identify a variety of characteristics of friendships. Discuss the characteristics of good friends and any examples that represent negative relationship behaviours (e.g., lying, teasing, hitting, ignoring, excluding).</li> </ul>	<ul style="list-style-type: none"> <li>Have students match feeling words to pictures or descriptions of the situation. Have students name the feeling using the specific vocabulary (e.g., “I feel excited,” “I am angry”).</li> </ul> <p>Ask students to draw pictures or tell stories to complete sentence stems such as “A time I felt excited was when I ____.” Look for evidence that students are able to</p> <ul style="list-style-type: none"> <li>identify a variety of feelings using appropriate terminology (e.g., happiness, excitement, anger, sadness, hurt, gratitude)</li> <li>state feelings using “I” phrases</li> <li>identify reasons or causes for their feelings (e.g., birthday party, grandparents coming to visit, teasing, friend moving away)</li> <li>identify appropriate ways to express feelings</li> <li>demonstrate a willingness to express feelings</li> </ul> <ul style="list-style-type: none"> <li>Choose and read a story that provides detailed examples of friendship. Have students draw pictures to show how a character in the story demonstrated friendship. Students’ pictures should show at least one appropriate characteristic of friendship (e.g., sharing, listening, helping, showing respect for others’ feelings and belongings, noticing when someone looks unhappy or left out) in each setting.</li> </ul> <p>In addition, the criteria outlined in <i>BC Performance Standards: Social Responsibility – Kindergarten to Grade 3</i> can be used to assess students in relation to</p> <ul style="list-style-type: none"> <li>contributing to a safe and caring school environment (Section 1)</li> <li>solving problems in peaceful ways (Section 2)</li> <li>valuing diversity and defending human rights (Section 3)</li> </ul> <p>BC Performance Standards are available online at <a href="http://www.bced.gov.bc.ca/perf_stands/">www.bced.gov.bc.ca/perf_stands/</a></p>

### Unit 3: I'm Learning

#### Prescribed Learning Outcomes

*It is expected that students will:*

##### GOALS AND DECISIONS

A1 identify opportunities to make choices

##### CAREER DEVELOPMENT

B1 identify their personal skills and interests (e.g., things they are good at, things they like to do)

B2 identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules)

#### PLANNING FOR ASSESSMENT

##### Sharing circle

- In class sharing circles, provide regular opportunities for students to talk about things they like to do and things they feel they are good at. Remind students that sometimes they can enjoy doing something even if they don't feel they are very good at it.

##### Responsibilities poster

- As a class, brainstorm the responsibilities that students have at school and at home. Encourage students to consider responsibilities they have toward themselves (e.g., brushing teeth, hanging up coat) as well as jobs they do that benefit others (e.g., setting table, following playground rules, cleaning up classroom).

##### Choices gallery walk

- Set up a gallery walk with pictures depicting opportunities to make choices (e.g., what to wear, which physical activity to do after school, what to play at recess, which book to read, which healthy snack to eat). Have students use stickers to identify which choices they would make in each instance. Follow up with a class discussion about other instances where they can make choices on a regular or occasional basis. Emphasize that in many of these cases, there is no right or wrong choice.

#### ASSESSMENT STRATEGIES

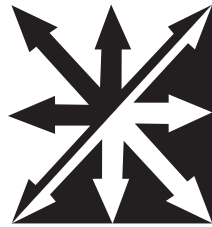
- Observe students during the sharing circle to determine whether or not they are able to name their personal skills and interests. Provide additional opportunities for students to talk about their skills and interests during three-way conferences, portfolio presentations, show-and-tell, etc. Assist students by providing sentence stems such as
  - This is a picture of me doing \_\_\_\_.
  - Yesterday I did really well at \_\_\_\_.
  - This week I learned how to \_\_\_\_.
- Have students make a My Responsibilities poster: Ask them to fold a piece of paper into four squares and draw pictures of themselves doing two jobs at school and two at home. Have students form partners or small groups to share their drawings and discuss the responsibilities they have identified for each setting. Observe students in their pairs, looking for evidence that they are able to identify responsibilities they have at home and school.
- At the conclusion of the activity, have students share with a partner or in small groups three different choices they have had opportunities to make in the past. Observe students in their discussions, noting that they are able to identify opportunities for choices
  - at home and at school
  - that take place regularly or on certain occasions

*Assessment Instrument*  
**HEALTH AND SAFETY PRACTICES**

Name: \_\_\_\_\_

✓	Is the student able to:	Comments
	<ul style="list-style-type: none"> <li>identify at least two practices that help prevent the spread of germs (e.g., washing hands often, covering mouth and nose when sneezing or coughing, not sharing water bottles, staying away from others when they are contagious)</li> </ul>	
	<ul style="list-style-type: none"> <li>identify activities that promote physical health (e.g., regular physical activity, adequate rest, eating a variety of nutritious foods from each of the food groups in Canada's Food Guide to Healthy Eating, using sun screen)</li> </ul>	
	<ul style="list-style-type: none"> <li>identify at least two people in the school that they can go to for information or assistance (e.g., teacher, playground supervisor, classroom assistant, counsellor, principal, teacher-librarian, custodian)</li> </ul>	
	<ul style="list-style-type: none"> <li>name at least two emergency services in the community (e.g., fire, police, ambulance, search and rescue)</li> </ul>	
	<ul style="list-style-type: none"> <li>identify substances that benefit the body when used properly and with adult supervision (e.g., prescription medicines, vitamins, cough syrup)</li> </ul>	
	<ul style="list-style-type: none"> <li>identify substances that can be harmful to the body (e.g., cleaning products, gasoline, paint, second-hand smoke, alcohol, any unknown substance)</li> </ul>	
	<ul style="list-style-type: none"> <li>identify unsafe situations to be avoided (e.g., walking alone, playing with matches, unsafe use of scissors, unknown animals, bodies of water, strangers, crossing the street, infectious garbage)</li> </ul>	
	<ul style="list-style-type: none"> <li>recognize hazard symbols (e.g., flammable, explosive, corrosive, poisonous)</li> </ul>	
	<ul style="list-style-type: none"> <li>recognize opportunities for making healthy choices</li> </ul>	





# CLASSROOM ASSESSMENT MODEL

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*Grade 1*

## HEALTH AND CAREER EDUCATION GRADE 1: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for Grade 1.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*						
					Cognitive Domain						
					K	U&A	HMP				
<b>GOALS AND DECISIONS</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webs, charts</li> <li>picture journals</li> <li>student-teacher conferences</li> </ul>	10-15%	7-10 h	2	0	0	0				
<b>CAREER DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>drawings, posters, collages</li> <li>webs, charts</li> <li>picture journals</li> </ul>	10-15%	3-5 h	2	0	0	1				
<b>HEALTH</b> <i>Healthy Living</i> <i>Healthy Relationships</i> <i>Safety and Injury Prevention</i> <i>Substance Misuse Prevention</i>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>stations and centres activities</li> <li>role plays</li> <li>representations (e.g, drawings, posters, collages, models, flip books, big books, songs, poems)</li> <li>clusters, webs, charts, graphs</li> <li>picture journals</li> <li>student-teacher conferences</li> </ul>	70-80%	30-35 h	2 4 5 1	0 3 2 1	0 0 0 0	0 3 0 0				
<b>Total:</b>					<b>16</b>	<b>100%</b>	<b>45-50 h</b>	<b>10</b>	<b>6</b>	<b>0</b>	<b>4</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

## GRADE 1

## OVERVIEW

<p>The Grade 1 portion of the Classroom Assessment Model contains the following suggested assessment units and instruments:</p> <ul style="list-style-type: none"> <li>• Unit 1: Caring Friendships</li> <li>• Unit 2: Goals and Responsibilities</li> <li>• Unit 3: People Who Help Me</li> <li>• Unit 4: Healthy Me</li> <li>• Unit 5: Safety</li> <li>• Assessment Instrument: Solving Conflict</li> </ul>	<p><b>Learning at Previous Grades</b></p> <ul style="list-style-type: none"> <li>• opportunities for making choices</li> <li>• sources of support at school</li> <li>• personal skills and interests</li> <li>• jobs and responsibilities at home and school</li> <li>• practices that contribute to health</li> <li>• thoughtful, caring behaviours in families</li> <li>• expressing feelings appropriately</li> <li>• relationship behaviours</li> <li>• terminology for male and female private parts</li> <li>• appropriate and inappropriate touching</li> <li>• responding to inappropriate touches or confusing and uncomfortable situations</li> <li>• hazard identification and avoidance (home, school, road, and community)</li> <li>• accessing emergency services (fire, ambulance, police)</li> <li>• safe and unsafe substances</li> </ul>
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The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some learning outcomes are addressed in more than one unit.

Unit 1: Caring Friendships	Unit 2: Goals and Responsibilities	Unit 3: People Who Help Me	Unit 4: Healthy Me	Unit 5: Safety
	A1	A2		A2
	B1, B2	B2		
			C1, C2	
C4, C5, C6	C6	C3, C6		
				C7, C8, C9, C10, C11
				C12

**Note:** The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider informing parents and guardians before addressing the Health learning outcomes. Students, with the consent of their parents/guardians and in consultation with their school, may choose to address the learning outcomes in an agreed-upon alternative delivery option. The Alternative Delivery policy applies only to the Health curriculum organizer of Health and Career Education and does not apply to any other curriculum. (Districts are responsible for having their own policies and guidelines in place to explain how alternative delivery can be applied and these Health learning outcomes assessed.) Refer to ministry policy for more information: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

## SUGGESTED ASSESSMENT UNITS

### Unit 1: Caring Friendships

#### Prescribed Learning Outcomes

*It is expected that students will:*

#### HEALTH: Healthy Relationships

- C4 demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g., appropriate – using “I feel” statements; inappropriate – name-calling, hitting)
- C5 differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding)
- C6 describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Discussion and observation</b></p> <ul style="list-style-type: none"> <li>• Throughout the year, take note of emotions expressed in stories read, viewed, or told in class. Compile a class list of these feelings and the situations that went along with each. Provide opportunities for class discussion. Introduce and review appropriate vocabulary for expressing emotions, as well as appropriate and inappropriate ways of expressing emotions, as required.</li> </ul> <p><b>Friendship behaviours drawings</b></p> <ul style="list-style-type: none"> <li>• Review the characteristics of friendship, including both positive and negative characteristics. Use examples from stories to illustrate each characteristic, as well as examples from students’ own relationships to illustrate positive characteristics.</li> </ul> <p>Extend the discussion by pointing out that positive friendship behaviours can also be applied in other relationships (e.g., with siblings, in groups from their recreational activities).</p>	<ul style="list-style-type: none"> <li>• During class discussion of emotions in stories, look for evidence that students are able to             <ul style="list-style-type: none"> <li>– use an increasing range of language to describe a variety of feelings appropriately</li> <li>– make connections between facial expressions, body language, and feelings</li> <li>– differentiate between appropriate and inappropriate ways of expressing feelings</li> <li>– make connections between their own and others’ feelings (e.g., “That’s how I felt when my _____.” “That’s how _____ looked when _____.”)</li> </ul> </li> <li>• On a sheet of paper folded in half, have students draw pictures depicting positive and negative friendship behaviours. Have them share their drawings, explaining how each situation would make them feel. Look for evidence that they are able to             <ul style="list-style-type: none"> <li>– identify specific ways of being a good friend (e.g., sharing, listening, helping, apologizing when necessary)</li> <li>– identify specific behaviours that are negative or hurtful in friendships (e.g., teasing, lying, hitting, excluding, ignoring)</li> <li>– compare the feelings caused by positive and negative behaviours</li> </ul> </li> </ul>

*continued next page*



*Caring Friendships (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>List and discuss common interpersonal conflicts students encounter (e.g., on the playground, in the classroom, with siblings). Teach simple problem-solving models for resolving conflicts, and provide opportunities for students to practise each in role play.</li> </ul>	<ul style="list-style-type: none"> <li>Observe students in their role plays, looking for evidence that they are able to demonstrate appropriate ways of solving interpersonal conflicts, using criteria such as those outlined in the sample assessment instrument (<b>Solving Conflict</b>) provided at the end of this grade.</li> </ul> <p>Follow up by having students use a think-pair-share approach to select their favourite method for solving conflicts, and explain why.</p> <ul style="list-style-type: none"> <li>The criteria outlined in <i>BC Performance Standards: Social Responsibility – Kindergarten to Grade 3</i> can be used to assess students in relation to <ul style="list-style-type: none"> <li>contributing to a safe and caring school environment (Section 1)</li> <li>solving problems in peaceful ways (Section 2)</li> <li>valuing diversity and defending human rights (Section 3)</li> </ul> </li> </ul> <p>BC Performance Standards are available online at <a href="http://www.bced.gov.bc.ca/perf_stands/">www.bced.gov.bc.ca/perf_stands/</a></p>

## Unit 2: Goals and Responsibilities

### Prescribed Learning Outcomes

*It is expected that students will:*

#### GOALS AND DECISIONS

A1 identify reasons for setting goals (e.g., helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)

#### CAREER DEVELOPMENT

B1 describe their personal skills and interests (e.g., things they are good at, things they like to do, things they've learned)

B2 describe a variety of jobs and responsibilities they have at home and at school

#### HEALTH: *Healthy Relationships*

C6 describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)

#### PLANNING FOR ASSESSMENT

#### ASSESSMENT STRATEGIES

##### Skills and interests diagram

- Discuss the concepts of interests, strengths, and skills. Discuss how we know when something is a strength (e.g., something we do well) or an interest (e.g., something we like doing).

Create a class list of strengths and skills of all the students in the class.

##### School responsibilities booklet

- As a class, discuss the word responsibility. What are the jobs and responsibilities that go along with being a student? Use questions such as the following to guide the discussion:
  - What are some of the jobs and responsibilities you have in the classroom?
  - What are some of the jobs and responsibilities you have on the playground?
  - What are some of the jobs and responsibilities you have in other parts of the school?
  - How do these jobs and responsibilities help make our classroom and school a better place?

- Ask students to draw a picture of themselves holding three balloons that depict their current personal strengths or interests. Have them draw three balloons floating in the air that depict a strength or interest they would like to have. Provide opportunities for them to share and discuss their drawings with a partner.

- Have students make a booklet of pictures, collages, words, etc. that show the jobs and responsibilities students have at school. Encourage them to share their booklets with a partner. Observe students as they discuss their responsibilities, and look for evidence that they are able to
  - name and describe responsibilities they have in the classroom (e.g., clean up, listen to teacher's instructions, listen to other students in group discussions)
  - name and describe responsibilities they have on the playground (e.g., take turns on playground equipment, throw garbage away in the garbage can instead of littering)
  - name and describe responsibilities they have in other parts of the school (e.g., keep quiet in the library, walk in an orderly fashion in the hallways)
  - describe how these jobs and responsibilities help make the classroom and school better places (e.g., responsibilities for getting along with others and solving conflict appropriately)

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*Goals and Responsibilities (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Goals discussion</b></p> <ul style="list-style-type: none"> <li>As a class, discuss and define goals. Use examples from stories and real-life experiences to help students understand what goals are and why people use them (e.g., to help identify ways to achieve something that is wanted).</li> </ul>	<ul style="list-style-type: none"> <li>Have students share with a partner one goal they have set for themselves or that they think they would like to set for themselves. Look for evidence that students are able to accurately identify a goal and explain reasons for setting a goal.</li> </ul>

### Unit 3: People Who Help Me

#### Prescribed Learning Outcome

*It is expected that students will:*

**GOALS AND DECISIONS**

A2 identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)

**CAREER DEVELOPMENT**

B2 describe a variety of jobs and responsibilities they have at home and at school

**HEALTH: *Healthy Relationships***

C3 identify ways families provide support and nurturing for growth and development (e.g., encouragement, advice, affection, sharing)

C6 describe strategies for dealing with common interpersonal conflicts (e.g., taking turns, going to an adult or third party for help)

**PLANNING FOR ASSESSMENT**

**ASSESSMENT STRATEGIES**

**Model**

- As a class, brainstorm and discuss questions such as the following:
  - What does a family need?
  - What do family members do for one another?
  - What are all the jobs that need to be done in the family? (e.g., meals, shopping, cleaning, caring for children, caring for elderly, transportation, love and support, encouragement, advice)
  - What are the jobs and tasks you do in your family? (e.g., walking dog, making bed, sharing with siblings)

As part of the class discussion, emphasize that caring and helping behaviours are important for all families.

**Sources of support diagram**

- Invite school and community support people (e.g., teaching assistant, counsellor, principal, teacher-librarian, custodian, playground monitor, police officers, block parents) to introduce themselves to the class and explain what they do. Invite students to suggest other people in the community whom they can go to for support on a range of issues (e.g., parents and other family members, coaches, elders).

- Have students make a model using toothpick figurines or modelling clay, with themselves in the middle and each family member around the outside. Have them use string to connect themselves in the model to each family member. Assist students in labelling each piece of string in their models, indicating what they do for each family member, and what each family member does for them. Look for evidence that they are able to describe what each family member does to help and care for each other.

- Provide students with a template of concentric circles. Have students draw themselves in the centre circle, their immediate sources of support in the next ring out, and so on. Have them share their diagrams in a teacher-student conference. Look for evidence that they are able to identify specific sources of support, information, and assistance
  - in the school (e.g., teacher, assistants, counsellor, principal, playground monitor)
  - in the community (e.g., police officers, block parents, elders)

**Unit 4: Healthy Me**

**Prescribed Learning Outcomes**

*It is expected that students will:*

**HEALTH: Healthy Living**

- C1 identify practices that contribute to health, including healthy eating, regular physical activity, and emotional health practices
- C2 identify practices that help prevent the spread of communicable diseases and conditions (e.g., washing hands, covering sneezes, not sharing personal items)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Germ shield drawing</b></p> <ul style="list-style-type: none"> <li>• Review the definition of germs (viruses and bacteria that cause disease). Discuss other conditions that can be “spread,” such as lice. As a class, brainstorm and discuss various ways these diseases and conditions are spread, and ways people can help prevent the spread of germs and lice.</li> </ul> <p><b>Healthy Me booklet</b></p> <ul style="list-style-type: none"> <li>• Over the course of the year, use a range of videos, stories, web sites, games, demonstrations, centres, field trips, discussions, and handouts to teach students about various aspects of healthy living, including             <ul style="list-style-type: none"> <li>– regular physical activity</li> <li>– healthy eating practices</li> <li>– emotional health practices (e.g., doing things they like to do, using positive self-talk)</li> <li>– sleep and rest</li> <li>– disease prevention practices</li> <li>– regular medical and dental checkups</li> <li>– sun protection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a picture of themselves within a shield – such as a knight in a suit of armour or a turtle in a shell – showing at least three different ways that they can shield themselves from germs and lice (e.g., washing hands, covering sneezes, not sharing hats or hair accessories, avoiding others’ body fluids, staying away from others when they are contagious, extra rest when sick, disinfecting cuts).</li> <li>• Provide students with worksheets or templates for creating pages in a Healthy Me booklet depicting aspects of healthy living. Students can include pages depicting healthy living activities such as             <ul style="list-style-type: none"> <li>– engaging in regular, enjoyable physical activity</li> <li>– eating a variety of foods from the four food groups in <i>Canada’s Food Guide to Healthy Eating</i>, choosing healthy snacks, eating a healthy breakfast</li> <li>– drinking enough water</li> <li>– getting adequate rest and sleep</li> <li>– using positive self-talk (e.g., giving themselves praise for things they do well, taking pride in challenges they have overcome)</li> <li>– engaging in enjoyable activities</li> <li>– dressing appropriately for the weather</li> <li>– getting regular medical and dental checkups</li> <li>– using practices to avoid spread of germs and lice (e.g., washing hands often, covering mouth and nose when sneezing or coughing, not sharing water bottles, not sharing hats or hair accessories such as hair ties or combs)</li> </ul> </li> </ul> <p>Provide opportunities for students to share their booklets with a partner on a regular basis. Assist them in labelling each page with statements that complete the stem “The page shows me being healthy because I am ____.”</p>

**Unit 5: Safety**

**Prescribed Learning Outcomes**

*It is expected that students will:*

**GOALS AND DECISIONS**

A2 identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)

**HEALTH: Safety and Injury Prevention**

- C7 use appropriate terminology to identify female and male private body parts
- C8 differentiate between appropriate and inappropriate ways of being touched (e.g., appropriate – touches that feel welcome and safe, medical checkups; inappropriate – touches that hurt, touches to private parts)
- C9 identify ways to respond to inappropriate touches and confusing or uncomfortable situations, including
  - saying “no” or “stop”
  - calling out for help and getting away if possible
  - telling a trusted adult and continuing to tell until someone listens and takes action
  - not keeping a secret about the situation even if someone asks you to
- C10 describe guidelines for safety in the home, at school, on the road, and in the community
- C11 demonstrate an ability to access emergency services, including calling 911 and giving relevant information (e.g., name, location, and nature of problem)

**HEALTH: Substance Misuse Prevention**

C12 demonstrate an understanding of the concept of unsafe substances (e.g., any unknown substance, any substance from an unknown person, any substance used for other than its intended purpose)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Hazard identification</b></p> <ul style="list-style-type: none"> <li>• Take students on a tour of the school ground. Identify and discuss potential hazards. Discuss safety rules and guidelines for potential hazards, including proper use of equipment, boundaries, common potential for injuries, and foreign objects (e.g., infectious garbage, strangers, strange animals). Discuss what to do in each situation. Identify people who can give help and support (e.g., playground supervisors, custodians).</li> </ul> <p>Repeat the exercise using locations or simulations of other hazardous areas (e.g., kitchen, traffic intersections, community playgrounds, wilderness areas, electrical substations).</p>	<ul style="list-style-type: none"> <li>• Display photographs of various locations (e.g., school grounds, home kitchen, traffic intersections, shopping mall). Ask students in pairs to mark the photographs with stickers identifying potential hazards. Ask students to talk about why they put the sticker there, and to explain what they should do to avoid that particular hazard. Look for evidence that students are able to identify potential hazards and their corresponding safety guideline in each location.</li> </ul> <p>Follow up by having students work in groups to create tableaux depicting a specific safety guideline (e.g., earthquake response procedures, fire drill procedures, not touching stovetops or playing with matches, not going into strangers’ cars or homes, not approaching strange animals).</p>

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*Safety (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Safety symbols identification</b></p> <ul style="list-style-type: none"> <li>• Use visuals to discuss and explain common symbols that help identify cautions and dangers. Include                             <ul style="list-style-type: none"> <li>– hazardous materials symbols (e.g., poison, corrosive, flammable, explosive)</li> <li>– common traffic symbols (e.g., stop, red, green, yellow, pedestrian crossing)</li> <li>– other safety symbols (e.g., caution, slippery when wet, exit, do not enter, no trespassing, electrical hazard, block parent, tsunami warning)</li> </ul> </li> </ul> <p><b>Safe and unsafe substances diagram</b></p> <ul style="list-style-type: none"> <li>• Display examples of safe and unsafe containers, some with labels, some with no labels, some in different situations or contexts (e.g., offered by a stranger or an older student, found on the playground, found in a garbage). As a class, discuss the concept that unlabelled, unknown, or unsure is always to be considered unsafe. Reiterate that some substances are safe if used under adult supervision (e.g., vitamins, prescription medication), but unsafe if used any other way (e.g., taking too many vitamins, medication from a stranger or prescribed to someone else).</li> </ul> <p>Review and discuss what students should do if they are offered or encounter any unsafe substance (e.g., hand signal, saying “No, thank you, I am not allowed,” repeating saying no, moving away, finding help). Discuss people they can go to for help when someone offers them an unsafe substance.</p> <p><b>People Who Can Help big book</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to role play and practise different ways of getting help in various situations. For example, students can practise                             <ul style="list-style-type: none"> <li>– getting help from a block parent</li> <li>– phoning 911 and reporting an incident</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use flash cards of symbols representing common hazards, and ask students to identify what they represent. Look for evidence that students are able to accurately identify how each symbol reflects ways to avoid hazards and prevent injury at home, at school, on the road, and in the community.</li> <li>• Have students create a diagram using a traffic light analogy, depicting safe (green), safe if use is controlled (yellow), not safe or dangerous (red). Have students fill in their diagram with at least three substances (as discussed in class) in each category. Students’ diagrams should also include a stick figure with speech balloons depicting at least two different ways of responding to or refusing unsafe substances.</li> <li>• As a class, create a big book of people and organizations who can help in unsafe situations (e.g., parents, teachers, children’s help hotline, 911, school nurse, trusted adults, block parent, playground supervisor). Ask students to select one person, and role play asking for assistance in a particular situation. Look for evidence that students are able to                             <ul style="list-style-type: none"> <li>– recognize the person who can help</li> <li>– explain the problem in a clear way (e.g., give name and location, describe situation clearly)</li> </ul> </li> </ul>

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Safety (continued)

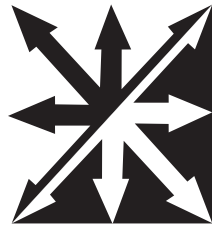
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Worksheet</b></p> <ul style="list-style-type: none"> <li>Use models or pictures to illustrate how “private parts” are body parts covered by bathing suits. Review the correct terminology for male and female body parts, including nipples, vulva/vagina, penis, testicles, and buttocks/bottom.</li> </ul> <p><b>Guided questions</b></p> <ul style="list-style-type: none"> <li>Discuss the difference between safe and unsafe secrets, using specific examples (e.g., safe – surprise parties, birthday gifts; unsafe – when you or someone else is being touched in an inappropriate way). Read each example to the class, and ask students to categorize each secret as either safe or unsafe, by a show of hands or thumbs up or down. Emphasize that they should never keep unsafe secrets, no matter who asks them to. Review with students the people they can go to for help if they or someone they know is being touched inappropriately. Advise students to discuss this with their parents, and identify specific examples for their own families (e.g., a particular aunt or uncle, location of block parent closest to their home).</li> </ul> <p><b>Teacher-led discussion</b></p> <ul style="list-style-type: none"> <li>In a class discussion circle, review the difference between touches that make us feel good (e.g., hugs, pats on the back) and touches we don’t like (e.g., hits, touches to private parts). Remind students that some touches may be safe even if they hurt (e.g., getting a shot from a nurse, having a parent untangle your hair). Discuss the concept that some touches may be appropriate or inappropriate depending on the context (e.g., a hug from a friend can be good but a hug from someone you don’t know very well might feel uncomfortable; not everyone likes being hugged).</li> </ul> <p>Use puppets or models to role play different kinds of touches, how each touch might make a child feel, and appropriate responses to unsafe touches. (Note that you may wish to have the puppets go behind a blanket and use words only when illustrating touches to private body parts.)</p>	<ul style="list-style-type: none"> <li>Provide students with models or pictures and ask them to point to and name the various body parts. Look for evidence that students are able to             <ul style="list-style-type: none"> <li>correctly identify private body parts</li> <li>use appropriate terminology to name private body parts</li> </ul> </li> <li>Ask questions such as the following to assess students’ understanding of personal safety issues such as private body parts, secrets, and touching:             <ul style="list-style-type: none"> <li>When might it be okay for someone to touch your private body parts? (students’ responses could include examples such as a doctor during a checkup, parent helping you to keep clean)</li> <li>Who are some people you could ask for help if someone was touching you in an inappropriate way? (students’ responses could include examples such as parents, teachers, elders, block parents, police officers, children’s help hotline)</li> </ul> </li> <li>Observe students as they participate in discussions about responses to touches, noting the extent to which they are able to             <ul style="list-style-type: none"> <li>recognize unsafe situations</li> <li>identify appropriate responses to unsafe, abusive, or potentially abusive situations (e.g., saying “no” or “stop,” getting away, telling a trusted adult and continuing to tell until someone listens, not keeping it a secret even if someone asks you to, state rules such as “no one can touch my private parts except to keep me clean and healthy”)</li> <li>make suggestions about what to do next</li> <li>ask relevant questions</li> <li>use appropriate terminology for male and female private body parts</li> </ul> </li> </ul>
<p><b>Note:</b> Discussions of touching can result in a student disclosing an incident of child abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals. For information about reporting protocol, refer to the <i>BC Handbook for Action on Child Abuse and Neglect</i> – available online at <a href="http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf">www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf</a></p>	



*Assessment Instrument*  
**SOLVING CONFLICT**

<b>Criteria – Do students’ role plays demonstrate</b>	<b>Teacher Comments</b>
<ul style="list-style-type: none"> <li>• specific responses to conflict situations such as                             <ul style="list-style-type: none"> <li>– taking turns</li> <li>– communicating clearly about the problem</li> <li>– walking away to a safe place</li> <li>– calming down, taking a “breather” or time out</li> <li>– listening to the other person’s ideas and feelings</li> <li>– thinking of possible solutions that they both like</li> <li>– seeking help if needed</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of appropriate and inappropriate ways of expressing feelings</li> </ul>	
<ul style="list-style-type: none"> <li>• ways of being a good friend (e.g., sharing, listening, helping, apologizing when necessary)</li> </ul>	





# CLASSROOM ASSESSMENT MODEL

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*Grade 2*

## HEALTH AND CAREER EDUCATION GRADE 2: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for Grade 2.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*				
					Cognitive Domain			AFF	
					K	U&A	HMP		
<b>GOALS AND DECISIONS</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webs, charts</li> <li>journals or learning logs</li> <li>student-teacher conferences</li> </ul>	10-15%	7-10 h	2	2	0	0	0	
<b>CAREER DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>drawings, posters, collages</li> <li>webs, charts</li> <li>journals or learning logs</li> </ul>	10-15%	3-5 h	2	1	1	0	0	
<b>HEALTH</b> <i>Healthy Living</i> <i>Healthy Relationships</i> <i>Safety and Injury Prevention</i> <i>Substance Misuse Prevention</i>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>stations and centres activities</li> <li>role plays</li> <li>literature studies</li> <li>representations (e.g, drawings, posters, collages, models, flip books, big books, songs, poems)</li> <li>clusters, webs, charts, graphs</li> <li>journals or learning logs</li> <li>student-teacher conferences</li> </ul>	70-80%	30-35 h	3	3	0	0	0	
<b>Total:</b>					<b>13</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>2</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

## GRADE 2

## OVERVIEW

<p>The Grade 2 portion of the Classroom Assessment Model contains the following suggested assessment units and instruments:</p> <ul style="list-style-type: none"> <li>• Unit 1: Work and Jobs</li> <li>• Unit 2: Healthy Decisions</li> <li>• Unit 3: Relationships</li> <li>• Unit 4: Personal Safety</li> <li>• Unit 5: Safety in the Community</li> <li>• Assessment Instrument: Healthy Decisions I Can Make</li> </ul>	<p><b>Learning at Previous Grades</b></p> <ul style="list-style-type: none"> <li>• personal skills and interests</li> <li>• reasons for setting goals</li> <li>• jobs and responsibilities they have at home and school</li> <li>• sources of support at school and in the community</li> <li>• practices that contribute to health</li> <li>• preventing spread of diseases and conditions</li> <li>• how families provide support and nurturing</li> <li>• expressing feelings appropriately</li> <li>• friendship behaviours</li> <li>• dealing with interpersonal conflict</li> <li>• private parts (male and female)</li> <li>• appropriate and inappropriate touching</li> <li>• responding to inappropriate touching or confusing or uncomfortable situations</li> <li>• hazards and safety guidelines (home, school, road, community)</li> <li>• accessing emergency services</li> <li>• recognizing and refusing unsafe substances</li> </ul>
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The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some learning outcomes are addressed in more than one unit.

Unit 1: Work and Jobs	Unit 2: Healthy Decisions	Unit 3: Relationships	Unit 4: Personal Safety	Unit 5: Safety in the Community
	A1, A2			
B1, B2				
	C1, C2, C3			
		C4, C5		
			C6	C7
				C8, C9

**Note:** The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider informing parents and guardians before addressing the Health learning outcomes. Students, with the consent of their parents/guardians and in consultation with their school, may choose to address the learning outcomes in an agreed-upon alternative delivery option. The Alternative Delivery policy applies only to the Health curriculum organizer of Health and Career Education and does not apply to any other curriculum. (Districts are responsible for having their own policies and guidelines in place to explain how alternative delivery can be applied and these Health learning outcomes assessed.) Refer to ministry policy for more information: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

## SUGGESTED ASSESSMENT UNITS

### Unit 1: Work and Jobs

#### Prescribed Learning Outcomes

*It is expected that students will:*

##### CAREER DEVELOPMENT

- B1 describe ways of categorizing jobs (e.g., indoor/outdoor, paid/unpaid, necessary skills)
- B2 identify effective work habits (e.g., staying on task, being prepared, co-operating with others)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Job collage</b></p> <ul style="list-style-type: none"> <li>• Using local newspapers and magazines, have students cut out pictures and ads that depict various jobs in their community. Have them share what they find as a class. Discuss different ways of sorting the jobs, such as                             <ul style="list-style-type: none"> <li>– where the jobs are done (e.g., factory, farm, office, hospital, school, store, lab)</li> <li>– indoor jobs and outdoor jobs</li> <li>– paid and unpaid jobs</li> <li>– jobs they see in their own community and jobs they only see on TV or in books</li> </ul> </li> </ul> <p>As a class, discuss</p> <ul style="list-style-type: none"> <li>– characteristics of the various jobs and occupations</li> <li>– skills necessary to do the jobs</li> </ul> <p><b>Work habits representation</b></p> <ul style="list-style-type: none"> <li>• Discuss with students good work habits they use at school or at home. Use prompts to help students generate as complete a list as possible, including characteristics such as                             <ul style="list-style-type: none"> <li>– listening</li> <li>– staying on task</li> <li>– contributing ideas</li> <li>– being prepared</li> <li>– setting priorities</li> <li>– creativity</li> </ul> </li> </ul> <p>Review and add to the list over time. For example, create the list in a chart format, and have students place a sticker on the chart every time they demonstrate one of the skills in a class activity.</p>	<ul style="list-style-type: none"> <li>• Divide the class into groups. Have students choose one or more ways of categorizing jobs, and create a collage or picture web. Have students present their collages or webs, identifying the various jobs they classified, including characteristics of the various jobs and occupations and skills necessary to do the jobs.</li> <li>• Have students work in groups to create a representation (e.g., collage, tableau, song, poem, cartoon) that depicts the characteristics of a student with good work habits. Discuss guidelines for creating the representation. Have students share their representations for peer and teacher assessment, based on criteria such as their inclusion of at least four of the key work habits discussed in class.</li> </ul>

## Unit 2: Healthy Decisions

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p><b>GOALS AND DECISIONS</b></p> <p>A1 identify the steps needed to achieve a goal (e.g., identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like)</p> <p>A2 identify opportunities to make decisions (e.g., healthy eating choices, recess activities)</p> <p><b>HEALTH: Healthy Living</b></p> <p>C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, healthy relationships)</p> <p>C2 identify healthy eating practices as described in <i>Canada's Food Guide to Healthy Eating</i></p> <p>C3 describe practices that help to prevent the spread of communicable diseases (e.g., hand washing, covering mouth when coughing, not sharing hats or hair accessories, resting when sick, staying away from others when sick)</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Food group scavenger hunt</b></p> <ul style="list-style-type: none"> <li>Using resources such as those available with <i>Canada's Food Guide to Healthy Eating</i>, review the types of food in each food group. Distribute pictures of a wide variety of foods (e.g., picture books, clip art, pictures from magazines) around the classroom. Divide the class into groups, and distribute a large poster-size blank food groups template to each group. Challenge students to find at least four examples of foods from each food group. Students can also draw foods to complete the template.</li> </ul> <p>Follow up with a class discussion, focussing on how food groups can help us plan eating choices that make sure we get enough of the nutrients we need to grow and stay healthy.</p>	<ul style="list-style-type: none"> <li>Provide opportunities for students to present their completed food group work for peer assessment. Students can assess each others' work based on whether or not they were able to                         <ul style="list-style-type: none"> <li>accurately name each food group</li> <li>accurately categorize foods by food group</li> </ul> </li> </ul>

*continued next page*

*Healthy Decisions (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Hand washing poster</b></p> <ul style="list-style-type: none"> <li>Review proper hand washing practices. Remind students about the proper use of soap, warm water, and length of time (e.g., as long as it takes to sing Happy Birthday).</li> </ul> <p>As a class, brainstorm activities under the heading We Wash Our Hands Before ... (e.g., before preparing food, eating food, treating a cut or wound, tending to someone who is sick, touching a baby). Continue the brainstorm by focussing on activities We Wash Our Hands After ... (e.g., after using the toilet, handling uncooked food such as raw meat, playing outside, changing a diaper, blowing nose, coughing, sneezing, playing with or touching a pet, cleaning up after a pet, handling garbage, tending to someone who is sick).</p> <p><b>Healthy practices</b></p> <p>Model and practise with students, as appropriate, various routines that contribute to physical and emotional health. Include a focus on</p> <ul style="list-style-type: none"> <li>practices that prevent the spread of communicable disease (e.g., only drink from your own drink bottles, use own comb, cover up sneezes and coughs, get adequate sleep, wash hands regularly)</li> <li>oral hygiene practices (e.g., brushing and flossing teeth, regular dental checkups)</li> <li>variety of physical activities at school, at home, and in the community</li> <li>sleep and rest (e.g., getting adequate sleep, getting extra rest when sick)</li> <li>healthy eating practices, and why healthy eating practices are important (e.g., for energy and growth, to help prevent diseases)</li> <li>choosing healthy snacks, and planning healthy snacks for school</li> <li>sun protection and insect protection practices</li> <li>activities that promote emotional health (e.g., giving and receiving compliments, taking personal time, making healthy friendships, doing something for someone else, getting adequate sleep, participating in a balance of activities, talking to a trusted friend or adult when feeling sad or confused)</li> </ul>	<ul style="list-style-type: none"> <li>Have students create posters depicting Before and After activities for hand washing. Students should be able to accurately identify at least three activities in each category.</li> <li>Mime (or tell short descriptions of) a variety of practices and decisions related to health, using examples that promote good physical and emotional health as well as those that are detrimental to health. After each example, have students line up under headings posted on the wall, Healthy or Unhealthy. Invite individual students to explain why they think each practice is healthy or unhealthy. Ask them to transform each unhealthy practice into a healthy one. Observe students as they explain their practices, looking for evidence that they are able to identify a range of healthy practices.</li> </ul>

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Healthy Decisions (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Decisions learning log</b></p> <ul style="list-style-type: none"> <li>• Discuss and establish a class definition of <i>decision</i> (e.g., an opportunity to make a choice among two or more options). Using examples from stories or sharing circles, discuss opportunities students have to make decisions and choices. Focus in particular on decisions and choices they can make to help keep themselves and others healthy (e.g., healthy eating choices, things they can do to help prevent the spread of germs, using sun protection, participating in activities they enjoy).</li> </ul> <p><b>Classroom goals</b></p> <ul style="list-style-type: none"> <li>• Review the definition of a <i>goal</i>. Draw a picture or flow chart to illustrate the steps in a simple goal-setting model (e.g., define the goal, list the actions needed to attain the goal, carry out the steps, reflect on the processes).</li> </ul> <p>Use a class assignment as a sample to identify steps for attaining a goal. For example, a journal writing activity could include the following steps:</p> <ul style="list-style-type: none"> <li>– be ready with pencil sharp and book open to right page</li> <li>– follow directions</li> <li>– think of topic to write about</li> <li>– use strategies for assistance (e.g., word wall, pair-share, help from teacher)</li> <li>– check work</li> <li>– reflect</li> </ul> <p>Students can practise goal setting by using weekly tracking sheets, “choosing boards,” or graphs to select upcoming activities. Encourage students to vary their choices and to set goals with respect to each activity they choose.</p>	<ul style="list-style-type: none"> <li>• Have students create a learning log entry to reflect on healthy decisions that they can make in their lives. Criteria such as those outlined in the sample assessment instrument (<b>Healthy Decisions I Can Make</b>) can be used as the basis for teacher and self-assessment of students’ abilities to identify opportunities to make decisions.</li> <li>• Show students a sample of work or project in various stages of completion and ask them to identify whether it is complete or if other steps are needed. Ask them to identify what other steps might be needed to complete the work. Students should be able to             <ul style="list-style-type: none"> <li>– identify the actions or tasks needed to reach the identified goal (e.g., practise, acquire information, ask for assistance)</li> <li>– identify what successful goal achievement might look like</li> </ul> </li> </ul> <p>Remind students that they can use these same strategies for any goal setting they do, such as goals related to their physical activity, healthy eating, or emotional health.</p>

### Unit 3: Relationships

#### Prescribed Learning Outcomes

It is expected that students will:

**HEALTH: Healthy Relationships**

- C4 describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)
- C5 identify positive ways to initiate and maintain healthy friendships

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Communication cartoons</b></p> <ul style="list-style-type: none"> <li>• Use puppets to model examples of appropriate and inappropriate ways of communicating effectively with others. Ask students to respond (e.g., indicating thumbs up or down) to show whether the modelled example was an appropriate or inappropriate way to communicate. Provide opportunities to discuss each response. Create a class chart of ways of communicating.</li> </ul> <p><b>Role play</b></p> <ul style="list-style-type: none"> <li>• In a sharing circle, ask students to give examples of how they have made friends in the past (e.g., sharing a similar interest, inviting someone new to join a group). Review and discuss the qualities that make good friendships.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students select one inappropriate verbal or non-verbal communication behaviour (e.g., yelling, name-calling, hitting, ignoring) and create a before and after cartoon. Have them first draw the inappropriate communication, then transform the situation to a positive communication. Look for evidence that students are able to identify appropriate strategies for communicating with others, such as             <ul style="list-style-type: none"> <li>– active listening (e.g., paying attention, not interrupting, paraphrasing)</li> <li>– willingness to express feelings, needs, and wants</li> <li>– using appropriate verbal communication (e.g., “I” messages)</li> <li>– discussing options</li> <li>– asking for assistance when necessary</li> </ul> </li> <li>• Ask students to create a role play depicting friendship behaviours. Look for evidence that they are able to demonstrate             <ul style="list-style-type: none"> <li>– appropriate positive ways to make new friends (e.g., sharing, listening, including others)</li> <li>– positive behaviours that help to maintain friendships (e.g., loyalty, consideration of others’ feelings, honesty, respecting individual differences)</li> </ul> </li> <li>• The criteria outlined in <i>BC Performance Standards: Social Responsibility – Kindergarten to Grade 3</i> can be used to assess students in relation to             <ul style="list-style-type: none"> <li>– contributing to a safe and caring school environment (Section 1)</li> <li>– solving problems in peaceful ways (Section 2)</li> <li>– valuing diversity and defending human rights (Section 3)</li> </ul> </li> </ul> <p>BC Performance Standards are available online at <a href="http://www.bced.gov.bc.ca/perf_stands/">www.bced.gov.bc.ca/perf_stands/</a></p>

## Unit 4: Personal Safety

### Prescribed Learning Outcomes

*It is expected that students will:*

#### HEALTH: Safety and Injury Prevention

- C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including
- using a strong voice to say “no,” “stop,” “I don’t like this”
  - calling out for help and getting away if possible
  - telling a trusted adult, keep telling a trusted adult until you get help
  - not giving out personal information without your parents’ knowledge and permission

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Scenarios</b></p> <ul style="list-style-type: none"> <li>• Review safe and unsafe touching situations, and discuss appropriate responses to unsafe situations (e.g., using a strong voice to say “no,” “stop,” “I don’t like this”; getting away; telling a trusted adult, and continuing to tell until you get help). Provide students with scenarios such as the following:                             <ul style="list-style-type: none"> <li>- a caregiver is changing a baby’s diaper and cleaning the baby’s private parts</li> <li>- a man in a changing room at the beach tries to touch a boy’s penis</li> <li>- a parent gives a child a kiss goodnight</li> <li>- a babysitter punishes a child by hitting him/ her hard enough to leave a mark</li> <li>- an older boy in the neighbourhood tries to see a younger girl’s vulva and to touch her nipples</li> <li>- an aunt asks her nephew/niece to sit on her lap while she reads a story</li> <li>- a neighbour asks a child to pose naked</li> <li>- a teenager shows a child pictures of private body parts</li> </ul> </li> </ul> <p>As a class, discuss which situations are safe and which are unsafe, and discuss appropriate responses to the situations they identified as unsafe. Remind students that it is never the victim’s fault if she or he is touched in an inappropriate way. Review the concept of unsafe secrets, and whom they can go to for help.</p>	<ul style="list-style-type: none"> <li>• Observe students as they participate in discussions about responses to touches, noting the extent to which they are able to                             <ul style="list-style-type: none"> <li>- recognize unsafe situations</li> <li>- differentiate between safe and unsafe touches and situations</li> <li>- portray appropriate responses to unsafe, abusive, or potentially abusive situations (e.g., saying “no” or “stop,” getting away if possible, telling a trusted adult and continuing to tell until someone listens, not keeping it a secret, stating rules such as “no one can touch my private parts except to keep me clean and healthy”)</li> <li>- use assertive verbal and non-verbal language in their responses (e.g., facial expression, tone of voice, posture)</li> <li>- make suggestions about what to do next</li> <li>- identify specific people to whom they can go for help</li> </ul> </li> </ul>
<p><b>Note:</b> Discussions about abusive situations can result in a student disclosing an incident of child abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals. For information about reporting protocol, refer to the <i>BC Handbook for Action on Child Abuse and Neglect</i> – available online at <a href="http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf">www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf</a></p>	

## Unit 5: Safety in the Community

### Prescribed Learning Outcomes

*It is expected that students will:*

**HEALTH: Safety and Injury Prevention**

C7 describe appropriate ways to avoid or respond to hazardous and high-risk situations in the home, at school, on the road, and in the community

**HEALTH: Substance Misuse Prevention**

C8 describe the potential harm associated with various unsafe substances (e.g., illness, burns)

C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., say no and move away, refuse to go along with ideas you aren't sure of, tell a trusted adult if a confusing situation arises)

#### PLANNING FOR ASSESSMENT

#### ASSESSMENT STRATEGIES

**Role play**

- Review procedures for getting help in a variety of situations. Focus on key strategies such as
  - knowing what type of situation is served by what source of help (explain that there are often several appropriate sources of help for each situation)
  - how to give the appropriate information in an emergency (e.g., name, location, description of the situation)
  - staying calm

**Gallery walk**

- Set up a gallery walk with pictures or descriptions of potentially hazardous situations and sites (e.g., clutter on the stairs, creek, ravine, construction site, railroad tracks, boat dock, overloaded electrical plugs, gymnasium equipment, busy intersection). Have students in groups move through the gallery walk, listing possible hazards associated with each site and measures for accident prevention.

- Display headings of various sources of help (e.g., parents, police, fire, ambulance, search and rescue, block parent, teachers, playground supervisors) and post around the room. Read aloud a variety of problem situations (e.g., a stranger approaching children in a playground, smoke coming from the bushes, a younger sibling who has gone missing, a friend who has fallen down and can't get up), and ask students to stand under the appropriate heading, indicating whom they would ask for help in that situation. Ask them to explain their choices, and to role play asking for help from that source. Look for evidence that they are able to accurately identify ways of getting help and the type of information they would need to provide (e.g., nature of the problem, location).
- Observe students as they complete the gallery walk, note the extent to which they are able to
  - identify what might make a situation dangerous
  - describe how safety precautions prevent unnecessary accidents or injuries
  - provide solutions or alternatives when faced with unsafe situations
  - identify relevant protective equipment that could prevent serious injury (e.g., helmets, seatbelts, life jackets)
  - explain how they would get help if they encountered this situation (e.g., block parent, 911, playground supervisor)

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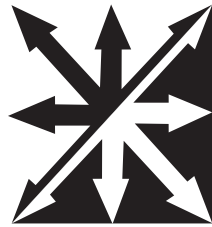
*Safety in the Community (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Flip book</b></p> <ul style="list-style-type: none"> <li>• Present a variety of different substances that can be harmful (e.g., cigarettes, alcohol, household chemicals, medication). Draw a flow chart to show the “if ... then” cause and effect of these substances: <i>If we put these in our bodies by swallowing them or breathing them in, then they will have an effect (inability to think clearly, sleepiness, sick stomach, burning, diarrhea, itching, speech, increased heart rate, death).</i> Include as part of the discussion any substances that are safe if used in the correct way, but can be harmful if misused (e.g., cleaning agents, pet food, cosmetics, medicines).</li> </ul> <p>Review ways of refusing or avoiding potentially harmful substances, and ask for volunteers to role play various methods (e.g., saying no and moving away, explaining why the substance could be harmful, saying “I’m not allowed” or “I don’t want to,” telling an adult).</p>	<ul style="list-style-type: none"> <li>• Ask students to create a cause and effect flipbook, depicting an “if ... then” scenario for a given substance. Students should be able to identify specific harmful substances and show how the substance could produce a harmful effect.</li> </ul> <p>Follow up by having students use their learning logs to complete statements such as</p> <ul style="list-style-type: none"> <li>- If I am offered _____ I would _____.</li> <li>- If I found _____ lying out in the open I would _____.</li> </ul>

*Assessment Instrument*  
**HEALTHY DECISIONS I CAN MAKE**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	✓
A decision I make now to help keep myself healthy is	
A decision I would like to make to help keep myself healthy is	
One thing I sometimes forget to do to keep myself healthy but will try to remember is	
Teacher comments	



# CLASSROOM ASSESSMENT MODEL

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*Grade 3*

### HEALTH AND CAREER EDUCATION GRADE 3: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for Grade 3.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*						
					Cognitive Domain	Affective Domain	Psychomotor Domain				
					K	U&A	HMP	AFF			
<b>GOALS AND DECISIONS</b>	<ul style="list-style-type: none"> <li>• group and class discussions</li> <li>• webs, charts</li> <li>• journals or learning logs</li> <li>• student-teacher conferences</li> </ul>	10-15%	6-8 h	2	1	1	0	1			
<b>CAREER DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• group and class discussions</li> <li>• drawings, posters, collages</li> <li>• webs, charts</li> <li>• journals or learning logs</li> </ul>	10-15%	4-6 h	2	1	1	0	1			
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>• group and class discussions</li> <li>• stations and centres activities</li> <li>• role plays</li> <li>• literature studies</li> <li>• representations (e.g, drawings, posters, collages, models, flip books, songs, poems)</li> <li>• clusters, webs, charts, graphs</li> <li>• journals or learning logs</li> <li>• student-teacher conferences</li> </ul>	70-80%	30-35 h	3	2	1	0	0			
<i>Healthy Living</i>				2	1	1	0	2			
<i>Healthy Relationships</i>				2	0	2	0	0			
<i>Safety and Injury Prevention</i>				2	1	1	0	0			
<i>Substance Misuse Prevention</i>					1	1	0	0			
<b>Total:</b>					<b>13</b>	<b>100%</b>	<b>45-50 h</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>4</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.



## GRADE 3

## OVERVIEW

<p>The Grade 3 portion of the Classroom Assessment Model contains the following suggested assessment units and instruments:</p> <ul style="list-style-type: none"> <li>• Unit 1: Growing Up</li> <li>• Unit 2: Unsafe Situations</li> <li>• Unit 3: Safe and Caring Schools</li> <li>• Unit 4: Healthy Practices</li> <li>• Assessment Instrument: Work Habits</li> </ul>	<p><b>Learning at Previous Grades</b></p> <ul style="list-style-type: none"> <li>• steps to achieve a goal</li> <li>• opportunities for decisions and setting goals</li> <li>• ways of categorizing jobs</li> <li>• effective work habits</li> <li>• personal skills and attributes</li> <li>• practices and attitudes of good physical and emotional health</li> <li>• healthy eating practices</li> <li>• preventing spread of diseases</li> <li>• communication skills</li> <li>• friendship strategies</li> <li>• avoidance and assertiveness related to potentially abusive situations</li> <li>• ways of getting help</li> <li>• responses to hazardous situations (home, school, streets, community)</li> <li>• harm from unsafe substances</li> <li>• refusing substances</li> </ul>
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The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some learning outcomes are addressed in more than one unit.

Unit 1: Growing Up	Unit 2: Unsafe Situations	Unit 3: Safe and Caring Schools	Unit 4: Healthy Practices
A1, A2	A2		
B1, B2			
			C1, C2, C3
		C4, C5	
	C6, C7		C7
	C8, C9		

**Note:** The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider informing parents and guardians before addressing the Health learning outcomes. Students, with the consent of their parents/guardians and in consultation with their school, may choose to address the learning outcomes in an agreed-upon alternative delivery option. The Alternative Delivery policy applies only to the Health curriculum organizer of Health and Career Education and does not apply to any other curriculum. (Districts are responsible for having their own policies and guidelines in place to explain how alternative delivery can be applied and these Health learning outcomes assessed.) Refer to ministry policy for more information: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

## SUGGESTED ASSESSMENT UNITS

### Unit 1: Growing Up

#### Prescribed Learning Outcomes

*It is expected that students will:*

##### GOALS AND DECISIONS

- A1 apply a goal-setting model to a short-term goal
- A2 identify sources of support for children in a variety of situations (e.g., parents, teachers, elders, library, bus drivers, block parents)

##### CAREER DEVELOPMENT

- B1 describe the attributes of people they admire
- B2 demonstrate an understanding of the benefits of developing effective work habits (e.g., developing good habits now will carry through to high school and adulthood)

#### PLANNING FOR ASSESSMENT

##### Collage

- Review and discuss the concept of personal attributes – skills, accomplishments, interests, etc. As a class, create a mind map using the word “hero.” What makes a hero? What are the things we admire about heroes? Do heroes have to be famous or can they be everyday people?

Provide students with a worksheet to identify personal attributes of the people they admire. Challenge them to include at least one attribute from each of the following people:

- a family member
- a student in their class
- another person in the school
- someone they know from a community activity
- a character in book, movie, or TV show
- a famous person, past or present

##### Guiding statements

- Discuss the word habit and ask students to give examples. Brainstorm a variety of good habits (e.g., washing hands, healthy eating choices, saying thank you). Help students understand that having good habits means they can do these things easily without thinking about them.

Extend the discussion by focussing on habits that apply to their schoolwork. Brainstorm and create a class chart of these work habits (e.g., listening, staying on task, time management, contributing ideas, setting priorities).

#### ASSESSMENT STRATEGIES

- Have students work individually to create an attribute collage using information from their worksheets. Students’ collages should include
  - the names of at least two people they admire
  - at least four skills, personal characteristics, or accomplishments of people they admire (depicted using pictures, words, etc.)
  - reasons why they admire these attributes
  - attributes that they would like to develop themselves
  
- Ask students to complete guiding “If ... then” sentence stems related to work habits, such as those outlined in the sample assessment instrument provided at the end of this grade (**Work Habits**). Model one or two examples (e.g., “If I ... listen to the teacher’s instructions *then* ... I’ll know what I am supposed to do for the class assignment.”).

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*Growing Up (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Student-teacher conferences</b></p> <ul style="list-style-type: none"> <li>• Work with students to develop definitions, in their own words, of <i>short-term</i> and <i>long-term</i> (e.g., soon or later, right away or takes a while). Discuss examples of each (e.g., short-term goal – learn how to skate faster; long-term goal – compete in skating at the Olympics).</li> </ul> <p>Ask students to think about a short-term goal they might want to set for themselves. Advise them that they could choose a goal related to their schoolwork, their friendships and relationships, or their physical and emotional health practices. Provide a simple goal-setting model template to help students define their goals, such as</p> <ul style="list-style-type: none"> <li>– think of something they want to do well</li> <li>– state it in specific terms</li> <li>– think of what they need to do to reach their goal</li> <li>– check back on their progress later</li> </ul> <p><b>Community map</b></p> <ul style="list-style-type: none"> <li>• As a class, review and discuss where students can go for help and support in the school and community. Discuss how different sources can provide different types of support, and ask students to brainstorm people in each category. For example ask students to name people and places they can go to if they need help with <ul style="list-style-type: none"> <li>– schoolwork</li> <li>– an emergency situation in the community (e.g., someone injured, a fire)</li> <li>– someone they know is being abused</li> <li>– if they find an unknown substance on the playground</li> <li>– if they feel unhappy or upset</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide regular opportunities for students to set and review their progress for their goals. In sharing circles or teacher-student conferences, ask them to describe <ul style="list-style-type: none"> <li>– goals in specific terms (e.g., school skills to improve, healthy practices)</li> <li>– what they are doing to reach that goal</li> <li>– whether or not they need to change the goal or try something different to achieve it</li> </ul> </li> </ul> <p>Provide opportunities for students to celebrate goal achievement – their own and each others’.</p> <ul style="list-style-type: none"> <li>• Provide students with a thematic map of the community. Have them mark their map with specific people in their neighbourhood and community to whom they could go for help or support in a situation when they need help or support (e.g., parent, elder, teacher, counsellor, children’s help hotline, 911). Have them present their maps for assessment, explaining the type of help and support each source can give.</li> </ul>

## Unit 2: Unsafe Situations

### Prescribed Learning Outcomes

*It is expected that students will:*

#### GOALS AND DECISIONS

A2 identify sources of support for children in a variety of situations (e.g., parents, teachers, elders, library, bus drivers, block parents)

#### HEALTH: Safety and Injury Prevention

C6 demonstrate avoidance and assertiveness skills that may be used in abusive or potentially abusive situations, including

- using a strong voice to say “no,” “stop,” “I don’t like this”
- calling out for help and getting away if possible
- telling a trusted adult, keep telling a trusted adult until you get help
- not giving out personal information (e.g., to strangers, on the Internet)

C7 describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community

#### HEALTH: Substance Misuse Prevention

C8 describe the potential harm associated with various unsafe substances (e.g., unconsciousness, long-term health consequences)

C9 demonstrate ways of refusing or avoiding harmful or unknown substances (e.g., following safety rules about not touching harmful or unknown substances, refusing to go along with dares, refusing any substance from an unknown person)

#### PLANNING FOR ASSESSMENT

##### Journals

- Use print or video resources, or invite a guest speaker, to introduce the potential for harm related to various unsafe substances (e.g., tobacco, alcohol, prescription or over-the-counter drugs, solvents).

#### ASSESSMENT STRATEGIES

- Have students use their journals to record what they have learned about unsafe substances. Assess their entries based on pre-determined criteria, such as their abilities to
  - identify at least three substances that can be harmful to the body
  - explain the potential harmful effects of each substance

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*Unsafe Situations (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>Review and discuss situations that are potentially harmful because of a known threat or risk, or because they are confusing, upsetting, or unknown (e.g., encountering an unknown substance, being offered drugs or alcohol, being touched in an inappropriate way). Discuss some ways of responding to a situation that could be harmful (e.g., saying no and moving away, saying “I’m not allowed” or “I don’t want to,” telling a trusted adult).</li> </ul> <p>Divide students into small groups, and provide each with a different scenario. For example:</p> <ul style="list-style-type: none"> <li>A friend offers you a cigarette.</li> <li>You find an unopened candy on the playground.</li> <li>You find some pills in the bathroom.</li> <li>A friend offers you cough medicine.</li> <li>A babysitter tries to touch your private parts.</li> <li>An older child in your neighbourhood shows you her/his private parts and tells to keep it a secret.</li> <li>Someone you know is being left alone for long periods of time.</li> <li>Someone you don’t know e-mails you and asks for a picture of you.</li> <li>A neighbour shows up to take you home from school without your parents telling you about it.</li> <li>You see another child in your neighbourhood playing with matches.</li> <li>A classmate dares you to jump off the top of a garage roof.</li> </ul> <p>In their groups, have students role play appropriate responses to their assigned scenario.</p>	<ul style="list-style-type: none"> <li>Observe students as they perform their role plays. Look for evidence that they are able to demonstrate any or all of the following criteria, as applicable to the specific scenario: <ul style="list-style-type: none"> <li>recognize the potential for injury in hazardous situations</li> <li>demonstrate knowledge of safety rules for responding to unknown, uncertain, or uncomfortable situations</li> <li>use appropriate assertive or avoidance language (e.g., “No!” “Stop!” “I don’t like this!”), repeating if necessary</li> <li>use a strong, clear voice</li> <li>demonstrate appropriate assertive body language</li> <li>tell a trusted adult and keep telling until help is received</li> <li>differentiate between safe secrets and unsafe secrets</li> <li>recognize that abuse is never the fault of the victim</li> <li>know who in the local community is available for help and assistance (e.g., police, 911, children’s help line, block parent)</li> </ul> </li> </ul> <p>Follow up by having students use their journals to identify at least three refusal, avoidance, or help-seeking strategies that can be used in a variety of situations. For example:</p> <ul style="list-style-type: none"> <li>I know that I can ask _____ for help.</li> <li>I will always say no to _____.</li> <li>I should always stay away from _____.</li> </ul>
<p><b>Note:</b> Discussions about abusive situations can result in a student disclosing an incident of child abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals. For information about reporting protocol, refer to the <i>BC Handbook for Action on Child Abuse and Neglect</i> – available online at <a href="http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf">www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf</a></p>	

### Unit 3: Safe and Caring Schools

#### Prescribed Learning Outcomes

*It is expected that students will:*

**HEALTH: Healthy Relationships**

- C4 describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)
- C5 describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Acrostic poem</b></p> <ul style="list-style-type: none"> <li>• Have students spend a few minutes quickwriting in response to the question of what makes a good friend. Review and discuss as a class the qualities of good friendships, how important it is to have good friends, and why it’s helpful to see where we need to improve in order to maintain good friendships.</li> </ul> <p>Using role plays or stories, focus on instances where young people can experience interpersonal conflicts in friendships. For example:</p> <ul style="list-style-type: none"> <li>– You are invited to a party but your best friend is not.</li> <li>– You tell one of your friends something private and she or he tells another person.</li> <li>– Your best friend does not want you to play with anyone else.</li> </ul> <p>Emphasize that recognizing and learning how to deal with these types of conflicts is one skill for maintaining healthy friendships.</p>	<ul style="list-style-type: none"> <li>• Have students create an acrostic poem using the word RELATIONSHIP or the name of someone in their lives or a character in a story. Look for evidence that they are able to include characteristics that support positive relationships, such as                     <ul style="list-style-type: none"> <li>– effective communication skills (e.g., active listening, using questions, using “I” statements)</li> <li>– interpersonal skills (e.g., co-operation, taking turns, respect, recognizing and honouring differences, not blaming, empathy)</li> <li>– strategies for dealing with interpersonal conflicts that can occur in friendships (e.g., negotiation; inclusion; expressing emotions, needs, and wants appropriately)</li> </ul> </li> </ul>

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*Safe and Caring Schools (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>KWL chart</b></p> <ul style="list-style-type: none"> <li>• Use storybooks, video resources, role play, and puppets to teach students about the nature and consequences of bullying. Include a focus on concepts such as               <ul style="list-style-type: none"> <li>– types of bullying behaviour (e.g., physical, verbal, social)</li> <li>– places where bullying behaviour is most likely to take place (e.g., on the playground, in school common areas, on the Internet)</li> <li>– the difference between occasional interpersonal conflicts and bullying behaviour (frequent incidents with an intent to do physical or emotional harm)</li> <li>– how a student who is bullied might feel</li> <li>– school rules and code of conduct, including consequences for students who bully</li> <li>– the difference between tattling and asking for help (tattling is when there is no safety issue involved and you are only trying to get the other person in trouble), and that asking for help in a bullying situation is <i>not</i> tattling</li> <li>– the role of bystanders and why it is important to ask for help when you witness bullying</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use a prior learning assessment strategy such as a KWL chart to determine what students already know about bullying. At the conclusion of the lesson, have students use their journals or share with a partner the most important things they learned about bullying. In their responses, look for evidence that they are able to articulate               <ul style="list-style-type: none"> <li>– examples of types of bullying behaviour (e.g., frequent incidents with an intent to do physical or emotional harm; physical, verbal, and social; at school, on the playground, on the Internet)</li> <li>– differences between bullying behaviour and occasional interpersonal conflicts</li> <li>– potential effects of bullying on those who are bullied (e.g., lower self-esteem, depression, fear, loneliness, exclusion, physical injury)</li> <li>– potential consequences of bullying for those who bully (e.g., school suspension, social isolation through peer disapproval)</li> <li>– role of witnesses/bystanders in bullying situations (e.g., responsibility to report, passive participation through witnessing)</li> </ul> </li> <li>• The criteria outlined in <i>BC Performance Standards: Social Responsibility – Kindergarten to Grade 3</i> can be used to assess students in relation to               <ul style="list-style-type: none"> <li>– contributing to a safe and caring school environment (Section 1)</li> <li>– solving problems in peaceful ways (Section 2)</li> <li>– valuing diversity and defending human rights (Section 3)</li> </ul> </li> </ul> <p>BC Performance Standards are available online at <a href="http://www.bced.gov.bc.ca/perf_stands/">www.bced.gov.bc.ca/perf_stands/</a></p>

## Unit 4: Healthy Practices

### Prescribed Learning Outcomes

*It is expected that students will:*

#### HEALTH: Healthy Living

- C1 describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)
- C2 describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent diseases)
- C3 describe practices that help to prevent the spread of communicable diseases (e.g., not touching infectious garbage, resting when sick, washing hands after sneezing or blowing nose)

#### HEALTH: Safety and Injury Prevention

- C7 describe why it is important to recognize and avoid potentially hazardous situations in the home, at school, on the road, and in the community

#### PLANNING FOR ASSESSMENT

##### Brainstorm and chart

- As a class, brainstorm choices people can make in their daily lives to maintain a healthy lifestyle (e.g., playing outside, making new friends, listening respectfully, asking for help, starting the day with a healthy breakfast, choosing healthy snacks instead of junk food, trying new things, choosing to do something active such as going for a bike ride instead of playing computer games, not skipping meals, using coping strategies in difficult situations, relaxation techniques, thinking positive thoughts, looking at problems in small steps, asking for help). Categorize these under the headings of Physical and Emotional.

#### ASSESSMENT STRATEGIES

- Have students create their own charts to identify the practices they use to maintain and improve their physical and emotional health. Look for evidence that they are able to articulate specific, realistic practices that contribute to physical and emotional health.

Ask students to keep a log of these activities over an extended period of time, and periodically monitor their progress. Advise students that they will be assessed on their abilities to describe and analyse their practices, not on the actual practices. Provide sentence stems such as the following to help students reflect on their healthy practices:

- One healthy habit I have now is \_\_\_\_\_.
- I know this is a healthy habit because \_\_\_\_\_.
- One habit I know I have improved lately is \_\_\_\_\_.
- One habit I would like to improve on is \_\_\_\_\_.

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*Healthy Practices (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Letter writing</b></p> <ul style="list-style-type: none"> <li>• Review the importance of healthy eating practices. As a class, read or view a story depicting someone who does not have healthy eating practices. Debrief the story by asking focus questions such as the following:               <ul style="list-style-type: none"> <li>– How are this character’s eating practices unhealthy?</li> <li>– What happened to the character because of her or his unhealthy eating? What might happen?</li> <li>– How would you advise this character to change her or his eating practices?</li> </ul> </li> </ul> <p><b>Group presentation</b></p> <ul style="list-style-type: none"> <li>• Review and discuss ways in which germs can be transmitted (e.g., from unclean hands, sharing water bottles or utensils, touching hazardous garbage, coughing and sneezing). Remind students that germs are invisible, so they need to use precautions every time they come into contact with a potential source of germs.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students write a letter to the character in the story, explaining why it is important to eat well. Students’ letters should identify               <ul style="list-style-type: none"> <li>– the importance of making healthy food choices (e.g., to ensure adequate energy, to obtain the required vitamins and minerals needed for growth, to help prevent diseases)</li> <li>– potential consequences of unhealthy food choices (e.g., junk food gives short-term high followed by energy low, filling up with junk doesn’t leave room for healthy food, unhealthy eating practices can result in health problems now and later in life)</li> </ul> </li> </ul> <p>Alternatively, have students draw “before and after” pictures of the character in the story, illustrating what this character might look and feel like as a result of healthy and unhealthy eating choices.</p> <ul style="list-style-type: none"> <li>• Divide the class into groups. Challenge each group to create a “germ survival kit.” In their kits they should include at least five items that help prevent the spread of germs. Items can be real or simulated (e.g., winter mittens to simulate rubber gloves, a drawing of a bed to indicate sleep and rest). Ask each group to present their survival kit to the rest of the class, explaining how each item helps prevent the spread of diseases. Look for evidence that students are able to accurately identify ways in which germs are spread and appropriate measures to help protect themselves and others from disease.</li> </ul>

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*Healthy Practices (continued)*

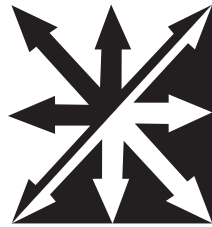
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Summative response</b></p> <ul style="list-style-type: none"> <li>Over the course of the year, review and keep class lists of various ways of staying healthy and safe. During the discussion, focus on the reasons for each safety and health practice (e.g., to help them grow healthy and strong, to reduce diseases, to help them feel good about themselves, to recognize potential dangers, to avoid being injured) as well as the potential consequences of not following each practice.</li> </ul> <p>Ask students to imagine that an alien has just landed on our planet and wishes to know the secret to a long, healthy, and happy life on Earth. Individually or in groups, have students prepare a short letter or oral response to the alien.</p>	<ul style="list-style-type: none"> <li>Provide opportunities for students to share their letters and oral responses with their peers. Look for evidence that they included various strategies for healthy living and safety as discussed in class, such as             <ul style="list-style-type: none"> <li>healthy eating practices (may include specific foods)</li> <li>activities such as regular physical activity, getting adequate sleep and fresh air, using sun screen and insect repellent, and practising good hygiene</li> <li>emotional health practices such as taking personal time, fostering healthy relationships, balancing activities, relaxation techniques, doing things for others, and talking to a trusted friend or adult when they feel sad or confused</li> <li>why it is important to avoid risks and hazards in the home, at school, on the road, and in the community (e.g., not doing so can result in injury or death), with specific examples</li> <li>ways of refusing unknown or hazardous substances</li> <li>how to get help when they need it</li> </ul> </li> </ul>

*Assessment Instrument*  
**WORK HABITS**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	<b>Teacher Assessment</b>
If I complete my work on time	
If I date my work	
If I listen carefully to my teacher	
If I take part in class discussions	
If I use a checklist	
If I try different ways to do things	





# CLASSROOM ASSESSMENT MODEL

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*Grade 4*

## HEALTH AND CAREER EDUCATION GRADE 4: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for Grade 4.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*						
					Cognitive Domain			AFF			
					K	U&A	HMP				
<b>GOALS AND DECISIONS</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webs, charts, graphs</li> <li>journals or learning logs</li> <li>student-teacher conferences</li> </ul>	10-15%	4-8 h	1	0	0	0				
<b>CAREER DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>drawings, posters, collages</li> <li>webs, charts, graphs</li> <li>journals or learning logs</li> <li>portfolios</li> <li>questionnaires, worksheets</li> </ul>	10-15%	4-8 h	2	2	0	1				
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>stations and centres activities</li> <li>role plays</li> <li>representations (e.g, drawings, posters, collages, models, songs, poems, oral and multimedia presentations)</li> <li>clusters, webs, charts, graphs</li> <li>research projects</li> <li>journals or learning logs</li> <li>student-teacher conferences</li> </ul>	70-80%	33-38 h	4	3	0	1				
<i>Healthy Living</i>				2	2	0	2				
<i>Healthy Relationships</i>				3	1	0	0				
<i>Safety and Injury Prevention</i>				2	1	1	0				
<i>Substance Misuse Prevention</i>				2	1	1	0				
<b>Total:</b>					<b>14</b>	<b>45-50 h</b>	<b>100%</b>	<b>4</b>	<b>9</b>	<b>1</b>	<b>4</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

## GRADE 4

## OVERVIEW

<p>The Grade 4 portion of the Classroom Assessment Model contains the following suggested assessment units and instruments:</p> <ul style="list-style-type: none"> <li>• Unit 1: Healthy Choices</li> <li>• Unit 2: Safety</li> <li>• Unit 3: Personal Responsibility</li> <li>• Assessment Instruments: <ul style="list-style-type: none"> <li>– Decision Making</li> <li>– Relationship Skills</li> <li>– Responding to Bullying</li> </ul> </li> </ul>	<p><b>Learning at Previous Grades</b></p> <ul style="list-style-type: none"> <li>• opportunities for decision making</li> <li>• sources of support</li> <li>• personal attributes and attributes of role models</li> <li>• benefits of effective work habits</li> <li>• practices of good physical and emotional health</li> <li>• importance of healthy eating and regular physical activity practices</li> <li>• preventing spread of communicable diseases</li> <li>• building positive relationships</li> <li>• nature and consequences of bullying</li> <li>• avoidance and assertiveness related to potentially abusive situations</li> <li>• responses to hazardous situations (home, school, streets, community)</li> <li>• negative effects of using substances</li> <li>• refusing or avoiding substances</li> </ul>
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The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some learning outcomes are addressed in more than one unit.

Unit 1: Healthy Choices	Unit 2: Safety	Unit 3: Personal Responsibility
A1		
		B1, B2
C1, C2, C3, C4		
		C5, C6
	C7, C8, C9	
C10, C11		

**Note:** The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider informing parents and guardians before addressing the Health learning outcomes. Students, with the consent of their parents/guardians and in consultation with their school, may choose to address the learning outcomes in an agreed-upon alternative delivery option. The Alternative Delivery policy applies only to the Health curriculum organizer of Health and Career Education and does not apply to any other curriculum. (Districts are responsible for having their own policies and guidelines in place to explain how alternative delivery can be applied and these Health learning outcomes assessed.) Refer to ministry policy for more information: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

## SUGGESTED ASSESSMENT UNITS

### Unit 1: Healthy Choices

#### Prescribed Learning Outcomes

*It is expected that students will:*

##### GOALS AND DECISIONS

- A1 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)

##### HEALTH: *Healthy Living*

- C1 describe the choices an individual can make to attain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)
- C2 describe choices they can make for healthy eating, based on *Canada's Food Guide to Healthy Eating*
- C3 describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)
- C4 differentiate between communicable diseases and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be "caught" from someone with the disease)

##### HEALTH: *Substance Misuse Prevention*

- C10 describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)
- C11 propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, accessing accurate information)

#### PLANNING FOR ASSESSMENT

##### Illustration

- Use a video or invited guest speaker (e.g., health professional) to outline the physical changes during puberty for both girls and boys, and how this happens at different rates and times for different people. Emphasize that this variation in development rate is normal. Ensure students understand that although these changes they experience at puberty may feel awkward and confusing, it is a normal part of growing up.

#### ASSESSMENT STRATEGIES

- Provide students with blank outlines of male and female bodies. Ask them to label the diagram by showing the predictable physical changes that occur during puberty and early adolescence for girls and boys. Students should be able to identify at least three different specific changes that occur for each sex (e.g., height, weight, body shape, muscle development, body hair and odour, oily skin and acne).

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*Healthy Choices (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Healthy eating presentations</b></p> <ul style="list-style-type: none"> <li>Review and discuss the daily recommendations for each food group as identified by <i>Canada's Food Guide to Healthy Eating</i>. Focus on the concept of appropriate serving size; use props or models to illustrate the appropriate size for a variety of specific foods.</li> </ul> <p>Have students work individually to brainstorm a variety of specific foods that they like in each food group. Then have them form small groups to create a one-day healthy eating plan for someone their age, identifying specific foods for breakfast, lunch, dinner, and one or two snacks to meet the daily requirements. Students can prepare their eating plan as a poster, model, mock cooking demonstration, etc.</p> <p><b>Interview</b></p> <ul style="list-style-type: none"> <li>Provide students with a structured interview format with questions related to healthy practices. Ask students to interview a family member, teacher, elder, coach, or other adult about the practices they use to maintain their physical and emotional health. Ask students to bring their findings back to class to share and discuss (students should share the practices they learned about in their interviews but not personal information about the interview subject). Create a class list of these strategies, adding to those identified as necessary to create as comprehensive a list as possible. Draw connections between physical and emotional health strategies – for example, some people use physical activity as a strategy for dealing with stress or anger.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to present their healthy eating plans for peer assessment. Students can assess each others' work based on whether or not they were able to       <ul style="list-style-type: none"> <li>accurately identify the daily requirements for each food group for their age</li> <li>give specific examples of foods they like from each food group that meet the daily requirements</li> <li>clearly describe what constitutes a serving size for each of the foods they use as examples</li> </ul> </li> </ul> <p>Post students' work around the room for reference.</p> <p>As an extension, provide students with a description of an unbalanced daily eating plan, and challenge them to identify what's missing.</p> <ul style="list-style-type: none"> <li>Have students use their learning logs to reflect on the physical activity and emotional health strategies discussed in class. Ask them to categorize these in terms of which strategies they have used themselves in the past and those that they think they will try in the future. Have them use sentence stems such as the following to guide their reflection:       <ul style="list-style-type: none"> <li>A physical activity that I like doing and will try to do more often is _____.</li> <li>One choice I can make to be more physically active is _____.</li> <li>One choice I can make to have healthy teeth and gums is _____.</li> <li>Once choice I can make to protect myself against the harmful effects of the sun is _____.</li> <li>The most interesting emotional health strategy used by the person I interviewed is _____.</li> <li>Next time I feel (angry, stressed, sad, etc.) I am going to try _____.</li> <li>Next time I make a mistake I am going to _____.</li> <li>When I have a problem a good strategy for me to use is _____.</li> <li>Once thing I like to do to take time for myself is _____.</li> </ul> </li> </ul>

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Healthy Choices (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Worksheet</b></p> <ul style="list-style-type: none"> <li>• Conduct a prior learning assessment (e.g., a worksheet) to determine what students know about communicable and non-communicable diseases. Questions could include true-false statements to differentiate between the two types of diseases (e.g., “You can get diabetes if someone sneezes on you.” “Healthy eating can help prevent both communicable and non-communicable diseases.”) Share and discuss the responses as a class, using additional resources as required. Extend the discussion by focussing on how communicable diseases are transmitted. Review what students have learned about practices for helping the body defend against bacteria and viruses that cause diseases (e.g., hygiene practices, precautions when encountering others’ body fluids, adequate sleep and nutrition).</li> </ul> <p><b>Chart</b></p> <ul style="list-style-type: none"> <li>• Distribute pieces of paper with the names of alcohol, tobacco, and specific illegal drugs (e.g., crystal methamphetamine, ecstasy, marijuana, heroin) to half the students in the class. Distribute pieces of paper with potential effects of using these substances (e.g., addiction, school suspension, arrest, unconsciousness, lung cancer, bad breath, altered decision making, blurred vision, disapproval of family, potential harm to fetus if used during pregnancy) to the other half of the class. Challenge students to find their “partner” by pairing substances with their corresponding effects; students may also form larger groups to indicate multiple effects of one substance or the same effect for multiple substances. Stop for discussion and correct any errors, then conduct the exercise again, challenging students to come up with new groupings.</li> </ul> <p>Review and discuss as a class, using additional resources (e.g., videos, guest speakers, Internet, print) as required. Focus on key points of information such as</p> <ul style="list-style-type: none"> <li>– some substances have multiple negative effects</li> <li>– use of alcohol, tobacco, and other drugs has both short-term and long-term effects</li> <li>– ways to avoid the misuse of alcohol, tobacco, and other drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with the same or a similar worksheet to assess their learning. Students should be able to             <ul style="list-style-type: none"> <li>– articulate an accurate definition of communicable and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be “caught” from someone with the disease but are developed as a result of lifestyle, environmental, hereditary, and/or other factors)</li> <li>– list examples of communicable diseases (e.g., cold, flu, strep throat, chicken pox, measles, cold sores, pink eye/conjunctivitis, meningitis, mononucleosis, HIV/AIDS)</li> <li>– list examples of non-communicable diseases (e.g., asthma, diabetes, cancer, heart disease)</li> </ul> </li> <li>• Ask students to create a chart depicting the problematic use of at least three different substances, the effects of their use, and ways to avoid their use. Look for evidence that students are able to             <ul style="list-style-type: none"> <li>– identify specific examples of problematic substance use (e.g., underage alcohol consumption, using illegal drugs, use of tobacco, use of a substance such as glue or gasoline as inebriants, consuming substances when pregnant)</li> <li>– describe the specific effects of each substance (e.g., altered judgment, reduced ability to recognize potentially risky situations, blurred vision, addiction, negative impact on family members, negative impact on emotional and physical health, negative impact on schoolwork, potential harm to fetus if used during pregnancy)</li> <li>– describe situations where they may feel pressured or curious to try the substance</li> <li>– describe ways they can avoid use of each substance (e.g., having access to accurate information, developing strong refusal skills, avoiding high-risk social situations)</li> </ul> </li> </ul>

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*Healthy Choices (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Representation</b></p> <ul style="list-style-type: none"> <li>• Propose a fictitious school decision to the class (e.g., “There will be no pizza day this month.”). Working in groups, have students identify how this decision might have been made. Bring the class back together to discuss their ideas, and create a chart to outline common steps in a decision-making model, such as               <ul style="list-style-type: none"> <li>– identify the decision</li> <li>– list alternatives</li> <li>– select a course of action</li> <li>– assess the results</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Have students work in groups to select a new decision that they might face (e.g., being offered a cigarette or alcohol, reporting bullying on the playground, pressure to shoplift, how to represent their learning for a school assignment, what to eat, choosing active transportation). Ask them to create a model, slide show, series of tableaux, or other representation to show how the steps in a decision-making model can be applied to this decision. Use criteria such as those outlined in the sample assessment instrument provided at the end of this grade (<b>Decision Making</b>) as the basis for peer, teacher, and self-assessment.</li> </ul>

## Unit 2: Safety

### Prescribed Learning Outcomes

*It is expected that students will:*

#### **HEALTH: Safety and Injury Prevention**

- C7 identify common lures or tricks used by potential abusers, face-to-face or on the Internet (e.g., offering special attention or compliments, saying they know your parents, using the Internet to get to know you)
- C8 identify strategies for avoiding abusive or potentially abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information)
- C9 describe the potential risks for injury in a variety of settings, including on the road

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*Safety (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Safety pamphlet</b></p> <ul style="list-style-type: none"> <li>• Display pictures or video clips, or read a brief description depicting potentially unsafe situations, one at a time (e.g., walking on wrong side of road, doubling on a bicycle, cycling or skating without a helmet, wearing dark clothing at night, using a stove unsupervised, using playground equipment recklessly, playing music too loudly, playing around hazardous areas such as railway tracks or electrical substations). After each situation, ask students to spend a minute brainstorming or quickwriting about the potential for injury in that situation.</li> </ul> <p>Debrief and discuss as a class. Continue the discussion by focussing on tricks that potential abusers commonly use to lure young people into unsafe situations, either face-to-face or when using the Internet. Emphasize the concept of anonymity on the Internet and how a potentially unsafe situation is created when you cannot validate the physical location or identity of the other user. Invite a guest (e.g., counsellor, another teacher) to role play how these tricks and lures are commonly used, such as</p> <ul style="list-style-type: none"> <li>– offering special attention, compliments, or gifts</li> <li>– assuring that it’s something normal</li> <li>– invading privacy</li> <li>– using authority or threats</li> <li>– asking for or offering help (e.g., to find a lost dog)</li> <li>– saying they know your parents</li> <li>– pretending they are your age</li> <li>– pretending they are a friend or someone who can be trusted</li> <li>– tricking you into giving them personal information or photographs</li> <li>– pretending to give you something for free or that you have won a contest</li> </ul> <p>As a class or in groups, create a Venn diagram to illustrate how</p> <ul style="list-style-type: none"> <li>– some of these tricks can be used by known people, some by strangers, and some by either</li> <li>– some of these tricks can be used in face-to-face situations, some on the Internet, and some in either situation</li> </ul>	<ul style="list-style-type: none"> <li>• Divide the class into groups, and assign one potentially hazardous location to each group (e.g., the Internet, the shopping mall, the park, on the way to or from school, a neighbour’s home, in their own home). Have each group create a safety pamphlet that outlines the specific hazards that young people should be aware of in that setting. Ask them to include hazards with potential risk for injury as well as the tricks that known people or strangers might use in that situation to lure young people into a risky or abusive situation. Look for evidence that they are able to             <ul style="list-style-type: none"> <li>– identify specific hazards and risks for injury in that setting (e.g., home – playing music too loudly, opening the door to a stranger; travelling to or from school – walking on wrong side of road, cycling or skating without a helmet, being offered a ride by someone they don’t know)</li> <li>– identify tricks that might be used by a known person (e.g., offering special attention or compliments, offering gifts, calling it a game, assuring that it’s something normal, invading privacy, using authority or threats), as well as those that might be used by a stranger (e.g., asking for or offering help, offering a gift, giving a compliment, saying it’s an emergency, saying they know your parents)</li> <li>– describe how to minimize hazards in a variety of settings (e.g., following safety rules, knowing own limits, using protective equipment such as helmets and guards, wearing seatbelts, not giving out personal information over the Internet, not meeting anyone from the Internet without parental supervision, paying attention to own feelings of discomfort or nervousness, knowing how to access help)</li> </ul> </li> </ul> <p>Conclude by having students use their learning logs to reflect on what they have learned about safety practices and unsafe situations (e.g., One risk I know about now that I didn’t know before is _____).</p>

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Safety (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Role play</b></p> <ul style="list-style-type: none"> <li>• Review and discuss appropriate ways to avoid or respond to unsafe or abusive situations (e.g., knowing how to seek help, being prepared for lures or tricks, travelling in groups, withholding personal information). Divide the class into groups, and have each group prepare a role play to respond to situations such as the following:               <ul style="list-style-type: none"> <li>– someone on the Internet asks you to meet her or him at a park</li> <li>– a friend tells you that a family acquaintance has been touching him in an inappropriate way, but asks you to promise not to tell anyone else</li> <li>– someone you don't know says your parents have asked her/him to give you a ride home</li> <li>– someone in an Internet chat room asks for your phone number and address</li> <li>– someone sends you an e-mail and you have not been introduced through your school or your parents</li> <li>– you are sleeping over at a friend's house and his/her older brother/sister crawls under the covers with you and tries to cuddle with you</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Observe students as they role play appropriate responses to abusive and potentially abusive situations, noting the extent to which they               <ul style="list-style-type: none"> <li>– make an accurate assessment of the risk or abusive situation (e.g., identifying lures or tricks, recognize potentially unsafe situations, knowing when not to keep a secret, knowing that abuse is never the fault of the victim)</li> <li>– demonstrate appropriate preventive or avoidance behaviours (e.g., travel in groups, use buddy system, use safe routes, pay attention to own feelings of discomfort or nervousness, don't meet people from Internet chat rooms, don't open e-mails or text messages from unknown sources, avoid situations where there is no way to get help if needed)</li> <li>– demonstrate appropriate assertive responses (e.g., body language, speech)</li> <li>– demonstrate an understanding of how to access help in situations of abuse (e.g., keep telling trusted adults until someone believes you, children's help hotline)</li> </ul> </li> </ul>
<p><b>Note:</b> Discussions about abusive situations can result in a student disclosing an incident of child abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals. For information about reporting protocol, refer to the <i>BC Handbook for Action on Child Abuse and Neglect</i> – available online at <a href="http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf">www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf</a></p>	

### Unit 3: Personal Responsibility

#### Prescribed Learning Outcomes

*It is expected that students will:*

**CAREER DEVELOPMENT**

- B1 create an inventory of their own attributes, including skills, interests, and accomplishments
- B2 demonstrate an understanding of the importance of developing effective work habits

**HEALTH: *Healthy Relationships***

- C5 describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)
- C6 demonstrate appropriate strategies for responding to bullying behaviour (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Model</b></p> <ul style="list-style-type: none"> <li>• As students engage in classroom study in various subject areas, draw attention to particular behaviours that are conducive to effective work (e.g., organizing work space, note-taking, using memory aids or reference tools, making a work schedule, approaching tasks with a clear set of priorities, minimizing noise and other distractions, dividing responsibilities among group members, approaching a problem in different ways). Review and discuss how these behaviours can be used in a variety of settings, including social activities and co-curricular activities.</li> </ul> <p><b>Word or picture web</b></p> <ul style="list-style-type: none"> <li>• Have students form partners to discuss and create a list of the qualities they expect a good friend to have and the characteristics they look for in friendships. Review and discuss as a class. Explain to students that they are at an age when their friendships and group dynamics are changing. It is important for them to remember that their behaviours affect others, and that the characteristics they look for in friendships are applicable to a variety of types of interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a model (e.g., using modelling materials, software) to depict a student with good work habits. Look for evidence that students’ models reflect the effective work habits discussed in class (e.g., staying on task, making a to-do list, completing homework, handing work in on time, arriving on time, organizing belongings, communication skills, co-operation, creativity).</li> <li>• Have students work individually to create a word or picture web depicting the types of relationships they are involved in and the qualities and interpersonal skills that they feel support those relationships. Look for evidence that they are able to             <ul style="list-style-type: none"> <li>– describe specific qualities that contribute to positive relationships (e.g., listening, sharing, honesty, loyalty, compassion, empathy)</li> <li>– list specific interpersonal skills that support positive group dynamics (e.g., co-operation, inclusion, communication skills, empathy)</li> </ul> </li> </ul>

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Personal Responsibility (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Relationship skills role play</b></p> <ul style="list-style-type: none"> <li>As a class, review and discuss skills that help to facilitate effective communication and understanding in relationships (e.g., appropriate tone of voice, respectful language, body language, describing the problem without blaming, listening without interrupting). Divide the class into groups, and have each group prepare a brief role play depicting appropriate communication in a different type of relationship, such as               <ul style="list-style-type: none"> <li>parent and child</li> <li>friends</li> <li>student and teacher</li> </ul> </li> </ul> <p>Facilitate students in selecting an appropriate topic for discussion in their role play.</p> <p><b>Scenarios</b></p> <ul style="list-style-type: none"> <li>Ask each student to complete sentences starting with “Something that makes me feel good when I am at school is _____” and “Something that bothers or worries me when I am at school is _____.” Allow students to submit their responses anonymously. Discuss them as a class, and introduce additional examples as required as to explore the concept of feeling safe at school and examples of bullying behaviour. Create a class chart of types of bullying behaviours that can happen at school, such as               <ul style="list-style-type: none"> <li>physical – hitting, shoving, kicking, spitting, damaging other’s property</li> <li>verbal (oral or written) – name-calling, humiliation, threats, making people do things they don’t want to do</li> <li>social – exclusion, gossip, making others look foolish</li> </ul> </li> </ul> <p>Discuss, model, and practise effective strategies to prevent or deal with these various bullying situations, such as avoidance, assertiveness, reporting, seeking help, appropriate use of humour, refusing to listen to or spread gossip, engaging in socially inclusive behaviours, and avoiding use of derogatory terms and stereotypical labels.</p>	<ul style="list-style-type: none"> <li>Have students present their role plays for peer assessment, using criteria such as those outlined in the assessment instrument provided at the end of this grade (<b>Relationship Skills</b>). Groups can also use the same criteria to assess their own work.</li> </ul> <ul style="list-style-type: none"> <li>Divide the class into groups, and give each group one bullying scenario. Have groups prepare a written or oral response to their scenario. Criteria such as those outlined in the sample assessment instrument provided at the end of this grade (<b>Responding to Bullying</b>) can be used as the basis of peer, teacher, and self-assessment of students’ scenario responses.</li> </ul> <p>In addition, the criteria outlined in <i>BC Performance Standards: Social Responsibility – Grades 4 and 5</i> can be used to assess students in relation to</p> <ul style="list-style-type: none"> <li>contributing to a safe and caring school environment (Section 1)</li> <li>solving problems in peaceful ways (Section 2)</li> <li>valuing diversity and defending human rights (Section 3)</li> </ul> <p>BC Performance Standards are available online at <a href="http://www.bced.gov.bc.ca/perf_stands/">www.bced.gov.bc.ca/perf_stands/</a></p>

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*Personal Responsibility (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Self-Portrait</b></p> <ul style="list-style-type: none"> <li>Review the definition of <i>personal attributes</i> – including skills, interests, and accomplishments – and brainstorm examples (e.g., math skills, music, computers, swimming, gardening, camping, helping people, problem solving, awards won). Attach a blank sheet of paper to each student’s back. Have them circulate around the room and identify the attributes that they feel each student has. Provide opportunities for students to reflect on the attributes that their peers have identified for them, and to add to the lists as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Have students work individually to create a self-portrait (e.g., “This is Me” poster, personal shield or totem pole) depicting their personal attributes. Discuss as a class the criteria for assessing their portraits; for example, students can be required to identify a minimum of             <ul style="list-style-type: none"> <li>one interpersonal or friendship skill they feel they have</li> <li>one thing they learned how to do from a family member</li> <li>one thing they learned how to do from a book, TV, or a web site</li> <li>one skill or accomplishment from the current school year</li> <li>the accomplishment of which they are most proud, and why</li> </ul> </li> </ul>

*Assessment Instrument*  
**DECISION MAKING**

Names: \_\_\_\_\_

Date: \_\_\_\_\_

	Self-Assessment	Teacher Assessment
Identify the decision:		
What is the ideal outcome of this decision?		
What are some possible options for this decision?		
What are the advantages and disadvantages of each option?		
What do you need to carry out this decision? (e.g., who, when, how to get more information and help)		
What factors might affect this decision? (e.g., values, family, peers, cost, time, resources, media influences, changing interests and skills)		
Review the decision after making it. Is it still the right choice? Why or why not?		

*Assessment Instrument*  
**RELATIONSHIP SKILLS**

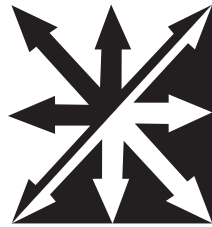
Names: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

	Peer Assessment	Group Self-Assessment
1=needs work, 2=satisfactory, 3=excellent		
How well did the role play present the following relationship skills?		
• Use appropriate body language to show that you are listening to what the other person has to say.		
• Listen without interrupting.		
• Ask questions to find out more.		
• Say or do something (e.g., nod head) to show you understand what the person is telling you.		
• Repeat what you have heard in your own words to show that you understood correctly.		
• Don't use negative comments or put-downs.		
• When you disagree, do so respectfully and calmly.		
• Describe the problem without blaming the other person.		
• Use words to express your feelings rather than physical force or yelling.		
• Listen to and value the other person's opinions.		

*Assessment Instrument*  
**RESPONDING TO BULLYING**

Group members:		
Assessed by:		
	<b>Peer Assessment</b>	<b>Group Self-Assessment</b>
To what extent does the scenario response:		
<ul style="list-style-type: none"> <li>• identify and describe the bullying situation</li> </ul>		
<ul style="list-style-type: none"> <li>• illustrate specific negative group dynamics (e.g., “ganging up,” social isolation or rejection, gossip, physical aggression, spectator participation, use of derogatory terms and stereotypical labels)</li> </ul>		
<ul style="list-style-type: none"> <li>• describe how to avoid participating in negative group dynamics (e.g., speaking up on behalf of people who are bullied, refusing to listen to or spread gossip, reporting to a trusted adult)</li> </ul>		
<ul style="list-style-type: none"> <li>• identify interpersonal skills that can counter negative group dynamics (e.g., co-operation, inclusion, communication skills, empathy, respecting the values and opinions of others)</li> </ul>		
<ul style="list-style-type: none"> <li>• apply strategies to deal with the bullying situation (e.g., assess situation, avoidance, assertiveness, reporting, seeking help)</li> </ul>		
1=not yet meeting expectations, 2=approaching expectations, 3=fully meets expectations		



# CLASSROOM ASSESSMENT MODEL

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*Grade 5*

## HEALTH AND CAREER EDUCATION GRADE 5: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for Grade 5.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*				
					Cognitive Domain	Affective Domain			
					K	U&A	HMP	AFF	
<b>GOALS AND DECISIONS</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webs, charts, graphs</li> <li>journals or learning logs</li> <li>student-teacher conferences</li> </ul>	10-15%	4-8 h	2	0	2	0	0	
<b>CAREER DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>drawings, posters, collages</li> <li>webs, charts, graphs</li> <li>journals or learning logs</li> <li>portfolios</li> <li>questionnaires, worksheets</li> </ul>	10-15%	4-8 h	2	1	1	0	1	
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>stations and centres activities</li> <li>role plays</li> <li>representations (e.g. posters, models, songs, poems, oral and multimedia presentations)</li> <li>clusters, webs, charts, graphs</li> <li>research projects</li> <li>peer teaching</li> <li>written or oral quizzes</li> <li>journals or learning logs</li> <li>student-teacher conferences</li> </ul>	70-80%	33-38 h	4	2	2	0	1	
<i>Healthy Living</i>				2	0	0	2	2	
<i>Healthy Relationships</i>				3	0	3	0	1	
<i>Safety and Injury Prevention</i>				1	0	0	1	1	
<i>Substance Misuse Prevention</i>									
<b>Total:</b>					<b>14</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>6</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

## GRADE 5

## OVERVIEW

<p>The Grade 5 portion of the Classroom Assessment Model contains the following suggested assessment units and instruments:</p> <ul style="list-style-type: none"> <li>• Unit 1: Building Skills</li> <li>• Unit 2: Planning for Healthy Lifestyles</li> <li>• Unit 3: Making Healthy and Responsible Decisions</li> <li>• Unit 4: Building Healthy Relationships</li> <li>• Unit 5: Changes at Puberty</li> </ul> <p>• Assessment Instruments:</p> <ul style="list-style-type: none"> <li>– Healthy Practices Log</li> <li>– Changes at Puberty</li> </ul>	<p><b>Learning at Previous Grades</b></p> <ul style="list-style-type: none"> <li>• decision making</li> <li>• sources of support</li> <li>• types of work and jobs</li> <li>• importance of effective work habits</li> <li>• choices for emotional and physical health</li> <li>• choices for healthy eating</li> <li>• physical changes at puberty</li> <li>• communicable and non-communicable diseases</li> <li>• interpersonal skills</li> <li>• strategies for responding to bullying behaviour</li> <li>• lures and tricks used by potential abusers, face-to-face and online</li> <li>• strategies for avoiding abusive situations</li> <li>• potential for injury in a range of settings, including on the road</li> <li>• negative effects of using tobacco, alcohol, and other drugs</li> <li>• strategies for preventing substance misuse</li> </ul>
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The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some learning outcomes are addressed in more than one unit.

Unit 1: Building Skills	Unit 2: Planning for Healthy Lifestyles	Unit 3: Making Healthy and Responsible Decisions	Unit 4: Building Healthy Relationships	Unit 5: Changes at Puberty
		A1, A2		A1
B1, B2				
	C1, C2, C4	C1		C3
			C5, C6	
		C8, C9	C7	
		C10		

**Note:** The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider informing parents and guardians before addressing the Health learning outcomes. Students, with the consent of their parents/guardians and in consultation with their school, may choose to address the learning outcomes in an agreed-upon alternative delivery option. The Alternative Delivery policy applies only to the Health curriculum organizer of Health and Career Education and does not apply to any other curriculum. (Districts are responsible for having their own policies and guidelines in place to explain how alternative delivery can be applied and these Health learning outcomes assessed.) Refer to ministry policy for more information: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

## SUGGESTED ASSESSMENT UNITS

### Unit 1: Building Skills

Prescribed Learning Outcomes	
<p><i>It is expected that students will:</i></p> <p><b>CAREER DEVELOPMENT</b></p> <p>B1 identify types of work that interest them</p> <p>B2 relate work habits to transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)</p>	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Guest speaker job profile</b></p> <ul style="list-style-type: none"> <li>Use a web or a think-pair-share to review effective work habits students have developed or are developing at school. Invite people from the school and community (e.g., parent, sports team coach, teacher-librarian, custodian, hospital volunteer, representatives of various jobs in the community) to speak to the class about the work they do and the skills required to do that work.</li> </ul> <p><b>Interview</b></p> <ul style="list-style-type: none"> <li>Ask students to interview parents or other adults to find out how they chose the careers they are in. Provide an opportunity for students to share the interview results as a class. Discuss the various reasons why people chose the careers they did (e.g., related to personal interests such as music or writing, related to particular skills such as sports or technology, same career as a parent or family member).</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to create a job profile of one of the types of work as presented by the guest speakers. Look for evidence that students are able to identify a range of effective work habits and how they are transferable to specific situations outside the classroom.</li> <li>Have students write or role play with a partner an imaginary interview with themselves at some time in the future, asking about their own careers. Suggest they ask questions such as what their job is, what type of work they do in their job, what work habits and skills they use most in the job, and why they chose this job. Look for evidence that students are able to             <ul style="list-style-type: none"> <li>identify types of work of interest</li> <li>describe work habits that could be transferred to this career (e.g., punctuality, communication skills, collaboration, organization, staying on task, creativity)</li> <li>demonstrate clear and informed reasoning in explaining why they are interested in these careers</li> </ul> </li> </ul>



## Unit 2: Planning for Healthy Lifestyles

### Prescribed Learning Outcomes

*It is expected that students will:*

#### HEALTH: Healthy Living

- C1 identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)
- C2 describe strategies for contributing to a healthy, balanced lifestyle, including healthy eating, integrating regular physical activity, and maintaining emotional health
- C4 describe practices that help to prevent
  - communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, avoiding contact with the body fluids of others, getting adequate rest and nutrition)
  - non-communicable diseases (e.g., regular physical activity, healthy eating, stress management)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Healthy practices log</b></p> <ul style="list-style-type: none"> <li>• Bring in a balance scale to illustrate the concept of balancing food intake and energy output (physical activity). Use the scale to show how too much of one results in an imbalance. Discuss the potential effects of such an imbalance in real life (e.g., overweight/underweight, lack of energy, certain diseases). Make a similar comparison for emotional balance (e.g., taking on too many activities, not getting enough sleep, not getting help with problems).</li> </ul> <p>Extend the discussion by focussing on balance: using the scale again, talk about the recommended daily requirements in each food group, food serving sizes, integrating regular physical activity, keeping emotionally healthy, and the importance of balancing those requirements.</p> <p><b>Gallery walk and collage</b></p> <ul style="list-style-type: none"> <li>• Brainstorm and review factors that influence decisions and attitudes related to a healthy lifestyle (e.g., family, peers, media, what they learn at school, community resources). Create a gallery walk with sheets of chart paper for each category. Ask students to brainstorm the messages that each group gives about the characteristics of healthy living. Review and discuss as a class: What messages does each group give about healthy eating? Sleep? Physical activity? Emotional health practices? Which are positive influences? Which are negative influences?</li> </ul>	<ul style="list-style-type: none"> <li>• Have students keep a detailed log of their healthy practices for a specified period of time (e.g., three days, one week). At the end of the assigned period, ask them to review the log and reflect on their activities in relation to what they know about the recommendations for a healthy lifestyle. Students' logs and reflections can be assessed using criteria such as those outlined in the sample assessment instrument provided at the end of this unit (<b>Healthy Practices Log</b>). Assure students that they will not be assessed on their actual activity, but on their abilities to keep the required records and to reflect critically on their activities.</li> <li>• Provide students with pictures or ask students to collect them (e.g., cut from magazines, clip art, from the Internet). Have students make a collage depicting a balanced, healthy lifestyle, and to complete the following sentence stems in relation to aspects of their collage:                     <ul style="list-style-type: none"> <li>– My family thinks _____ is one of the most important things about healthy living.</li> <li>– My friends think _____ about healthy living.</li> <li>– I see a lot of things on TV and/or the Internet about _____.</li> <li>– Magazines I read say _____.</li> <li>– I think the most important influences on my health decisions are _____ because _____.</li> </ul> </li> </ul>

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*Planning for Healthy Lifestyles (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Poster</b></p> <ul style="list-style-type: none"> <li>• Conduct a prior learning assessment to determine what students already know about communicable and non-communicable diseases and practices to prevent illness. Review students' responses, and use video, print, and Internet resources to provide additional information as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students work individually or with a partner to create a poster campaign that teaches others about using health care practices to help prevent illness. Look for evidence that students' posters             <ul style="list-style-type: none"> <li>– accurately differentiate between communicable and non-communicable diseases</li> <li>– include at least two examples of preventative practices for each category (e.g., washing hands frequently, healthy eating, avoiding contact with the body fluids of others, getting adequate rest, regular physical activity, stress management, avoiding tobacco products)</li> </ul> </li> </ul>

### Unit 3: Making Healthy and Responsible Decisions

#### Prescribed Learning Outcomes

*It is expected that students will:*

**GOALS AND DECISIONS**

- A1 describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making
- A2 demonstrate an understanding of the benefits of personal support networks (e.g., sources of accurate information and trusted guidance)

**HEALTH: *Healthy Living***

- C1 identify factors that influence attitudes and decisions regarding healthy lifestyles (e.g., family, peer, media)

**HEALTH: *Safety and Injury Prevention***

- C8 describe how to remove or reduce hazards and risks for injury in a variety of settings, including on the road
- C9 demonstrate strategies for responding to social pressures that can contribute to risk taking (e.g., state an opinion assertively, make an excuse to leave)

**HEALTH: *Substance Misuse Prevention***

- C10 analyse factors that contribute to the use of alcohol, tobacco, and other drugs (e.g., social influences, curiosity, feeling alienated or awkward, stress, media, dealing with emotions such as sadness and grief)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Safety stories</b></p> <ul style="list-style-type: none"> <li>• Invite guest speakers – such as representatives from the police, ICBC, WCB, or sports and recreation clubs – to identify a variety of hazards and risks in the community (e.g., walking on the wrong side of the road, doubling on a bicycle, skating without protective equipment, J-walking, wearing dark clothing at night, engaging in recreational activities out of bounds or without proper training, listening to music that’s too loud). Ask the guest to include information about the ways to avoid or reduce risks in each situation. Create a class chart of safety rules and precautions, categorized under the following headings:                             <ul style="list-style-type: none"> <li>– protective equipment</li> <li>– training and education</li> <li>– responsible and respectful behaviour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to create a story, song, or poem about safety in a specific situation (e.g., skateboarding on the sidewalk or road, walking to school, crossing the road using the crosswalk, riding bikes to school, walking at night, hiking in the wilderness, boating, home alone). Look for evidence that students are able to identify the following for their specific situation:                             <ul style="list-style-type: none"> <li>– potential hazards</li> <li>– possible injuries</li> <li>– safety rules and precautions related to the use of protective equipment</li> <li>– safety rules and precautions related to responsible behaviour (e.g., following safety rules, being prepared for emergencies, knowing how to identify potential dangers, making sure someone knows where you are)</li> </ul> </li> </ul>

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*Making Healthy and Responsible Decisions (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Cartoon or storyboard</b></p> <ul style="list-style-type: none"> <li>• As a class, brainstorm all the reasons that young people might use alcohol, tobacco, or other drugs. Use questions such as the following to guide the brainstorm:           <ul style="list-style-type: none"> <li>– What might cause a young person to use tobacco, alcohol, or other drugs for the first time? (e.g., curiosity, boredom, availability, loneliness, peer pressure, trying to look cool or more mature, poor self-esteem, media)</li> <li>– What factors might influence a young person’s decision to <i>not</i> use tobacco, alcohol, or other drugs? (e.g., family values, cost, positive peer pressure, media, playing a sport, having a positive self-image, available alternatives, knowledge of consequences)</li> <li>– Who would be able to support them when making a decision? (e.g., parent, elder, coach, teacher, school counsellor, reputable web sites)</li> </ul> </li> </ul> <p><b>Scenarios</b></p> <ul style="list-style-type: none"> <li>• In a teacher-led discussion, talk about the types of pressures that exist in the school and community (e.g., related to use of alcohol, tobacco, or other drugs; social bullying, cyber-bullying; risk-taking). Discuss the concept of “peer pressure” as including verbal or non-verbal, active or passive, and positive or negative pressures. Use questions such as the following to guide the discussion:           <ul style="list-style-type: none"> <li>– Does peer pressure affect the way you or your friends make choices?</li> <li>– How do you decide what to do in a peer pressure situation?</li> <li>– How do you feel when someone pressures you to do something you’re not comfortable with?</li> <li>– What makes it hard to say no to a friend?</li> <li>– What are the benefits of knowing how to say no?</li> <li>– How can you prepare in advance for a pressure situation?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to work in small groups to design a cartoon or storyboard depicting a situation where a young person faces a decision related to tobacco, alcohol, or other drugs. At each stage in the process, students should use “thought bubbles” to identify the influences on the decision (e.g., “I know my parents would be very disappointed in me.” “I learned in school about how dangerous tobacco is.” “That magazine ad showed I’d be cool if I drank this.”) Assess students’ work based on criteria discussed as a class, such as           <ul style="list-style-type: none"> <li>– the inclusion of at least four different influences on decision making (e.g., peers, family, media, education and information, stress, self-image)</li> <li>– the inclusion of at least two positive influences and two negative influences</li> <li>– someone they can go to for support in making a healthy decision</li> </ul> </li> <li>• Divide students into groups and have them each develop a scenario in which social pressures contribute to risk taking at home, at school, or in the community. Sample scenarios could include           <ul style="list-style-type: none"> <li>– Your friends tell you it’s not cool to wear a bike helmet.</li> <li>– A friend dares you to engage in risky behaviour (e.g., hang on to the bumper of a car on your skateboard, ski outside of the boundaries).</li> <li>– A group of your classmates tell you that you can’t hang out with them at lunch.</li> <li>– Someone you know is sending e-mail gossip about another student in your class.</li> <li>– An older student you like offers you a cigarette.</li> </ul> <p>Have them trade their scenarios with another group to articulate a response. Assess students’ responses on criteria discussed as a class, such as the extent to which they identify factors that influence decisions and behaviour (e.g., family, peer, media, role models, interests, access to information).</p> <ul style="list-style-type: none"> <li>– identify behaviours that have a negative impact on the school environment (e.g., stereotyping, cliques, gossip, lack of respect, physical bullying, verbal bullying, social bullying)</li> <li>– list effective strategies to deal with various problems (e.g., assess situation, avoidance, assertiveness, reporting, seeking help)</li> <li>– list people in the school and community who can provide support and assistance</li> </ul> </li> </ul>

## Unit 4: Building Healthy Relationships

### Prescribed Learning Outcomes

*It is expected that students will:*

**HEALTH: Healthy Relationships**

- C5 assess their own interpersonal skills as they apply to building and maintaining positive relationships with family and friends
- C6 analyse behaviours that contribute to a safe and caring school environment (e.g., taking responsibility for personal actions, supporting others, promoting respect for diversity)

**HEALTH: Safety and Injury Prevention**

- C7 describe safety guidelines to protect themselves and others from child abuse and exploitation (e.g., knowing their right not to be abused, being assertive, avoiding potentially unsafe situations, practising safe Internet use, recognizing tricks and lures used by predators)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Use the school’s Code of Conduct to identify specific behaviours that contribute to a safe and caring school environment. Focus on overall themes and principles (e.g., respect for self, others, and property). Brainstorm and create a chart: What are some specific things we can do and say? (e.g., demonstrating empathy for others, taking responsibility for personal actions, standing up for own values and beliefs, supporting others, promoting respect for diversity, acting as role models or helpers for younger students, participating in school activities, recognizing any potential bullying traits and committing to eliminate them, managing anger and impulsive behaviours, engaging in socially inclusive behaviour, respecting the values and opinions of others) What does that look like in the classroom, the gym, the lunchroom, and the playground?</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a presentation (e.g., slide show, video, TV talk show, mime, story, rap) about behaviours that contribute to a safe and caring school environment. Discuss criteria that can be used as the basis for peer and self-assessment of students’ presentations. For example, students can be assessed based on their inclusion of             <ul style="list-style-type: none"> <li>– a minimum of three specific examples of positive behaviours that contribute to a safe and caring school</li> <li>– behaviours are demonstrated in at least three different settings (e.g., classroom, lunch room, playground, Internet)</li> </ul> </li> </ul>

*continued next page*

*Building Healthy Relationships (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Interpersonal skills inventory</b></p> <ul style="list-style-type: none"> <li>• Discuss as a class: What are characteristics of successful friendships or relationships? (e.g., trust, helpfulness, communication, loyalty, caring support, reliability, fairness, shared interests, empathy, active listening) How have your relationships changed as you’ve gotten older? (e.g., new friendships based on new interests, changing dynamics with parents and family) Create a class list of these characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students complete a rating scale (“never,” “seldom,” “sometimes,” “usually,” “always”) to self-assess their interpersonal skills, responding to statements such as the following:               <ul style="list-style-type: none"> <li>– I empathize with others.</li> <li>– I encourage others to try new challenges and skills.</li> <li>– I praise others for jobs well done.</li> <li>– I avoid putdowns.</li> <li>– I involve others in my activities.</li> <li>– I recognize more than one point of view.</li> <li>– I notice how others are feeling.</li> <li>– I search for a win-win solution.</li> <li>– I do not listen to or spread gossip.</li> <li>– I can express a differing opinion in a respectful way.</li> <li>– I look for ways to include others.</li> <li>– I avoid stereotyping others.</li> <li>– I use respectful language.</li> <li>– I have used what I have learned about conflict to handle other situations appropriately.</li> <li>– I report incidents of bullying when I see them.</li> </ul> <p>Follow up by asking students to select one area where they feel they can most develop, and set a goal for improving that particular interpersonal skill.</p> <li>• The criteria outlined in <i>BC Performance Standards: Social Responsibility – Grades 4 and 5</i> can be used to assess students in relation to               <ul style="list-style-type: none"> <li>– contributing to a safe and caring school environment (Section 1)</li> <li>– solving problems in peaceful ways (Section 2)</li> <li>– valuing diversity and defending human rights (Section 3)</li> </ul> <p>BC Performance Standards are available online at <a href="http://www.bced.gov.bc.ca/perf_stands/">www.bced.gov.bc.ca/perf_stands/</a></p> </li> </li></ul>

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*Building Healthy Relationships (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Scenarios</b></p> <ul style="list-style-type: none"> <li>• As a class or in groups, ask students to brainstorm situations where young people might face a risk of abuse or exploitation (e.g., Internet chatrooms, secluded places, alone on streets at night, unsupervised parties). Review and discuss safety guidelines that would help protect themselves and others against potentially abusive or exploitative situations. Provide students with scenarios depicting potentially abusive or exploitative situations, such as someone who             <ul style="list-style-type: none"> <li>– shows you pictures of nude people</li> <li>– talks about your body in a way that makes you feel uncomfortable</li> <li>– touches you or attempts to touch you inappropriately or without your permission</li> <li>– asks you to get into his or her car</li> <li>– wants to enter your house when your parents aren't home</li> <li>– tells you to look at a pornography website</li> <li>– sends you a threatening instant message</li> <li>– invites you to meet her/him offline</li> <li>– wants you to send him/her your photograph</li> <li>– asks you for your phone number, address, school name or location, or password</li> </ul> </li> </ul> <p>Have students work in groups to prepare an appropriate response to their assigned scenario.</p>	<ul style="list-style-type: none"> <li>• Discuss criteria for assessing students' responses to the scenarios. For example, students can be assessed in relation to the extent to which they             <ul style="list-style-type: none"> <li>– identify guidelines for dealing with potentially or exploitative abusive situations (e.g., knowing their right to not be abused, being assertive, assessing the situation, withholding personal information, knowing how to seek help for self or when someone else is being abused)</li> <li>– demonstrate ways to avoiding potentially unsafe situations (e.g., travel in groups, use buddy system, use safe routes, don't meet people from Internet chat rooms, don't share photographs or personal information)</li> <li>– select a realistic strategy</li> <li>– demonstrate a responsible, safe response</li> </ul> </li> </ul>
<p><b>Note:</b> Discussions about abusive situations can result in a student disclosing an incident of child abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals. For information about reporting protocol, refer to the <i>BC Handbook for Action on Child Abuse and Neglect</i> – available online at <a href="http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf">www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf</a></p>	

## Unit 5: Changes at Puberty

### Prescribed Learning Outcomes

*It is expected that students will:*

#### GOALS AND DECISIONS

A1 describe how various factors (e.g., access to accurate and relevant information, media and social influences) affect decision making

#### HEALTH: *Healthy Living*

C3 describe the physical, emotional, and social changes associated with puberty

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Worksheet</b></p> <ul style="list-style-type: none"> <li>View a video or invite a guest speaker (e.g., health professional) to talk about the physical, emotional, and social changes that occur during puberty. Emphasize that these changes happen at different rates and times for different people, and this variation in development rate is normal. Explain also that some changes are more predictable than others – for example, physical changes tend to be more predictable than social and emotional changes.</li> </ul> <p><b>Decisions timeline</b></p> <ul style="list-style-type: none"> <li>Point out to students that one significant change that happens at puberty is that they are beginning to take increasing responsibility for decisions that affect their lives. As a class, brainstorm and discuss                             <ul style="list-style-type: none"> <li>things they decide independently and those they require assistance with</li> <li>decisions they are responsible for now to those they were responsible for in past years</li> <li>the types of decisions they will be making for themselves in the near and distant future</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use a worksheet such as the assessment instrument found at the end of this grade (<b>Changes at Puberty</b>) to have students identify the changes that occur for boys, those that occur for girls, and those that happen for both.</li> <li>Have students create a timeline to illustrate the types of decisions they’ve made in the past, those they make now, and those they will make in the future. Assess students’ timelines, looking for evidence that they are able to identify                             <ul style="list-style-type: none"> <li>decisions that are their responsibility</li> <li>decisions that they share with others (e.g., parents)</li> <li>decisions that are entirely others’ responsibilities</li> <li>how responsibility for decisions changes over time</li> </ul> </li> </ul>



*Assessment Instrument*  
**HEALTHY PRACTICES LOG**

Name: \_\_\_\_\_ Period of log: \_\_\_\_\_

<i>Key: 3 – fully meets expectations, 2 – approaching expectations, 1 – not yet within expectations.</i>	<b>Self- Assessment</b>	<b>Teacher Assessment</b>
I used my log to record each physical activity I did.		
I kept accurate records of when I engaged in each physical activity I did, including when, what, and for how long.		
I kept accurate records of the number of servings and the servings sizes of the foods I ate.		
I kept accurate records of when I ate each meal or snack.		
I compared the foods I ate daily with the recommendations from <i>Canada's Food Guide to Healthy Eating</i> .		
I kept accurate records of the times I did things that made me feel good about myself.		
<b>Reflection</b>	<b>Teacher Comments</b>	
I believe I did/did not (circle one) participate in an appropriate amount of physical activity during this period. I believe this because		
In the future, I can improve my participation in physical activity by		

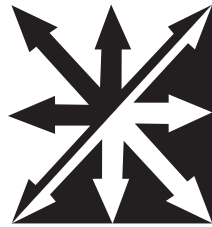
<p>I believe I did/did not (circle one) meet the daily requirements for healthy eating as recommended in <i>Canada's Food Guide</i> during this period. I believe this because</p>	
<p>In the future, I can improve my eating practices by</p>	
<p>I believe I did/did not (circle one) do enough things that made me feel good about myself. I believe this because</p>	
<p>In the future, one thing I can do to feel good about myself is</p>	
<p>It is important for me to be emotionally and physically healthy because (give at least three reasons)</p>	

*Assessment Instrument***CHANGES AT PUBERTY**

In the chart below, place a check in the B column for changes that occur for boys, or in the G column for changes that occur for girls. For changes that take place for both girls and boys, check both columns.

<b>Changes that Occur at Puberty</b>	<b>B</b>	<b>G</b>
• acne		
• breasts begin to grow		
• breasts feel uncomfortable		
• feel clumsy or awkward		
• feeling a need to conform or fit in with others		
• feelings of insecurity		
• feelings of romantic attraction toward others		
• feelings of self-consciousness		
• first ejaculation of semen		
• hair grows in pubic area		
• hair grows on legs		
• hair grows under arms		
• height increases		
• hips grow wider		
• increased desire to be independent		
• increased desire for privacy		
• increased perspiration and body odour		
• interests change		
• menstruation begins		
• mood changes		
• penis increases in length and width		
• scrotum gets larger		
• shoulders grow broader		
• skin gets oilier		
• voice deepens		
• weight increases		
• wet dreams occur		





# CLASSROOM ASSESSMENT MODEL

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*Grade 6*

## HEALTH AND CAREER EDUCATION GRADE 6: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for Grade 6.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*						
					Cognitive Domain	AFF					
					K	U&A	HMP				
<b>GOALS AND DECISIONS</b>	<ul style="list-style-type: none"> <li>• group and class discussions</li> <li>• webs, charts, graphs</li> <li>• journals or learning logs</li> <li>• student-teacher conferences</li> </ul>	10-15%	4-8 h	2	0	2	0	1			
<b>CAREER DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• group and class discussions</li> <li>• drawings, posters, collages</li> <li>• webs, charts, graphs</li> <li>• journals or learning logs</li> <li>• portfolios</li> <li>• questionnaires, worksheets</li> </ul>	10-15%	4-8 h	2	0	2	0	1			
<b>HEALTH</b>	<ul style="list-style-type: none"> <li>• group and class discussions</li> <li>• stations and centres activities</li> <li>• role plays</li> <li>• representations (e.g, posters, models, songs, poems, oral and multimedia presentations)</li> <li>• clusters, webs, charts, graphs</li> <li>• research projects</li> <li>• peer teaching</li> <li>• debates</li> <li>• written or oral quizzes</li> <li>• journals or learning logs</li> <li>• student-teacher conferences</li> </ul>	70-80%	33-38 h	4	2	2	0	1			
<i>Healthy Living</i>				4	1	2	1	3			
<i>Healthy Relationships</i>				4	2	2	0	0			
<i>Safety and Injury Prevention</i>				2	0	2	0	1			
<i>Substance Misuse Prevention</i>											
<b>Total:</b>					<b>100%</b>	<b>45-50 h</b>	<b>18</b>	<b>5</b>	<b>12</b>	<b>1</b>	<b>7</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

## GRADE 6

## OVERVIEW

<p>The Grade 6 portion of the Classroom Assessment Model contains the following suggested assessment units and instruments:</p> <ul style="list-style-type: none"> <li>• Unit 1: Decisions</li> <li>• Unit 2: Planning</li> <li>• Unit 3: Healthy Lifestyles</li> <li>• Unit 4: Healthy Relationships</li> <li>• Assessment Instruments: <ul style="list-style-type: none"> <li>– Safety Booklet</li> <li>– Substance Misuse Responses</li> </ul> </li> </ul>	<p><b>Learning at Previous Grades</b></p> <ul style="list-style-type: none"> <li>• goal-setting models</li> <li>• factors affecting decision making</li> <li>• personal attributes</li> <li>• types of work of interest</li> <li>• work habits and transferable skills</li> <li>• factors influencing healthy lifestyle attitudes and decisions</li> <li>• healthy lifestyle planning</li> <li>• physical, emotional, and social changes at puberty</li> <li>• practices for preventing communicable and non-communicable diseases</li> <li>• recognizing and responding to bullying</li> <li>• contributing to a safe and caring school environment</li> <li>• personal safety strategies</li> <li>• minimizing risks</li> <li>• social pressures and risk taking</li> <li>• factors contributing to use of tobacco, alcohol, and other drugs</li> </ul>
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The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some learning outcomes are addressed in more than one unit.

Unit 1: Decisions	Unit 2: Planning	Unit 3: Healthy Lifestyles	Unit 4: Healthy Relationships
A2	A1, A2	A2	A2
	B1, B2		
		C1, C2, C3, C4	
			C5, C6, C7, C8
C11, C12			C9, C10
C13, C14			

**Note:** The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider informing parents and guardians before addressing the Health learning outcomes. Students, with the consent of their parents/guardians and in consultation with their school, may choose to address the learning outcomes in an agreed-upon alternative delivery option. The Alternative Delivery policy applies only to the Health curriculum organizer of Health and Career Education and does not apply to any other curriculum. (Districts are responsible for having their own policies and guidelines in place to explain how alternative delivery can be applied and these Health learning outcomes assessed.) Refer to ministry policy for more information: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

## SUGGESTED ASSESSMENT UNITS

### Unit 1: Decisions

<b>Prescribed Learning Outcomes</b>	
<i>It is expected that students will:</i>	
<b>GOALS AND DECISIONS</b>	
A2 identify influences on goal setting and decision making, including family, peer, and media influences	
<b>HEALTH: Safety and Injury Prevention</b>	
C11 describe responsible safety behaviours on the road and in the community	
C12 identify basic principles for responding to emergencies (e.g., following safety guidelines, having an emergency response plan, knowing how to get help)	
<b>HEALTH: Substance Misuse Prevention</b>	
C13 demonstrate appropriate skills related to the prevention of the use of tobacco, alcohol, or other drugs (e.g., assertiveness, refusal skills, avoidance, choosing healthy alternatives)	
C14 describe the potential consequences for themselves and others if they use tobacco, alcohol, or other drugs (e.g., altered judgment and decision making, addiction, potential harm to fetus)	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Safety booklet</b></p> <ul style="list-style-type: none"> <li>• Use news items about accidents on the road or in the community to review and discuss potential risks for the people involved and ways to prevent those risks. Have groups of students answer questions such as the following:                             <ul style="list-style-type: none"> <li>– Was the accident preventable?</li> <li>– What guidelines or rules should have been followed to prevent this from happening?</li> <li>– What are some of the reasons people put themselves in risky situations by not using protective equipment or not following safety guidelines? (e.g., responding to dares or other peer pressure, trying to look cool, thinking that it will never happen to them)</li> <li>– What were the consequences for the people involved in this accident? (e.g., physical injury, death, legal consequences, financial consequences)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Challenge students to create a safety instruction booklet to share with younger students. Have students select a particular safety situation to write a story about (e.g., riding bike to school, skating, riding in cars, boating, skiing, off-roading). Have students present their booklets for peer assessment based on criteria such as those outlined in the sample assessment instrument provided at the end of this grade (<b>Safety Booklet</b>).</li> </ul>

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*Decisions (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Have students make a list of possible emergencies young people might encounter at school, home, or in the community (e.g., crashing their bike, falling off skateboard, being hit by a falling object, personal injury such as sprains or cuts, fire, drowning, slip through ice, choking, allergic reactions, asthma attack). Review possible responses to these and other emergency situations (e.g., call an adult or friend for help, call 911, leave the scene to get help, provide first aid if so trained).</li> </ul> <p><b>Role play</b></p> <ul style="list-style-type: none"> <li>• Brainstorm a variety of situations in which an individual might feel pressured or expected to smoke, drink alcohol, or take drugs. Review and discuss ways in which students can avoid or respond to situations of potential substance misuse (e.g., assertiveness and refusal skills, avoid or leave the situation, appropriate use of humour, identify healthy alternatives to substance misuse such as physical activity to relieve stress or anxiety, choose friends that have a positive influence).</li> </ul>	<ul style="list-style-type: none"> <li>• In groups, have students select one of the emergency situations discussed in class and prepare a presentation (e.g., puppet show, dramatization, illustrated story, slide show, diorama) to illustrate a specific emergency response to the situation. Provide opportunities for peer assessment based on criteria determined as a class, such as the extent to which students' presentations             <ul style="list-style-type: none"> <li>– depict a realistic emergency situation</li> <li>– demonstrate the basic principles for responding to the emergency (e.g., don't panic, assess the situation, know your own abilities, protect yourself, do no further harm, get help)</li> <li>– identify specific sources of help relevant to the situation and the local community (e.g., search and rescue, poison control)</li> <li>– include a prevention plan if appropriate</li> </ul> </li> </ul> <p>Follow up by having students use their learning logs to record how these emergency situations could have been avoided (e.g., education and training, following safety guidelines and rules).</p> <ul style="list-style-type: none"> <li>• Provide students with scenarios depicting pressure to use substances, and have them work in groups to prepare and present role plays for their assigned scenarios. Criteria such as those outlined in the sample assessment instrument provided at the end of this grade (<b>Substance Misuse Responses</b>) can be used as the basis for assessment of students' role plays.</li> </ul>

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Decisions (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Consequences flow chart</b></p> <ul style="list-style-type: none"> <li>• Use print, Internet, or video resources to review and provide additional information about the consequences of specific substances (e.g., tobacco, alcohol, illegal drugs, misuse of prescription or over-the-counter drugs). Include a focus on harm to self and to others (e.g., second-hand smoke, impaired driving, violent crimes, accidental injury or death, potential harm to fetus when substances are consumed during pregnancy).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students select one substance discussed in class, and create a flow chart to illustrate the consequences of a decision to misuse that substance. Look for evidence that their flow charts             <ul style="list-style-type: none"> <li>– include potential physical consequences of misuse for self (e.g., short-term and long-term health effects such as nausea and vomiting, fatigue, hair and tooth loss, breathing problems, memory and cognitive impairment, addiction, organ damage, cancer, death)</li> <li>– include potential emotional and social consequences of misuse for self (e.g., anxiety, altered judgment and decision making, risk-taking behaviour resulting in physical injury, social isolation, negative impact on schoolwork and recreational activities, legal consequences)</li> <li>– include potential consequences of misuse for others (e.g., potential harm to fetus when substances are consumed during pregnancy, harm from second-hand smoke)</li> <li>– identify positive and negative influences on the decision related to substance use</li> <li>– show direct relationship between decisions to use substances and their consequences</li> </ul> </li> </ul> <p>As an extension, have students use their work to create a presentation (e.g., drama, web site, rap) for older students to educate them about the consequences if they misuse substances.</p>

## Unit 2: Planning

### Prescribed Learning Outcomes

*It is expected that students will:*

#### GOALS AND DECISIONS

- A1 describe planning techniques that can help to support goal attainment (e.g., time management, setting priorities, considering costs and resources)
- A2 identify influences on goal setting and decision making, including family, peer, and media influences

#### CAREER DEVELOPMENT

- B1 relate personal attributes to various types of work
- B2 describe transferable skills that are developed through school and recreational activities (e.g., teamwork, organization, creativity)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Scenarios</b></p> <ul style="list-style-type: none"> <li>• Write the word budget on the board, and as a class create a web to elicit students' responses about the concept.</li> </ul> <p>Ask students to brainstorm short-term or long-term financial goals they might have (e.g., purchasing sports equipment, saving for a trip, birthday party). Ask them to consider how having a budget might help them achieve these goals. Review what students already know about goal setting and decision making, and explain that budgeting is a similar process: it helps identify the steps necessary to achieve the goal.</p>	<ul style="list-style-type: none"> <li>• Provide groups of students with scenarios depicting financial goals. Have them propose two solutions to the scenario, one without using a budget and one with a budget (for this exercise, students do not have to create an actual realistic budget). Observe students as they work in their groups, and look for evidence that they are able to recognize the benefit of budgeting to achieve a goal (e.g., identifying sources of income, identifying costs, setting priorities).</li> </ul>

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Planning (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Interview</b></p> <ul style="list-style-type: none"> <li>• Carry out a class media search to find interviews with prominent people that provide insight into how they reached their goals and what influenced them. Follow up by having students interview someone within their personal support networks (e.g., family member, coach, elder, mentor) about their goals. Questions for the interview could include                     <ul style="list-style-type: none"> <li>– if the goals changed over time, and why</li> <li>– strategies used for attaining their goals</li> <li>– influences on the goals</li> <li>– advice for young people on setting goals</li> </ul> </li> </ul> <p>Have students present the findings of their interviews to the rest of the class for discussion.</p> <p><b>Portfolio</b></p> <ul style="list-style-type: none"> <li>• Review and discuss the definitions of <i>personal attributes</i>, including interests, values, aptitudes, skills, and successes. Distribute index cards to students, and ask them to write down types of work that interest them. Redistribute the cards and have students record the particular skills that they think would relate to the occupation. Students may conduct additional research using career resources to complete the exercise. Debrief and discuss as a class: What skills are most common? Are these attributes that students already possess?</li> </ul> <p>Review and discuss the definitions of <i>transferable skills</i>. Brainstorm and create a class list of such skills, and post for reference.</p> <p>Over the course of the year, have students keep a portfolio of their work that exemplifies their transferable skills and personal attributes. Encourage them to use examples of work in a range of subject areas as well as their recreational and home activities.</p>	<ul style="list-style-type: none"> <li>• Ask student to use their learning logs to reflect on what they have learned about successful goal attainment. Students can use sentence stems such as the following to guide their responses:                     <ul style="list-style-type: none"> <li>– Some of the most impressive goals I heard about were _____.</li> <li>– Having a plan is a good way to help achieve a goal because _____.</li> <li>– Some of the best strategies for goal attainment are _____. (Students’ responses could include strategies such as time management, setting priorities, balancing individual and group goals, and considering costs and resources.)</li> <li>– Some reasons that goals might change over time are _____.</li> <li>– The most important influences on the goals of the people interviewed were _____. (Responses could include influences such as family, peer, media, financial, altered decision making resulting from substance misuse, knowledge of consequences, and access to accurate information.)</li> <li>– I think the strongest influences on my own goals are _____ because _____.</li> <li>– Strategies I will try to include in my goals are _____.</li> </ul> </li> <li>• Have students present their portfolios in an assessment conference to highlight their most significant achievements and attributes. In preparation for the conference, ask students to make notes in their portfolios that describe                     <ul style="list-style-type: none"> <li>– skills they have developed through school activities</li> <li>– skills they have developed through recreational or cultural activities</li> <li>– work that exemplifies their personal interests and values</li> <li>– ways in which they can apply their transferable skills to other situations (e.g., personal relationships, home, recreational activities, after-school responsibilities, future careers)</li> <li>– personal attributes that relate specifically to one or more type of work</li> </ul> </li> </ul>

### Unit 3: Healthy Lifestyles

#### Prescribed Learning Outcomes

*It is expected that students will:*

**GOALS AND DECISIONS**

A2 identify influences on goal setting and decision making, including family, peer, and media influences

**HEALTH: Healthy Living**

- C1 describe the benefits of attaining and maintaining a balanced, healthy lifestyle, including the benefits of
  - being physically active
  - healthy eating practices
  - an emotionally healthy lifestyle
- C2 describe the human reproductive system
- C3 demonstrate an understanding of the importance of respecting own and others’ development rates during puberty and adolescence
- C4 identify practices that reduce the risk of contracting life-threatening communicable diseases, including HIV, hepatitis B and C, and meningococcal C

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Health portrait</b></p> <ul style="list-style-type: none"> <li>• Provide students with research information, or invite a guest speaker to talk about the eating and physical activity practices of young people at this age. Alternatively, or to supplement the information, have students conduct surveys of their peers to gather this information. Discuss the results. Continue the discussion by focussing on the benefits – now and in the future – of a healthy lifestyle and good health practices (e.g., increased energy level, increased mental and physical performance, increased self-concept, bone growth, good hair and skin, good dental health, decreased chance of developing health problems such as heart disease and diabetes).</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge students to create a portrait (e.g., diagram, paragraph, poster, 3-D model) of a person with an ideal, healthy lifestyle. In their portraits, students should be able to articulate specific examples of the short-term and long-term benefits of                     <ul style="list-style-type: none"> <li>– a physically active lifestyle (e.g., increased mental and physical performance, long-term health benefits)</li> <li>– healthy eating practices (e.g., greater energy, healthier body, long-term health benefits)</li> <li>– an emotionally healthy lifestyle (e.g., able to cope with unexpected problems, feeling good about self, healthy relationships)</li> </ul> </li> </ul>

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Healthy Lifestyles (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Provide students with information about the following life-threatening communicable diseases: HIV, hepatitis B and C, and meningococcal C. Sources of information include guest speakers such as a public health nurse, library resources, and Internet resources such as the BC Health Files. Include information about ways the diseases are transmitted, and practices that help to protect a person from contracting the disease. Also include a focus on how the diseases are not transmitted, addressing any myths about HIV/AIDS in particular (e.g., such as the myth that you can get HIV from a toilet seat, AIDS is spread only by kissing someone, there's a cure for AIDS). Ensure students understand that it is safe to share utensils, toilet seats, and towels. Casual contact such as kissing, hugging, touching, and living with and caring for someone with HIV/AIDS is safe.</li> </ul> <p><b>Quiz</b></p> <ul style="list-style-type: none"> <li>• Review changes that occur during puberty (e.g., emotional changes, menstruation, facial hair, body hair, weight gain, breast growth, perspiration, acne, vocal changes). Show a video on the human reproduction system. Provide worksheets and overheads for students to label the reproductive systems. Give students opportunities to ask questions anonymously.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students work individually or in groups to create a presentation (e.g., brochure, web page, slide show, documentary) that educates and informs others on how to reduce the risk of contracting HIV, hepatitis B and C, and meningococcal C. Look for evidence that students' presentations             <ul style="list-style-type: none"> <li>– accurately identify at least three ways that the disease can be transmitted</li> <li>– accurately identify at least three practices that help prevent the risk of contracting the disease</li> <li>– present information in a tasteful, respectful, and engaging manner</li> </ul> </li> <li>• Prepare a quiz with key questions and concepts taught in class. Include a diagram to label the male and female reproductive systems. Students should be able to             <ul style="list-style-type: none"> <li>– accurately describe the role and function of the various structures of the male reproductive system</li> <li>– accurately describe the role and function of the various structures of the female reproductive system</li> <li>– show the relationship between male and female reproductive systems and pregnancy</li> <li>– use correct vocabulary (e.g., conception, testicles, penis, ovaries, uterus, sperm, sexual intercourse)</li> </ul> </li> </ul>

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*Healthy Lifestyles (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Stories</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to submit anonymous questions related to physical, emotional, and social changes that occur during puberty and adolescence. Suggest they use sentence stems such as the following to submit their questions:                             <ul style="list-style-type: none"> <li>– Is it normal to _____?</li> <li>– I’m worried that _____.</li> <li>– When will I _____?</li> </ul> </li> </ul> <p>In replying to students’ questions, emphasize that everyone develops and matures at different rates, and that a wide range of physical and emotional characteristics are perfectly “normal.” Explain that there are many reasons for differing developmental rates (e.g., gender, genetics, individual differences), and that they should not feel worried if they are maturing at a different rate than their peers. Conclude the discussion by stressing that this is a time of rapid and sometimes confusing change, and that they should take advantage of their support networks to talk about the feelings they are experiencing at this time.</p>	<ul style="list-style-type: none"> <li>• Individually or in groups, have students create a story (e.g., as a cartoon, song, radio play) about someone who is struggling with their adolescent development, either because of their own feelings or because of the inappropriate behaviour of others (e.g., teasing, bullying). Have students present their stories to the rest of the class for peer assessment, based on criteria such as the extent to which they                             <ul style="list-style-type: none"> <li>– demonstrate an understanding that it is normal for adolescents to grow and develop at different rates</li> <li>– list reasons for differing development rates (e.g., gender, genetics, individual differences)</li> <li>– explain the importance of seeking support to deal with emotional challenges they may face as adolescents (e.g., stress, anxiety, depression, grief)</li> <li>– describe ways to demonstrate respect for their own and others’ physical and emotional changes during puberty and adolescence (e.g., use positive self-talk, access support and information as required; avoid teasing, harassment, bullying, and negative self-talk)</li> </ul> </li> </ul>

## Unit 4: Healthy Relationships

### Prescribed Learning Outcomes

*It is expected that students will:*

#### GOALS AND DECISIONS

A2 identify influences on goal setting and decision making, including family, peer, and media influences

#### HEALTH: *Healthy Relationships*

C5 assess the influence that peers have on individuals' attitudes and behaviour

C6 demonstrate an understanding of the harmful effects of stereotyping and discrimination

C7 identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying

C8 apply appropriate strategies for responding to discrimination, stereotyping, and bullying

#### HEALTH: *Safety and Injury Prevention*

C9 identify sources of support for people in abusive or exploitative situations (e.g., trusted adult, school and community services)

C10 identify personal safety strategies to avoid abusive or exploitative situations on the Internet

#### PLANNING FOR ASSESSMENT

#### ASSESSMENT STRATEGIES

##### Flow chart

- Define and give examples of peer pressure and discuss why peers have such a strong influence in the decision making process. As a class, discuss examples of positive and negative peer influences from students' own experiences, books, TV, Internet, and movies. Chart these in terms of levels of pressure, such as
  - friendly – simple offer
  - teasing – people make fun of you and call you names if you say no
  - indirect – pressuring you even though not a direct offer
  - threats – physical or psychological

Review and discuss appropriate strategies for resisting each level of peer pressure (e.g., say “no thanks,” cold shoulder, broken record, avoid, walk away, give a reason or excuse, change subject, reverse the pressure, propose an alternative, ask for help when necessary).

- Have students use their learning logs to record how they would respond to specific influences to engage in unhealthy behaviour. Ask them to include at least one example for each level of pressure, such as
  - friendly – use humour
  - teasing – give an excuse
  - indirect – walk away
  - threats – ask for help from a trusted adult

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*Healthy Relationships (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Quickwriting and chart</b></p> <ul style="list-style-type: none"> <li>• Ask students to quickwrite (e.g., for two minutes) in response to the word stereotyping. Repeat using the word discrimination. Provide opportunities for students to share their responses. Brainstorm and discuss ways in which people can be stereotyped or discriminated against (e.g., gender, sexual orientation, age, race, religion, physical ability, mental ability, physical appearance, socioeconomic class, social groupings, language).</li> </ul> <p>Read various situations where stereotyping or discrimination is evident. Discuss the harmful effects of stereotyping and discrimination.</p> <ul style="list-style-type: none"> <li>– Where do we see stereotyping and discrimination? Do we see it in our school? On TV? In movies? In books? In video games?</li> <li>– What does stereotyping and discrimination behaviour look and sound like? (e.g., calling people derogatory names, making them feel excluded, denying them opportunities)</li> <li>– How does this behaviour hurt everybody?</li> <li>– What can we as individuals do to stop it? What can we do as a school? As a community?</li> <li>– What do provincial, national, and international bodies do to stop discrimination, bullying, and harassment?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to generate a chart of the characteristics and consequences of stereotyping under the headings of Looks Like, Sounds Like, and Feels Like. Look for evidence that students are able to             <ul style="list-style-type: none"> <li>– define and give specific examples of stereotyping (e.g., according to gender, age, sexual orientation, race, religion, physical or mental ability)</li> <li>– define and give specific examples of discrimination (e.g., when a person – on the basis of her or his gender, age, sexual orientation, race, religion, or physical or mental ability – suffers disadvantages or is denied opportunities available to other members of society)</li> <li>– describe the negative consequences of stereotyping and discrimination (e.g., limits choices; makes unfair assumptions about people’s abilities, needs, and behaviours; emotional consequences such as feelings of shame, depression, or suicide)</li> <li>– give at least three specific examples of school, community, national, or international policies against stereotyping and discrimination (e.g., school code of conduct, <i>BC Human Rights Code</i>, <i>Canadian Charter of Rights and Freedoms</i>, <i>UN Universal Declaration of Human Rights</i>)</li> </ul> </li> </ul> <p>Follow up by asking students to select one of the situations of stereotyping or discrimination and write a paragraph describing how they would feel in this situation.</p>

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Healthy Relationships (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Bullying scenarios</b></p> <ul style="list-style-type: none"> <li>• In a class discussion, use questions such as the following to review the definitions of bullying:                             <ul style="list-style-type: none"> <li>– What does bullying behaviour look like? Sound like?</li> <li>– Is bullying behaviour always physical?</li> <li>– Is it always done in person? (remind students that bullying can also take place via the Internet, e-mails, phone calls, or other communications)</li> <li>– How is bullying behaviour similar to stereotyping and discrimination? How is it different?</li> <li>– How is bullying behaviour different than interpersonal conflict in friendships and other relationships?</li> <li>– What are some of the harmful effects of using derogatory and stereotypical labels?</li> <li>– What can we do to respond to bullying behaviour? As individuals? (e.g., assess the situation, avoidance, assertiveness, reporting, seeking help, appropriate use of humour) As schools? As communities?</li> </ul> </li> </ul> <p>Provide groups of students with scenarios depicting discrimination, stereotyping, and/or bullying situations. As groups role play the situation, have other students take turns stopping the action at the point where the discrimination, stereotyping, and/or bullying behaviour takes place, then apply a specific response strategy to address the situation.</p> <p><b>Advertisement</b></p> <ul style="list-style-type: none"> <li>• Post information about or invite guest speakers to describe school or community programs that contribute to a safe and caring environment (e.g., peer mediation training, playground monitor programs, social learning interventions and restorative justice programs, reporting policies, code of conduct). As a class, discuss how these programs can make the school and community safer places.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe students during their role plays, and look for evidence that they are able to demonstrate specific uses of responses such as                             <ul style="list-style-type: none"> <li>– avoidance (e.g., walk away, find a alternative activity)</li> <li>– assertiveness (e.g., body language, speak in a clear and loud voice, name the bullying behaviour, set a limit or tell the person to stop)</li> <li>– recognizing their rights under the law to not be bullied, harassed, or discriminated against</li> <li>– reporting or seeking help, demonstrating knowledge of the relevant school protocol</li> <li>– appropriate use of humour</li> </ul> </li> </ul> <p>Follow up by having students use their logs to reflect on the response strategies they used and their effectiveness in each situation. Have them use sentence stems such as the following:</p> <ul style="list-style-type: none"> <li>– _____ is most effective when _____.</li> <li>– The strategy for responding to discrimination, stereotyping, and/or bullying behaviour that I'm most comfortable with is _____ because _____.</li> <li>– The strategy for responding to discrimination, stereotyping, and/or bullying behaviour that I'm least comfortable with is _____ because _____.</li> <li>– A time when I used _____ was _____.</li> </ul> <ul style="list-style-type: none"> <li>• Have students create an advertisement for one or more school-based programs for responding to discrimination, stereotyping, and/or bullying behaviour. Alternatively, students can create an advertisement promoting the overall school culture of safety and health. Look for evidence that students are able to explain how the program addresses the problem of bullying behaviour and discrimination, and promotes a safe and caring school.</li> </ul>

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Healthy Relationships (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Internet safety strategies</b></p> <ul style="list-style-type: none"> <li>• As a class, review and discuss the potential dangers that exist on the Internet, particularly those associated with the fact that Internet users are anonymous and can hide their true identities and motives. Use scenarios such as the following to review these concepts:               <ul style="list-style-type: none"> <li>– A boy you have never met sends you an e-mail and tells you he is a student in Grade 6 who wants to make new friends. You have never met him or heard of him before. What do you do?</li> <li>– You receive an e-mail from a woman who says she runs a modelling agency, and thinks you have the potential to have a successful modelling career. She wants you to send in some photographs of yourself to start building your portfolio and getting work. What do you do?</li> <li>– Someone sends you a message saying that you have won a contest. All you need to do to get your prize is to send in your name, address, phone number, and parent’s credit card number to cover the cost of mailing the prize. What do you do?</li> <li>– A girl you have “talked” with a few times in a chat room says she thinks you have a lot in common and would like you to come over to her house to hang out. What do you do?</li> </ul> </li> </ul> <p>Follow up by having students work in groups to create their own scenarios about potential Internet dangers. Have them switch scenarios with another group to role play an appropriate response.</p>	<ul style="list-style-type: none"> <li>• The criteria outlined in <i>BC Performance Standards: Social Responsibility – Grades 6 to 8</i> can be used to assess students in relation to           <ul style="list-style-type: none"> <li>– contributing to a safe and caring school environment (Section 1)</li> <li>– solving problems in peaceful ways (Section 2)</li> <li>– valuing diversity and defending human rights (Section 3)</li> </ul> <p>BC Performance Standards are available online at <a href="http://www.bced.gov.bc.ca/perf_stands/">www.bced.gov.bc.ca/perf_stands/</a></p> </li> <li>• Have students work individually or in groups to create a list of strategies for staying safe on the Internet. Students can present their strategies in the form of a poster, a web page, a slide show, or a handout. Look for evidence that students have addressed the main guidelines for Internet safety, such as the following:           <ul style="list-style-type: none"> <li>– Understand that the Internet is anonymous, and you can never really know the age, sex, or location of someone from an e-mail, web site, or chat room.</li> <li>– Do not give out any personal information online without a parent’s permission. This includes name, phone number, address, e-mail, name of your school, parents’ work information, credit card information, and pictures.</li> <li>– Use a nickname that doesn’t reveal anything about yourself.</li> <li>– Create passwords that are hard for anyone else to guess. Don’t reveal your password to anyone (except your parents), not even your best friend.</li> <li>– Don’t arrange to meet someone you have met on the Internet unless one of your parents has been informed and will be present.</li> <li>– Don’t open e-mails, attachments, links, pictures, or games from people that you don’t know or trust.</li> <li>– Don’t make any online purchases without your parents’ permission.</li> <li>– When someone makes contact with you on the Internet, think carefully about whether this is the most logical way for someone to behave or to communicate.</li> <li>– Tell a teacher, parent, or other trusted adult right away if anyone contacts you in a way that makes you feel uncomfortable or unsure.</li> </ul> <p>Encourage students to take their strategies home to share with their families.</p> </li> </ul>

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*Healthy Relationships (continued)*

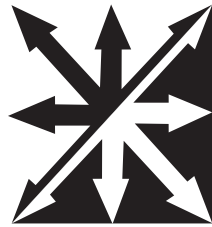
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Resource directory</b></p> <ul style="list-style-type: none"> <li>• Bring in representatives from various school and community resources that provide support for people in abusive or exploitative situations, and ask them to describe the services they offer.</li> </ul>	<ul style="list-style-type: none"> <li>• Divide the class into groups, and provide each group with a scenario depicting a person dealing with an abusive or exploitative situation. Have students identify at least three services or strategies for addressing the scenario, and present them for peer assessment. Students should be able to identify                         <ul style="list-style-type: none"> <li>– specific examples of abusive or exploitative situations (e.g., physical abuse, emotional abuse, withholding nurturing or caregiving, pressure to engage in sexual activity, Internet predators)</li> <li>– relevant school and local community resources that can help and support people in abusive or exploitative situations (e.g., school counsellor, trusted teacher, trusted adult, trusted family member, community health services, children’s/youth help hotline)</li> </ul> </li> </ul> <p>Compile students’ responses in a directory of support services.</p>
<p><b>Note:</b> Discussions about abusive situations can result in a student disclosing an incident of child abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals. For information about reporting protocol, refer to the <i>BC Handbook for Action on Child Abuse and Neglect</i> – available online at <a href="http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf">www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf</a></p>	

*Assessment Instrument*  
**SAFETY BOOKLET**

Group members:		
Assessed by:		
	<b>Peer Assessment</b>	<b>Group Self-Assessment</b>
3=good, 2=satisfactory, 1=needs improvement		
• risks and hazards of the situation are clearly identified and illustrated		
• general principles of safety are included (e.g., recognizing dangers, using protective equipment)		
• responsible practices and behaviour are clearly described for the specific situation		
• potential consequences of unsafe behaviour are described		
• relevant laws are articulated		
• information about how and where to get help is included		
• booklet presents information in an engaging and age-appropriate manner		
• group members worked effectively together		
• all group members contributed to the group project		

*Assessment Instrument*  
**SUBSTANCE MISUSE RESPONSES**

Criteria – Do students’ role play responses	Comments
<ul style="list-style-type: none"> <li>• depict a realistic situation in which an individual might feel pressured or expected to use tobacco, alcohol, or other drugs</li> </ul>	
<ul style="list-style-type: none"> <li>• demonstrate at least three of the following strategies for resisting the pressure or expectation to smoke, drink alcohol, or take other drugs:                             <ul style="list-style-type: none"> <li>– assertive speech</li> <li>– assertive body language and actions</li> <li>– refusal skills</li> <li>– avoidance</li> <li>– leaving the situation</li> <li>– appropriate use of humour</li> <li>– identifying healthy alternatives to substance misuse</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• assess the appropriateness of specific substance misuse prevention strategies for themselves in specific situations</li> </ul>	



# CLASSROOM ASSESSMENT MODEL

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*Grade 7*

## HEALTH AND CAREER EDUCATION GRADE 7: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for Grade 7.

Curriculum Organizers/ Suborganizers	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*						
					Cognitive Domain			AFF			
					K	U&A	HMP				
<b>GOALS AND DECISIONS</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>webs, charts, graphs</li> <li>journals or learning logs</li> <li>student-teacher conferences</li> </ul>	10-15%	4-8 h	2	0	1	1	1			
<b>CAREER DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>drawings, posters, collages</li> <li>webs, charts, graphs</li> <li>journals or learning logs</li> <li>portfolios</li> <li>questionnaires, worksheets</li> </ul>	10-15%	4-8 h	2	0	2	0	0			
<b>HEALTH</b> <i>Healthy Living</i>	<ul style="list-style-type: none"> <li>group and class discussions</li> <li>stations and centres activities</li> <li>role plays</li> <li>representations (e.g. posters, models, songs, poems, oral and multimedia presentations)</li> <li>clusters, webs, charts, graphs</li> <li>research projects</li> <li>peer teaching</li> <li>debates</li> <li>written or oral quizzes</li> <li>journals or learning logs</li> <li>student-teacher conferences</li> </ul>	70-80%	33-38 h	4	0	3	1	1			
<i>Healthy Relationships</i>				3	1	2	0	2			
<i>Safety and Injury Prevention</i>				2	0	2	0	0			
<i>Substance Misuse Prevention</i>				2	0	1	1	2			
<b>Total:</b>					<b>15</b>	<b>100%</b>	<b>45-50 h</b>	<b>1</b>	<b>11</b>	<b>3</b>	<b>6</b>

\* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.



## GRADE 7

## OVERVIEW

<p>The Grade 7 portion of the Classroom Assessment Model contains the following suggested assessment units and instruments:</p> <ul style="list-style-type: none"> <li>• Unit 1: Education and Careers</li> <li>• Unit 2: Relationships</li> <li>• Unit 3: Influences on Decisions</li> <li>• Unit 4: Avoiding and Responding to Risks</li> <li>• Unit 5: Healthy Adolescence</li> <li>• Assessment Instruments: <ul style="list-style-type: none"> <li>– Goal-Setting Plan</li> <li>– Decision Making</li> </ul> </li> </ul>	<p><b>Learning at Previous Grades</b></p> <ul style="list-style-type: none"> <li>• planning to support goals</li> <li>• decision-making models</li> <li>• influences on decision making and goal setting</li> <li>• categories of jobs</li> <li>• transferable skills</li> <li>• benefits of healthy lifestyles</li> <li>• physical, emotional, and social changes during puberty</li> <li>• respecting developmental differences</li> <li>• ways to avoid life-threatening communicable diseases, including HIV/AIDS</li> <li>• influences of peers on behaviour</li> <li>• stereotyping and discrimination</li> <li>• responding to stereotyping, discrimination, and bullying</li> <li>• sources of help and support</li> <li>• responsible safety behaviour</li> <li>• recognizing risks and hazards</li> <li>• Internet safety strategies</li> <li>• responding to emergencies</li> <li>• strategies to avoid substance misuse</li> <li>• consequences to self and others of using tobacco, alcohol, or drugs</li> </ul>
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The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some learning outcomes are addressed in more than one unit.

Unit 1: Education and Careers	Unit 2: Relationships	Unit 3: Influences on Decisions	Unit 4: Avoiding and Responding to Risks	Unit 5: Healthy Adolescence
A1, A2				A2
B1, B2				
		C1, C3	C4	C1, C2, C3
	C5, C6, C7	C6		
	C8, C9		C9	C9
		C10, C11	C11	C10, C11

**Note:** The Health curriculum organizer includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider informing parents and guardians before addressing the Health learning outcomes. Students, with the consent of their parents/guardians and in consultation with their school, may choose to address the learning outcomes in an agreed-upon alternative delivery option. The Alternative Delivery policy applies only to the Health curriculum organizer of Health and Career Education and does not apply to any other curriculum. (Districts are responsible for having their own policies and guidelines in place to explain how alternative delivery can be applied and these Health learning outcomes assessed.) Refer to ministry policy for more information: [www.bced.gov.bc.ca/policy/](http://www.bced.gov.bc.ca/policy/)

## SUGGESTED ASSESSMENT UNITS

### Unit 1: Education and Careers

#### Prescribed Learning Outcomes

*It is expected that students will:*

##### GOALS AND DECISIONS

- A1 design a plan to achieve a specific goal
- A2 demonstrate an ability to apply a decision-making model to a specific situation

##### CAREER DEVELOPMENT

- B1 classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)
- B2 identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)

#### PLANNING FOR ASSESSMENT

##### Career cluster collage

- As a class, discuss different ways that jobs can be organized. For example, by
  - type of industry (e.g., agriculture, arts, computers, construction, education, medical, service)
  - type of work (e.g., hands-on, paperwork, using technology, research, outdoors)
  - related to personal skills and interests (e.g., music, writing, sports, technology, science, helping others)

Ask students to bring in pictures or words depicting as many different paid and volunteer jobs and careers that they can find. Distribute the jobs randomly to students, and discuss any that are unfamiliar. Ask them to create a “human career cluster,” forming groups according to the type of job they’ve been assigned. Challenge them to create as many different clusters as they can using the same jobs.

#### ASSESSMENT STRATEGIES

- Have students work individually or in groups to create a collage of jobs using one of the clustering methods discussed in class. Look for evidence that they are able to classify the jobs according to set criteria (e.g., type of work, industry, skills and interests).

*continued next page*

*Education and Careers (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Skills inventory</b></p> <ul style="list-style-type: none"> <li>Brainstorm activities that students do for recreation and fun (e.g., playing music, bike riding, playing video games, reading, volunteering at a hospital). Write each of these on a slip of paper, and select them one by one. In teams and using a game show format, challenge students to list as many transferable skills as they can that apply to the activity (e.g., specific skills related to categories such as time management, communication, teamwork literacy, creativity, physical abilities, and technology). Share and discuss, and create a class list of these skills.</li> </ul> <p><b>Job application (extension activity)</b></p> <ul style="list-style-type: none"> <li>Have students identify a job, real or simulated, that they might like to do in the near future (e.g., lawn cutting, babysitting, car washing, newspaper delivery, volunteering at a seniors' centre, working with a community action group, coaching a younger children's soccer team). Ask them to list and describe the skills they have that would be needed for that job.</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to create a T-chart with an inventory of the transferable skills that they currently have on one side and those that they feel they don't yet have on another. Have them use coloured highlighters to identify which skills can be applied to a variety of settings (e.g., schoolwork, co-curricular activities, future careers). Look for evidence that students are able to             <ul style="list-style-type: none"> <li>identify specific transferable skills (e.g., active listening, assertive communication, teamwork, sharing, following directions, research, literacy, technology, hand-eye co-ordination, setting priorities, punctuality, adaptability, creativity, ability to learn new skills and take on new challenges)</li> <li>identify how each skill can be applied (e.g., through schoolwork, recreational activities, home responsibilities, future jobs)</li> </ul> </li> </ul> <p>Advise students that they will be assessed on their abilities to identify and categorize the skills, not on whether they actually have acquired those skills.</p> <p>As an extension, have students set goals for developing one or more transferable skills.</p> <ul style="list-style-type: none"> <li>Look for evidence that students are able to             <ul style="list-style-type: none"> <li>identify specific transferable skills (e.g., communication, teamwork, following directions, research, literacy, technology, adaptability) that would be applicable to this job</li> <li>describe how they have acquired those skills (e.g., through schoolwork, recreational activities, home responsibilities)</li> </ul> </li> </ul>

*continued next page*

*Education and Careers (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Goal-setting plan</b></p> <ul style="list-style-type: none"> <li>Review how to write goals by brainstorming and discussing examples relevant to students at this age (e.g., save money for a school trip, complete a science project by the weekend, read a new book every month, learn how to play two new musical scales, learn how to spike a volleyball). Brainstorm and discuss obstacles they might encounter as they work toward their goals (e.g., family expectations, values, cost, time, media, peers, abilities, competing priorities).</li> </ul> <p>Ask each student to write two short-term goals (e.g., within a week) and one long-term goal (e.g., by the end of the year). Students may choose to identify school or personal goals. Have them share their goals with a partner for discussion and development.</p>	<ul style="list-style-type: none"> <li>Ask students to select one of their short-term or long-term goals, or set a new one, and devise a plan for achieving that goal. Ask them to create a detailed plan for achieving their goal, including a timeline, a log for recording their progress, and criteria for success. Use criteria such as those outlined in the sample assessment instrument provided at the end of this grade (<b>Goal-Setting Plan</b>) as the basis for teacher and self-assessment of their plan.</li> </ul>

## Unit 2: Relationships

### Prescribed Learning Outcomes

*It is expected that students will:*

**HEALTH: Healthy Relationships**

- C5 identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)
- C6 describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)
- C7 demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying

**HEALTH: Safety and Injury Prevention**

- C8 identify safety strategies that can be used to avoid potentially abusive or exploitative situations (e.g., personal safety rules and strategies for using the Internet, knowing and recognizing tricks and lures used by abusers, telling a trusted adult)
- C9 propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Relationship skills log</b></p> <ul style="list-style-type: none"> <li>• Ask students over the course of several days or weeks to keep a log of as many positive relationship characteristics they see demonstrated in the relationships around them, as well as on TV, in books, in magazine and newspaper articles, in movies, in video games, etc. (Note that if students are including the relationships in their own lives they should omit the names.) Provide opportunities for students to share and discuss their lists, focussing on skills such as communication and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss as a class the criteria for students’ relationship skills logs. For example, students can be required to identify at least one positive relationship characteristic and one negative relationship characteristic in each of the following categories:                             <ul style="list-style-type: none"> <li>– verbal communication</li> <li>– non-verbal communication</li> <li>– emotional and social communication (e.g., honesty, empathy, and respect vs. jealousy and dishonesty)</li> <li>– assertiveness vs. aggression</li> <li>– ways of solving problems</li> </ul> </li> </ul> <p>Conclude by asking students to use their learning logs to select one relationship they witnessed and reflect on</p> <ul style="list-style-type: none"> <li>– how the particular skills support the relationship</li> <li>– what additional skills could be used to further develop this relationship</li> <li>– how the individuals involved did or could have contributed to make the relationship healthy</li> </ul>

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*Relationships (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Bullying prevention workshops</b></p> <ul style="list-style-type: none"> <li>Review and discuss definitions of stereotyping, discrimination, and bullying. Have students conduct anonymous surveys of other classes to research the incidences of stereotyping, discrimination, and bullying at the school. Review and discuss the results as a class.</li> </ul> <p>Challenge students to work in groups or as a class to prepare a workshop to teach other students about preventing and responding to stereotyping, discrimination, and bullying. Review strategies for addressing stereotyping, discrimination, and bullying that students can include in their workshops (e.g., recognizing and defining stereotyping, discrimination and bullying, including verbal, physical, and social bullying; communication and conflict resolution skills; fostering a culture of respect; school rules and policies for reporting and responding). Students may present their workshops for younger or older classes.</p> <p><b>Influences on relationships game</b></p> <ul style="list-style-type: none"> <li>Divide students into small groups to brainstorm and discuss the messages that young people receive about relationships. Have them focus their discussion using questions such as the following:                     <ul style="list-style-type: none"> <li>– What is the message?</li> <li>– Who is giving it?</li> <li>– Are the relationships they see depicted in the media (e.g., TV, movies, magazines, video games) realistic? Why or why not?</li> <li>– What messages about relationships do they receive from families? From peers? Are these similar to or different from media messages?</li> <li>– Are the relationships they see healthy? Why or why not?</li> <li>– Are messages about relationships different for younger children? For older adolescents and adults? If so, how?</li> </ul> </li> </ul> <p>Ask groups to report their findings back to the back to the class for further discussion and debriefing.</p>	<ul style="list-style-type: none"> <li>Have students conduct peer assessments of each others’ work in the stereotyping, discrimination, and bullying prevention workshops. Assessment could be based on the extent to which they are able to demonstrate specific skills such as                     <ul style="list-style-type: none"> <li>– leadership skills</li> <li>– conflict resolution</li> <li>– effective communication skills</li> <li>– respectful language</li> <li>– respect for diversity</li> <li>– inclusiveness</li> <li>– appropriate reporting practices</li> </ul> </li> </ul> <p>In addition, the criteria outlined in <i>BC Performance Standards: Social Responsibility – Grades 6 to 8</i> can be used to assess students in relation to</p> <ul style="list-style-type: none"> <li>– contributing to a safe and caring school environment (Section 1)</li> <li>– solving problems in peaceful ways (Section 2)</li> <li>– valuing diversity and defending human rights (Section 3)</li> </ul> <p>BC Performance Standards are available online at <a href="http://www.bced.gov.bc.ca/perf_stands/">www.bced.gov.bc.ca/perf_stands/</a></p> <ul style="list-style-type: none"> <li>Challenge students to work in groups to create a game (e.g., board game, game show) related to influences on relationships. Suggest that students structure their game by identifying a variety of relationship scenarios and asking questions about peer, family, media, and developmental influences on those situations. Advise students that the criteria for assessment of their games will be the extent to which they                     <ul style="list-style-type: none"> <li>– identify and describe a variety of ways in which peers can influence relationships (e.g., group dynamics, social pressure, sense of belonging)</li> <li>– identify and describe a variety of ways in which families can influence relationships (e.g., values, rules, expectations, modelling caring behaviours)</li> <li>– identify and describe a variety of ways in which media can influence relationships (e.g., stereotypes, sexual messages, glamorized risky behaviours, examples of healthy relationships)</li> <li>– identify and describe a variety of ways in which changes as a result of puberty can influence relationships (e.g., emerging romantic attractions and feelings, changing dynamics of friendships due to differing developmental rates)</li> </ul> </li> </ul>

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*Relationships (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Safety manual</b></p> <ul style="list-style-type: none"> <li>• Use videos or other resources to illustrate characteristic patterns in abusive or exploitative relationships (e.g., victims may make excuses for the abuser, blame themselves, fail to report, or terminate the relationship; abusers may use threats, favours, expressions of remorse, or promises to never do it again). Emphasize that secrecy and escalation are frequently part of the pattern of abuse. Review and discuss appropriate strategies for responding to abusive or exploitative situations (e.g., risk awareness and avoidance, not sharing personal information, asking for help if a confusing situation arises, knowing that the abuse is not going to stop or get better on its own).</li> </ul>	<ul style="list-style-type: none"> <li>• Have students work in groups to write a manual for avoiding potentially abusive or exploitative situations on the Internet and in the community. Look for evidence that they are able to             <ul style="list-style-type: none"> <li>– identify a range of safety strategies for using the Internet (e.g., refrain from sharing personal contact or family information, refrain from meeting an Internet contact in person, know and recognize tricks and lures used by Internet predators, tell a trusted adult when confronted with risky or uncomfortable situations)</li> <li>– identify a range of safety strategies related to community situations (e.g., know and recognize tricks/lures used by abusers, sexual predators, or sex trade recruiters; tell a trusted adult when confronted with risky or uncomfortable situations; know when it is safer to be accompanied by friends or family)</li> <li>– use specific examples relevant for the local community</li> <li>– write the manual in effective, age-appropriate language</li> </ul> </li> </ul>
<p><b>Note:</b> Discussions about abusive situations can result in a student disclosing an incident of child abuse and/or neglect. Teachers should be aware of district protocols and provincial regulations for reporting and referrals. For information about reporting protocol, refer to the <i>BC Handbook for Action on Child Abuse and Neglect</i> – available online at <a href="http://www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf">www.mcf.gov.bc.ca/child_protection/pdf/handbook_action_child_abuse.pdf</a></p>	

### Unit 3: Influences on Decisions

#### Prescribed Learning Outcomes

*It is expected that students will:*

**HEALTH: Healthy Living**

- C1 analyse factors (including media and peer) that influence personal health decisions
- C3 demonstrate an ability to access community information and support services for a variety of health issues

**HEALTH: Healthy Relationships**

- C6 describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)

**HEALTH: Substance Misuse Prevention**

- C10 analyse media and social influences related to substance misuse
- C11 describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Chart</b></p> <ul style="list-style-type: none"> <li>• As a class, brainstorm a variety of issues and decisions about personal health that students at this age face (e.g., physical activity, healthy eating practices, relationships, bullying and discrimination, sleep, hygiene, substance use). For each issue, discuss how media, peer, family, and other factors can influence their health decisions positively or negatively. Bring in examples from print or broadcast media for illustration (e.g., unrealistic body images, fad diets, sexualized media messages, advertisements promoting participation in events such as sponsored runs/walks). Create a chart of these influences and discuss as a class.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students create a chart listing the most significant factors in their lives that influence their decisions in relation to health issues such as nutrition, physical activity, substance use, and relationships. For each category, have them give specific examples of how peers, media, family, and other factors influence their decisions and attitudes positively or negatively. Look for evidence that they are able to                         <ul style="list-style-type: none"> <li>– analyse and give specific examples of the role of the media in portraying health issues and influencing a variety of health decisions</li> <li>– analyse and give specific examples of the role of peers in influencing a variety of health decisions</li> <li>– analyse and give specific examples of the role of family in influencing a variety of health decisions</li> </ul> </li> </ul>

*continued next page*



*Influences on Decisions (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Debate</b></p> <ul style="list-style-type: none"> <li>• Present attitude statements about healthy living such as the following:                             <ul style="list-style-type: none"> <li>– Participation in sports is fun.</li> <li>– Smoking is a cool thing to do.</li> <li>– I like to eat vegetables for snacks.</li> <li>– Soft drinks are the best way to quench your thirst.</li> <li>– Sleep isn't that important, I can always catch up later.</li> </ul> </li> </ul> <p>Ask students to note their level of agreement with each as statement (e.g., strongly disagree, disagree, agree, or strongly agree). Debrief as a class, asking students to explain what or who influenced each of their opinions (e.g., advertising, peers, family, education). Which are the strongest influences? Make a class list of the factors that influence their attitudes.</p> <p><b>Autobiography (extension activity)</b></p> <ul style="list-style-type: none"> <li>• Ask students to imagine themselves 30 or more years in the future and to write an autobiography highlighting their lifestyle and health profile.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a specific health issue of interest to students and for the focus of a class debate (e.g., "The sale and use of tobacco should be made illegal in Canada." "The sale of junk food should be prohibited in our school.") Discuss as a class the criteria for assessing their debate work; for example, students can be assessed in terms of the extent to which they                             <ul style="list-style-type: none"> <li>– analyse the role of the media in portraying health decisions</li> <li>– analyse the role of peers and family in influencing health decisions</li> <li>– analyse the role of influences such as convenience, availability, price, culture, school and community support, personal needs, and trends</li> <li>– describe the role of personal responsibility in decision making related to health issues</li> <li>– cite a minimum of three sources of information to support their position</li> </ul> </li> <li>• Look for evidence that students are able to relate knowledge of health choices to future consequences.</li> </ul>

## Unit 4: Avoiding and Responding to Risks

### Prescribed Learning Outcomes

*It is expected that students will:*

**HEALTH: Healthy Living**

C4 demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damages the immune system, there is currently no known cure for HIV/AIDS)

**HEALTH: Safety and Injury Prevention**

C9 propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)

**HEALTH: Substance Misuse Prevention**

C11 describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Safety demonstrations</b></p> <ul style="list-style-type: none"> <li>As a class, discuss what it means to be safe. What can students do to stay safe physically, emotionally, and socially? Brainstorm what is “risky behaviour” and what it looks like. Generate a list of scenarios that involve potential risks (e.g., snowboarding, rock climbing, boating, unsupervised social events, spending a lot of time with older adolescents, Internet chat rooms) and discuss the perspectives of what is considered safe or unsafe. Generate a list of safety issues and poll the class on what is considered high risk, medium risk, and low risk.</li> </ul> <p>As a class, review and discuss safety risks that young people need to be aware of on the road and in the community. Include general risks in any setting, as well as specific risks for the local community (e.g., bodies of water, industrial sites, railroad tracks, wilderness areas).</p> <p><b>Quiz</b></p> <ul style="list-style-type: none"> <li>Conduct a prior learning quiz to determine students’ current state of knowledge about the difference between HIV and AIDS, how the disease is contracted, how to help stop its spread, and why this particular communicable disease is so serious (e.g., causes permanent damage to the immune system, there is treatment but currently no known cure, people can be infected with HIV and not know it for a several years). Review the responses as a class, and use video, Internet, and other resources to fill in students’ understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Have students form buddies with primary students. Create opportunities for them to model responsible decision making and safe behaviour for the younger students (e.g., bike rodeo, assemblies, playground behaviour, skating safety, safe Internet use). Look for evidence that they are able to             <ul style="list-style-type: none"> <li>identify risks in relation to specific environments (e.g., on the road, parking lots, parties, isolated areas, industrial sites, kitchens, home alone)</li> <li>identify risks in relation to specific activities (e.g., babysitting, recreational activities, delivering newspapers, household activities such as cooking or cutting the lawn, lifting heavy objects, listening to loud music, using the Internet)</li> <li>identify relevant strategies for avoiding injury in a range of situations</li> </ul> </li> <li>Have students complete a learning log entry to summarize what they have learned about HIV and AIDS. Provide them with phrases such as the following to guide their work:             <ul style="list-style-type: none"> <li>HIV is _____.</li> <li>AIDS is _____.</li> <li>Three reasons why HIV/AIDS is such a serious disease are _____, _____, and _____.</li> <li>Three common ways that HIV is spread are _____, _____, and _____.</li> <li>Three practises that help prevent the spread of HIV/AIDS are _____, _____, and _____.</li> <li>Two sources of information that I used for my research are _____.</li> </ul> </li> </ul>

*continued next page*

*Avoiding and Responding to Risks (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>AIDS Awareness campaign (extension activity)</b></p> <ul style="list-style-type: none"> <li>As a class project, have students plan an HIV/AIDS awareness campaign in the school or community in conjunction with World AIDS Day (December 1).</li> </ul> <p><b>Public service announcement</b></p> <ul style="list-style-type: none"> <li>In small groups, have students discuss healthy, positive ways of having fun as alternatives to substance use (e.g., sports, recreational activities, volunteering, group activities in the community, substance-free parties, bringing own non-alcoholic drinks to parties). Have them work in their groups to develop a public service announcement (e.g., school radio address, drama presentation, web page, slide show, newspaper article) to promote their strategy.</li> </ul>	<ul style="list-style-type: none"> <li>As a class, determine criteria for assessing students' AIDS awareness projects. For example, students can be assessed on their accurate inclusion of <ul style="list-style-type: none"> <li>definitions of HIV and AIDS</li> <li>ways in which HIV is contracted</li> <li>ways to help prevent the spread of HIV</li> <li>why HIV/AIDS is such a serious disease</li> </ul> </li> <li>Provide opportunities for groups to present their work for the rest of the class to review. Criteria for peer assessment should be the application of principles such as <ul style="list-style-type: none"> <li>realistic alternative to substance misuse</li> <li>appeal for age group</li> <li>addressing influences on substance use (e.g., media, peer, risky situations such as unsupervised parties)</li> </ul> </li> </ul>

## Unit 5: Healthy Adolescence

### Prescribed Learning Outcomes

*It is expected that students will:*

#### GOALS AND DECISIONS

A2 demonstrate an ability to apply a decision-making model to a specific situation

#### HEALTH: *Healthy Living*

C1 analyse factors (including media and peer) that influence personal health decisions

C2 describe strategies for attaining and maintaining physical, emotional, and social health during puberty and adolescence

C3 demonstrate an ability to access community information and support services for a variety of health issues

#### HEALTH: *Safety and Injury Prevention*

C9 propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use assertive communication skills, use protective equipment, get relevant training and education)

#### HEALTH: *Substance Misuse Prevention*

C10 analyse media and social influences related to substance misuse

C11 describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)

#### PLANNING FOR ASSESSMENT

#### ASSESSMENT STRATEGIES

##### Personal healthy choices log

- Review and discuss strategies for staying physically and emotionally healthy during puberty and adolescence. Discuss the healthy choices: How much sleep do you need? How much time should you spend for physical activity? What are some healthy eating choices you can make? How much time do you spend in activities that promote emotional health?

- Ask students to keep a log of their personal healthy choices for a week. At the conclusion of the week, have students submit their log along with a self-assessment of their choices, completing stems such as the following:
  - My physical activity is \_\_\_\_\_.
  - My eating practices \_\_\_\_\_.
  - To relax for me means \_\_\_\_\_.
  - One way I use to deal with stress is \_\_\_\_\_.
  - When I feel anxious I \_\_\_\_\_.
  - My sleep \_\_\_\_\_.
  - Reflection is important because \_\_\_\_\_.
  - I maintain supportive friendships by \_\_\_\_\_.
  - A physical activity goal I set for myself is \_\_\_\_\_.
  - I respect others by \_\_\_\_\_.
  - When I hear or see gossip about someone, I \_\_\_\_\_.
  - I believe good health for young people is important because \_\_\_\_\_.
  - I need to improve in \_\_\_\_\_.

*continued next page*

*Healthy Adolescence (continued)*

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>Research project</b></p> <ul style="list-style-type: none"> <li>• Have students work in groups to conduct a research project on a selected health or safety issue (e.g., obesity, disordered eating, heart disease, stress, substance misuse, bullying, abusive or exploitative situations, HIV/AIDS, relationships, road safety, depression). Assist students in identifying relevant sources of information on the topic (e.g., public health department, community health educators, medical practitioners, counselling services, Internet, pamphlets, textbooks).</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss as a class the criteria for assessing students' research. Advise students that they will be assessed on their abilities to access the relevant sources of information and support rather than on their actual findings. For example, students can be assessed on their abilities to             <ul style="list-style-type: none"> <li>– list relevant health issues (e.g., nutrition, physical activity, smoking, stress, bullying, relationship problems)</li> <li>– list a variety of health services and agencies available in the local community (e.g., public health department, community health educators, medical practitioners, counselling services), and describe the services, support, or information provided by each</li> <li>– gather specific information from sources identified</li> </ul> </li> </ul> <p>Follow up by having students use their learning logs to complete sentence stems such as the following:</p> <ul style="list-style-type: none"> <li>– The most important thing I learned about this health issue _____.</li> <li>– The most interesting thing I learned about this health issue is _____.</li> <li>– I used to think _____, but now I know that _____. I changed my mind on this because _____.</li> <li>– I can take personal responsibility for my own choices related to this health issue by _____.</li> <li>– I can find out more information about this health issue from _____.</li> </ul>

*continued next page*

Healthy Adolescence (continued)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p><b>School health and safety plan</b></p> <ul style="list-style-type: none"> <li>• As a class, brainstorm ways school activities and facilities promote health (e.g., daily physical activity, adequate lighting, recess breaks, vending machines with healthy food choices, respecting diversity, code of conduct, buddying and mentoring programs). Review the list, having students explain how each activity promotes health.</li> </ul> <p>Ask students to brainstorm additional activities the school could do to promote health and safety. Challenge students to create and, where practical, implement a plan for promoting a particular aspect of safety and health within the school environment. Students may choose to address topics such as healthy eating, physical activity, stress management, bullying, safety and injury prevention, or substance misuse prevention. Examples of activities could include</p> <ul style="list-style-type: none"> <li>– design, produce, and distribute promotional T-shirts, posters, or buttons (e.g., “Students at this school are drug free!” “Bullying-Free Zone” “Helmets Save Lives!”)</li> <li>– establish a peer mentorship or “Kids Helping Kids” program</li> <li>– set up an awareness evening</li> <li>– hold a contest for the best poster addressing health and safety issues</li> <li>– create and present a lunch-time play or song</li> <li>– write articles for the school and community newspapers or create a page for the school web site promoting a particular health issue</li> </ul>	<ul style="list-style-type: none"> <li>• Work with students to identify criteria for assessing their school health and safety plans. Depending on the topic and activity type, criteria could include any of the following:             <ul style="list-style-type: none"> <li>– identify a relevant health and safety issue</li> <li>– apply accurate information about the health and safety issue in their plan</li> <li>– identify and take advantage of relevant sources of information and support in implementing their plan</li> <li>– take account of influences (e.g., peers, media, family) on this health and safety issue</li> <li>– apply a decision-making model to create their plan</li> </ul> </li> </ul> <p>Additionally, criteria such as those outlined in the sample assessment instrument provided at the end of this grade (<b>Decision Making</b>) can be used as the basis for peer, teacher, and self-assessment of students’ planning processes in relation to their school health and safety projects.</p>

*Assessment Instrument*  
**GOAL-SETTING PLAN**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My goal: \_\_\_\_\_

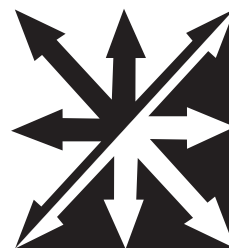
<b>My goal-setting plan:</b>	<b>Rating (1-4)</b>	
	<b>Self</b>	<b>Teacher</b>
My goal is specific, realistic, measurable, and timely.		
I included a timeline for reaching my goal.		
I identified costs and resources for reaching my goal.		
I identified potential barriers to reaching my goal and ways to overcome those barriers.		
I identified factors that may influence the achievement of my goal.		
I identified sources of support for achieving my goal.		
I know I will have achieved my goal when		
What I learned from this process that I can apply to future goals		
Teacher comments:		

Key: 1 = Not Yet within Expectations, 2 = Minimally Meets Expectations, 3 = Fully Meets Expectations, 4 = Exceeds Expectations

*Assessment Instrument*  
**DECISION MAKING**

<b>4</b>	<ul style="list-style-type: none"> <li>• Clearly and accurately describes the issue and all of its important aspects.</li> <li>• Applies relevant knowledge about the issue from class activities; conducts additional research to supplement information, and identifies a variety of sources of further information.</li> <li>• Completely addresses each stage of the decision-making process. Consistently uses the information gathered from one stage and applies it in subsequent stages.</li> <li>• Proposes creative, realistic alternatives that address all of the important aspects of the problem.</li> <li>• Describes in detail how each alternative addresses the problem. Fully explores the advantages and disadvantages of each alternative.</li> <li>• The decision is thorough, organized, appropriate, and may be original. The student explains the reasoning that led to the decision, provides support for the choice, suggests a course of action, and takes appropriate steps to implement the decision.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Accurately describes the issue and identifies most important aspects.</li> <li>• Applies relevant knowledge about the issue from class activities, and identifies sources of further information.</li> <li>• Addresses each stage of the decision-making process, but may overlook some details. Applies some of the information in subsequent stages.</li> <li>• Proposes realistic alternatives that address the key aspects of the problem.</li> <li>• Suggests some advantages and disadvantages for each alternative and relates them to the problem.</li> <li>• The decision is complete and appropriate. The student explains the decision and provides some reasons why it was selected, suggests a course of action, and takes steps to implement the decision.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• States the issue, but omits some important aspects.</li> <li>• May apply some factual information about the issue.</li> <li>• Attempts to address each stage of the decision-making process, but may not relate the information from one stage to the next.</li> <li>• Proposes alternatives that address some of the key aspects. Alternatives may only partially address the problem.</li> <li>• May identify advantages or disadvantages, but does not fully relate them to the problem.</li> <li>• The decision may be complete, but may not be thorough or organized. The student provides a decision, but only partially explains why it was selected. The choice may be based on incomplete information.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Does not recognize that a decision needs to be made.</li> <li>• Makes no attempt to apply factual information about the issue.</li> <li>• Does not address the stages of the decision-making process. May focus on only one stage.</li> <li>• Suggests only a single decision to the problem, or does not provide a decision. Alternatives might not relate to the problem.</li> <li>• May focus on only one advantage or disadvantage. May offer irrelevant or illogical arguments or be unable to explain reasoning. May not suggest there are advantages or disadvantages associated with each alternative. May identify only advantages of a preferred decision.</li> <li>• The decision may be partial, disorganized, or inappropriate. The student does not provide a reason why the decision was selected.</li> </ul>





LEARNING RESOURCES

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*Health and Career Education K to 7*



This section contains general information on learning resources, and provides a link to the titles, descriptions, and ordering information for the recommended learning resources in the Health and Career Education K to 7 Grade Collections.

### ***What Are Recommended Learning Resources?***

Recommended learning resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status. These resources may include print, video, software and CD-ROMs, games and manipulatives, and other multimedia formats. They are generally materials suitable for student use, but may also include information aimed primarily at teachers.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. Teachers may also wish to supplement Grade Collection resources with locally approved materials.

### ***How Can Teachers Choose Learning Resources to Meet Their Classroom Needs?***

Teachers must use either

- provincially recommended resources
- OR
- resources that have been evaluated through a local, board-approved process

Prior to selecting and purchasing new learning resources, an inventory of resources that are already available should be established through consultation with the school and district resource centres. The ministry also works with school districts to negotiate cost-effective access to various learning resources.

### ***What Are the Criteria Used to Evaluate Learning Resources?***

The Ministry of Education facilitates the evaluation of learning resources that support BC curricula, and that will be used by teachers and/or students for instructional and assessment purposes. Evaluation criteria focus on content, instructional design, technical considerations, and social considerations.

Additional information concerning the review and selection of learning resources is available from the ministry publication, *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2002)  
[www.bced.gov.bc.ca/irp/resdocs/esm\\_guide.pdf](http://www.bced.gov.bc.ca/irp/resdocs/esm_guide.pdf)

### ***What Funding is Available for Purchasing Learning Resources?***

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

### ***What Kinds of Resources Are Found in a Grade Collection?***

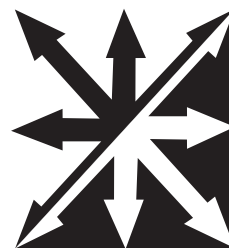
The Grade Collection charts list the recommended learning resources by media format, showing links to the curriculum organizers and suborganizers. Each chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

### **HEALTH AND CAREER EDUCATION K TO 7 GRADE COLLECTIONS**

The Grade Collections for Health and Career Education K to 7 include newly recommended learning resources as well as relevant resources

previously recommended for prior versions of the Health and Career Education K to 7 curriculum (previously Personal Planning K to 7). The ministry updates the Grade Collections on a regular basis as new resources are developed and evaluated.

Please check the following ministry web site for the most current list of recommended learning resources in the Grade Collections for each IRP:  
[www.bced.gov.bc.ca/irp\\_resources/lr/resource/gradcoll.htm](http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm)



## GLOSSARY

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*Health and Career Education K to 7*



This glossary defines selected terms used in this Integrated Resource Package as they pertain to Health and Career Education K to 7. It is provided for clarity only, and is not intended to be an exhaustive list of terminology related to the topics in this curriculum.

## A

### active transportation

Includes cycling, skating (e.g., skateboards, inline skates, scooters), and walking. Regular use of active transportation is one strategy for maintaining a healthy, active lifestyle.

## B

### body fluids

Includes blood, saliva, urine, mucus, vomit, semen, vaginal fluid, amniotic fluid, etc. through which viruses can be transmitted. Different communicable diseases can be contracted through different specific body fluids and different methods of contact (e.g., ingestion, via a needle, through the eyes or nose, sexual contact).

### bullying

A pattern of repeated aggressive behaviour with negative intent, directed from one person to another where there is a power imbalance. Bullying may be physical (e.g., hitting, punching, shoving), verbal (e.g., name-calling, teasing, coercion, threats), or social (e.g., alienation, gossiping, inciting hatred). Bullying is distinct from occasional interpersonal conflict in that bullying is generally repeated over time, is intended to hurt, and usually involves a power imbalance. See also *cyber-bullying*.

## C

### career clusters

A categorization system of occupations, usually with related skills and interests. At these grades, it is not expected that career sectors will be a formal classification (e.g., the Canadian National Occupation Classification – NOC). Instead, careers can be classified according to categories such as

- type of industry (e.g., education, medical, service, agriculture)
- location of work (e.g., indoors, outdoors; urban, rural; factory, office building, store, lab)
- type of work (e.g., hands-on, paperwork, research, outdoors)
- related personal interests (e.g., music, writing, sports, technology, science)

### cyber-bullying

Also known as “Internet bullying” or “digital bullying,” refers to harassment that takes place using an electronic medium. Cyber-bullying can occur through e-mail, instant messaging, text messaging, chat rooms, online voting booths, or other electronic means.

## D

### discrimination

When a person – on the basis of her or his sex, age, sexual orientation, race, religion, or physical or mental ability – suffers disadvantages or is denied opportunities available to other members of society.

### diversity

Refers to the ways in which we differ from each other. Some of these differences may be visible (e.g., race, ethnicity, sex, age, ability), while others are less visible (e.g., culture, ancestry, language, religious beliefs, sexual orientation, socioeconomic background). Honouring diversity is based on the principle that, if these differences are acknowledged and utilized in a positive way, it is of benefit to the quality of our learning and working environments.

## G

**germ**

A term for micro-organisms (including viruses and bacteria) that cause diseases.

## H

**health**

Refers to physical, social, and emotional (mental) well-being. Optimum health is a state of complete well-being in each dimension, and is not merely the absence of disease or infirmity.

**healthy eating**

Eating according to the recommendations from *Canada's Food Guide to Healthy Eating*. Concepts of healthy eating include

- eating the recommended number of servings from each of the four food groups (recommendations by age, sex, and activity level)
- choosing a variety of healthy options within each food group (e.g., whole grains, a range of colours of vegetables and fruit, low-fat milk products, lean meat and alternatives)
- awareness of appropriate serving size
- eating according to hunger and fullness cues

**HIV/AIDS**

HIV stands for human immuno-deficiency virus. It is the virus that causes AIDS (acquired immuno-deficiency syndrome), a serious and potentially fatal disease for which there are treatments but currently no cure. HIV is spread through contact with infected *body fluids*.

## N

**nutrients**

The components of food needed by the body for health and development. Nutrients include macronutrients (carbohydrates, fats, proteins, and fibre) and micronutrients (vitamins, minerals, and phytochemicals or antioxidants).

## P

**peer pressure**

Verbal or non-verbal active or passive social influences (e.g., words, behaviours) that are intended to affect a person's attitudes or actions. Although peer pressure is traditionally thought to be a negative influence, it can also have positive effects (e.g., encouragement to quit smoking or to avoid harmful gossip).

**personal attributes**

Skills, knowledge, interests, aptitudes, values, etc. relevant for education and career planning.

## S

**safe and caring schools**

A safe and caring school is one that creates a respectful environment, free of bullying and discrimination, where all feel welcome and accepted, and where all feel free to learn and to speak openly. (For the purposes of this curriculum, the term "safe and caring schools" does not refer to the structural safety of the school building and grounds.)

**stereotype**

Preconceived notions about a person or group of people based on their characteristics such as their sex, age, sexual orientation, race, religion, or physical or mental ability.



**substance misuse**

Also known as “substance abuse” or “problematic substance use,” refers to the use of any substance (e.g., tobacco, alcohol, prescription drugs, illegal drugs, inebriants such as solvents) in a way that is harmful to a person’s well-being – physically, socially, mentally, or financially.

**T****transferable skills**

Refers to abilities and attributes – such as communication, numeracy, problem solving, positive attitude, time management, adaptability, continuous skill development, creativity, and teamwork – that can contribute to success in any education, recreation, or work setting. Transferable skills are also sometimes referred to as “employability skills” or “work habits.”

