

Summary of Key Changes - Health Curriculum

Grades 1-8

Grade 2

*OE = Overall Expectation

**SE = Specific Expectation

Topic 1998 Curriculum	Identify Healthy Eating Habits (OE)	Identify Stages in Dev't of Humans (OE)	Recognize Safety Risks and Safe Practices (OE)	Recognize Commonly used Medicines and Household Products (OE)	Topic 2015 Curriculum	C. 1 Understanding Health Concepts (OE)	C. 2 Making Healthy Choices (OE)	C. 3 Making Connections for Healthy Living (OE)	Summary of Key Changes
Grade 2 Healthy Eating (SE)	<p>-Identify a balanced diet and apply decision-making skills to create menus for healthy meals</p> <p>-Describe the importance of food to the body (e.g., energy and growth)</p> <p>-Explain the negative effects of poor nutrition on healthy teeth and the importance of brushing/ dentist</p>				Grade 2 Healthy Eating (SE)		<p>C2.1 - Canada's Food Guide - healthy growth</p> <p>C2.2 - Food Choices (snacks, meals)</p>		<ul style="list-style-type: none"> • Balanced addressed, but through the Canada Food Guide • Food choice/nutrition addressed

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Personal Safety and Injury Prevention (SE)			<p>-Identify safety rules to be followed (home, school, community)</p> <p>-Describe types of verbal and physical violence (name-calling, kicking)</p> <p>-Explain importance of being able to say no to exploitive behaviours (touching) and how to get help</p>		Personal Safety and Injury Prevention (SE)	<p>C1.1 - Personal safety - home and outdoors</p> <p>C1.2 - Food allergies</p>	C2.3 - Standing up for yourself (in threatening situations)	C3.1 - Relating to others (positive and negative body language, words, expression)	<ul style="list-style-type: none"> • Describing types of verbal/ physical violence now standing up for self (skill dev't) and further relates to saying no to exploitive behaviours • Further explored through teaching students how to read body language, expression, tone of voice. • Food allergies added • Safety rules is now addressed in new Grade 1 curriculum
Substance Use and Abuse (SE)				<p>-Describe the difference between prescription and non-pres. meds</p> <p>-Outline safe use of medicines</p> <p>-Use decision-making skills to identify health alternatives to drug use (e.g., fresh air, exercise can relieve headaches)</p>	Substance Use, Addictions, and Related Behaviours (SE)	-C1.3 - Prescription/ non-prescription meds (examples of each and rules for proper med use)		C3.2 - Medication, healthy alternatives (to maintain good health and treat problems)	<ul style="list-style-type: none"> • Similar prescription/ non-prescription medication teaching • Similar teaching about healthy alternatives to medication

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Growth and Dev't (SE)		<p>-Distinguish the similarities and differences btwn themselves and others (body size, gender)</p> <p>-Describe how germs are transmitted and how this relates to personal hygiene</p> <p>-Identify the 5 senses and describe how each functions</p>			Human Developmen t and Sexual Health (SE)	C1.4 - Stages of Dev't (Basic stages of infant, child, adolescent, adult) and related bodily changes	C2.4 - Oral Health (brushing, flossing, dentist)		<ul style="list-style-type: none"> • Oral Health was addressed in previous Grade 1 curriculum; but also addressed in current Grade 1 curriculum under Hygiene • Stages of Human Dev't addressed in previous grade 1 curriculum, but in vaguer terms