



Health & Life Skills

SEMESTER 1 . FHS . 2022-2023

FAIRVIEW HIGH SCHOOL Grade 8 Health Course Outline 2022 - 2023

Ms. Lawrence

Room: Home Ec Room

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Course Overview

The aim of the Health and Life Skills Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviors that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning.

Materials Required

All materials required will be in the classroom for you! This is to reduce the amount that you are carrying from class to class, as well as to limit the amount of clutter in the Home Ec Room.

Scope and Sequence

Unit 1 – You 101: The Brain, Mind, and Behavior Connection

Unit 2 – Relationships, Volunteerism & Community

Unit 3 – Human Sexuality and Decision Making

Big Ideas in Health & Life Skills

WELLNESS CHOICES	RELATIONSHIP CHOICES	LIFE LEARNING CHOICES
Students will make responsible and informed choices to maintain health and to promote safety for self and others.	Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.	Students will use resources effectively to manage and explore life roles and career opportunities and challenges.
PERSONAL HEALTH	UNDERSTANDING AND EXPRESSING FEELINGS	LEARNING STRATEGIES
SAFETY AND RESPONSIBILITY	INTERACTIONS	LIFE ROLES AND CAREER DEVELOPMENT
	GROUP ROLES AND PROCESSES	VOLUNTEERISM

- ★ Human sexuality education is offered in Grade 4 to 9 as a mandatory component of the program of studies.
- ★ Parents retain the right to exempt their child from school instruction in human sexuality education.
- ★ Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction by their parents.
- ★ Note: Students must have a signed permission form from parents/guardians to take the Human Sexuality unit. For those who do not have signed permission, there will be a cumulative project assigned to them based on the content learned in Units 1, 2, and 3.

Assessment and Evaluation

The final course mark will be generated in the following way:

Daily Assignments	40%
Projects and Quizzes	60%
Total	100%

Learning Strategies

A variety of learning strategies will be used in junior high health. These will include:

- Class discussion
- personal reflection
- lectures, videos, and review games
- individual and group research projects and presentations

COURSE TEACHING RESOURCES:

- Second Step program - <https://www.secondstep.org/middle-school-curriculum>
- The Fourth R program - <https://youthrelationships.org/pages/grade-7-8-9-health-physical-education-hpe>
- Teaching Sexual Health - <https://teachingsexualhealth.ca/teachers/grade/grade-8/>
- Various additional lessons created by teachers

CLASSROOM EXPECTATIONS:

BE Respectful

Everyone has a right to learn, please do not interfere with someone else's learning.

This means:

- Wait for your turn to speak- allow your teacher or other students to finish what they are saying before you speak. Keep your voice down while people are working, and NEVER talk during a test.
- People sometimes make mistakes when they answer questions- this is part of learning! Be respectful and give everyone a chance to try answering.
- It is particularly important to be respectful in Health due to the nature of the subject matter.

→ Please respect and follow all school procedures and rules.

→ Ask for permission before touching or borrowing someone else's things. Respect personal space.

→ Please respect any technology that is brought into the classroom. You will be instructed on proper, acceptable use. If something is not working, please tell Ms. Lawrence immediately!

BE Responsible

→ Use your class time wisely. All assignments in this class have a purpose, so please make each one a priority.

→ At the beginning of each class, check to make sure that you have all the supplies you will need. Keep your materials organized so that you will be easily able to find homework and notes.

→ You are responsible for making up missed quizzes and exams on your own time, either at lunch or before or after class. Extended absences nearly always require time to be made up at lunch- asking for a missed assignment is good, but asking for help to complete the assignment is even better!

→ Maintaining a positive attitude and asking for help when you need it will help with this!

→ If you need to leave the classroom, please ask. Only one person will be allowed to leave the room at a time and you will be required to leave any devices in the class (phones, etc.) unless they are medically necessary.

→ Leaving during class time is a privilege - if you are gone for a long period of time, you will no longer be allowed to leave the room.

ELECTRONIC DEVICE POLICY:

Any device brought to class must be either out of sight, plugged in at the charging station, or placed in the phone box at my desk (cart). Volume must be turned off unless otherwise arranged with Ms. Lawrence.

Please be aware that none of the above locations are locked and secure; if you want to be certain that your device remains safe, *leave it in your locker*. If you need to use your device during class for some reason, ask Ms. Lawrence for permission first.

Health 8 Learner Outcomes

WELLNESS CHOICES	RELATIONSHIP CHOICES	LIFE LEARNING CHOICES
Students will make responsible and informed choices to maintain health and to promote safety for self and others.	Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.	Students will use resources effectively to manage and explore life roles and career opportunities and challenges.
PERSONAL HEALTH	UNDERSTANDING AND EXPRESSING FEELINGS	LEARNING STRATEGIES
<p>W-8.1 examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs</p> <p>W-8.2 analyze the impact of positive and changing choices on health throughout the lifespan; e.g., need for varying amounts of sleep, calcium</p> <p>W-8.3 recognize and accept that individuals experience different rates of physical, emotional, sexual and social development</p> <p>W-8.4 develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look</p> <p>W-8.5 evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods</p> <p>W-8.6 analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving</p>	<p>R-8.1 describe characteristics of persistent negative feeling states; e.g., depression, mood disorders</p> <p>R-8.2 describe signs associated with suicidal behaviour, and identify interventional strategies</p> <p>R-8.3 evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviors</p> <p>R-8.4 analyze the effects of self-concept on personal communication</p>	<p>L-8.1 determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest</p> <p>L-8.2 examine learning priorities, and implement a learning plan</p> <p>L-8.3 identify components of ethical decision making, and apply these concepts to personal decision making</p> <p>L-8.4 begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills</p>
SAFETY AND RESPONSIBILITY	INTERACTIONS	LIFE ROLES AND CAREER DEVELOPMENT
<p>W-8.7 determine the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse</p> <p>W-8.8 identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights</p> <p>W-8.9 describe rights and responsibilities of employers and employees in relation to workplace safety</p> <p>W-8.10 develop strategies to effectively access health information and health services in the community; e.g., health hotline, family doctor, public health unit</p> <p>W-8.11 identify and develop personal resiliency skills; e.g., planning skills, social competence</p> <p>W-8.12 identify and describe the responsibilities and consequences associated with involvement in a sexual relationship</p> <p>W-8.13 describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhoea, hepatitis B/C, HIV</p> <p>W-8.14 identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills</p>	<p>R-8.5 develop strategies for maintaining healthy relationships</p> <p>R-8.6 describe and provide examples of ethical behavior in relationships; e.g., integrity</p> <p>R-8.7 develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts</p>	<p>L-8.5 update a personal portfolio to show evidence of a range of interests, assets and skills; and relate evidence to knowledge and skills required by various career paths</p> <p>L-8.6 investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media</p>
	GROUP ROLES AND PROCESSES	VOLUNTEERISM
	<p>R-8.8 describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team</p> <p>R-8.9 describe the characteristics of, and demonstrate skills of, an effective leader and group member</p>	<p>L-8.7 relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community</p> <p>L-8.8 investigate the characteristics of a mentor, and practice mentorship in a group setting</p>
	<p>★ Human sexuality education is offered in Grade 4 to 9 as a mandatory component of the program of studies. All human sexuality outcomes have been boldface and <i>italicized</i> to assist in identification of these outcomes.</p> <p>★ Parents will retain the right to exempt their child from school instruction in human sexuality education.</p> <p>★ Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction by their parents.</p>	