

Summary of Key Changes - Health Curriculum

Grades 1-8

Grade 4

*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 4	Healthy Eating (SE)	<p>-Outline the factors that influence body shape and size (e.g., heredity, diet, exercise)</p> <p>-Analyse, over a period of time, their own food selections, including food purchases and determine whether or not they are healthy choices</p>				Grade 4	Healthy Eating (SE)	C1.1 - Nutrients from food (carbs, fats, protein, etc.)	C2.1 - Food choices - healthy - eating goals	C3.1 - Food choices in various settings (e.g., cafeteria, arena, etc.)	<ul style="list-style-type: none"> • Focus is not as heavily fixated on body shape and size; now focuses on eating goals, healthy alternatives, serving sizes, exercise • analysing and making healthy food choices virtually unchanged • Extension of previous curriculum expectations on making good food choices when in various settings • Nutrients touched on in new grade 4 curriculum (was in previous grade 5 curriculum)

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Personal Safety and Injury Prevention (SE)			<p>-Apply decision-making and problem-solving skills in addressing threats to personal safety (e.g., from abuse or fighting) and injury prevention (e.g., bike safety, road safety)</p> <p>-Identify people (e.g., parents, guardians, neighbours, teachers) and community agencies (e.g., Kids`Help Phone) that can assist with injury prevention, emergency situations, and violence prevention</p>		Personal Safety and Injury Prevention (SE)	<p>C1.2 - Safe use of technology</p> <p>C1.3 - Bullying and abuse</p>	C2.2 -Decision making - assessing risk		<ul style="list-style-type: none"> • New focus on safe use of technology • More emphasis on bullying and abuse (though touched on earlier) • Assessing risk -no change • Identifying support persons who can help is now introduced in new grade 5 curriculum

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Substance Use and Abuse (SE)				<p>-Identify the major harmful substances found in tobacco and explain the term addiction</p> <p>-Describe the short- and long-term effects of first- and second-hand smoke, and identify the advantages of being smoke-free</p> <p>-Apply decision-making and assertiveness skills to make and maintain healthy choices related to tobacco use, recognize factors that can influence decisions to smoke</p>	Substance Use, Addictions, and Related Behaviours (SE)	C1.4 - Tobacco	C.2.3 - Decisions about smoking	C3.2 - Short- and long-term effects of smoke	<ul style="list-style-type: none"> • No significant changes to specific expectations in this strand from old to new curriculum

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Growth and Dev't (SE)		<p>- Describe the four stages of human development (infancy to adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their current stage</p> <p>-Identify the characteristics of healthy relationships (e.g., showing consideration of others' feelings by avoiding negative communication)</p> <p>-Identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends</p>			Human Development and Sexual Health (SE)	C1.5 - Puberty - changes in males and females; emotional, social impact	C2.4 - Puberty - personal hygiene and care (showering, hygiene products)		<ul style="list-style-type: none"> • Topic of puberty was in old grade 5 curriculum; now in new grade 4 curriculum (this includes changes to males and females and personal hygiene) • Four stages of human development introduced in new grade 2 curriculum • healthy relationships and relationship challenges were introduced in the new grade 3 curriculum