

Differences between OVERALL Expectations (teachers are only required to report on overall expectations)

| | 1998 Overall | 2015 Overall |
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| Grade 1 | identify healthy eating habits; | C1. demonstrate an understanding of factors that contribute to healthy development; |
| | identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things; | C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; |
| | recognize safety risks and safe practices; | C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being. |
| | recognize commonly used medicines and household products. | |
| Grade 2 | identify healthy eating practices and use a decision-making model to make healthy food choices; | C1. demonstrate an understanding of factors that contribute to healthy development; |
| | describe parts of the human body, the functions of these parts, and behaviours that contribute to good health; | C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; |
| | outline safety rules and safe practices; | C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being. |
| | describe the effects on the body of appropriate and inappropriate uses of medicines. | |
| Grade 3 | describe the relationship among healthy eating practices, healthy active living, and healthy bodies; | C1. demonstrate an understanding of factors that contribute to healthy development; |
| | outline characteristics in the development and growth of humans from birth to childhood; | C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; |

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| | list safety procedures and practices in the home, school, and community; | C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being. |
| | describe what a drug is, list several examples (e.g., nicotine, caffeine, alcohol), and describe the effects of these substances on the body | |
| Grade 4 | explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size; | C1. demonstrate an understanding of factors that contribute to healthy development; |
| | identify the physical, interpersonal, and emotional aspects of healthy human beings; | C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; |
| | use living skills to address personal safety and injury prevention; | C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being. |
| | identify the influences (e.g., the media, peers, family members) affecting the use of tobacco, as well as the effects and legalities of, and healthy alternatives to, tobacco use. | |
| Grade 5 | • analyse information that has an impact on healthy eating practices (e.g., food labels, food guides, care-of-teeth brochures); | C1. demonstrate an understanding of factors that contribute to healthy development; |
| | • describe physical, emotional, and interpersonal changes associated with puberty; | C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; |
| | • apply strategies to deal with threats to personal safety (e.g., in response to harassment) and to prevent injury (e.g., from physical assault); | C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being. |
| | • identify the influences (e.g., the media, peers, family) affecting alcohol use, as well as the effects and legalities of, and healthy alternatives to, alcohol use. | |

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| Grade 6 | <ul style="list-style-type: none"> • explain how body image and self-esteem influence eating practices; | C1. demonstrate an understanding of factors that contribute to healthy development; |
| | <ul style="list-style-type: none"> • identify the major parts of the reproductive system and their functions and relate them to puberty; | C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; |
| | <ul style="list-style-type: none"> • use basic prevention and treatment skills (e.g., basic first aid) to help themselves and others; | C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being. |
| | <ul style="list-style-type: none"> • identify the influences (e.g., the media, peers, family) affecting the use of cannabis and other drugs, as well as the effects and legalities of, as well as healthy alternatives to, cannabis and other drugs. | |
| Grade 7 | <ul style="list-style-type: none"> • relate healthy eating practices and active living to body image and self-esteem; | C1. demonstrate an understanding of factors that contribute to healthy development; |
| | <ul style="list-style-type: none"> • describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex); | C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; |
| | <ul style="list-style-type: none"> • explain how harassment relates to personal safety; | C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being. |
| | <ul style="list-style-type: none"> • apply living skills to deal with peer pressure related to substance use and abuse. | |
| Grade 8 | <ul style="list-style-type: none"> • adopt personal goals that reflect healthy eating practices; | C1. demonstrate an understanding of factors that contribute to healthy development; |
| | <ul style="list-style-type: none"> • identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception); | C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; |

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| | <ul style="list-style-type: none"> • identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being; | |
| | <ul style="list-style-type: none"> • analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance; | <p>C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p> |
| | <ul style="list-style-type: none"> • apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits. | |