



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)