Summary of Key Changes - Health Curriculum
Grades 1-8
Grade 8

*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 8	Healthy Eating (SE)	-Analyse the effects of under-eating (e.g., as a result of bulimia or sports dieting) and overeating (e.g., obesity) on health and well-being -Identify ways to maintain a healthy body weight (e.g., physical activity) -Adopt personal food plans, based on nutritional needs and personal goals, to improve or maintain their eating practices				Grade 8	Healthy Eating (SE)	C1.1 - Nutrients (understanding micro- and macro-nutrients and their function)	C2.1 - Food choices - criteria (serving size, nutrient content, energy value, ingredients, preparation method)	C3.1 -Promoting healthy eating (healthy food campaigns and policies, choosing healthy food to sell at fund-raisers, involvement in family meal planning)	• Food choices and personal food plans addressed in previous curriculum, but new curriculum adds Micro and Macro-nutrients • Food choices and health problems (e.g., bulimia, anorexia, obesity, etc. addressed in new grade 7 curriculum)

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Personal Safety and Injury Prevention (SE)			-Analyse situations (e.g., hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety -Identify support services (e.g., the school guidance dept., shelters, Kids` Help Phone) that assist victims of violence, and explain how to access them		Personal Safety and Injury Prevention (SE)	C1.2 -Reducing risk of injuries (e.g. head injuries or concussions in sports, spinal cord injuries from shallow diving into unknown water, etc.)	C2.2 - Assessing situations for potential danger (e.g., getting into a car with stranger or impaired driver; crash diets; exposure to infectious diseases)	C3.2 - Impact of violent behaviours (anger, aggression, swarming, targeted hate crimes) and support services (e.g., social workers, shelters, youth programs, restorative justice, gay-straight alliances)	• analysis of harmful situations and personal safety still addressed • support groups addressed (and examples updated from 1998) • reduction of risk of injuries added to new grade 8 curriculum

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Substance Use and Abuse (SE)				-Outline the possible negative consequences of substance use and abuse (e.g., fetal alcohol syndrome, effect of steroid use) -Identify those school and community resources that are involved in education about substance use and abuse, and those involved in preventing and treating substance abuse -Describe causes and symptoms of stress and positive ways (as opposed to substance use) to relieve stress -Apply the steps of a decision-making process to address age-specific situations related to personal health and well-being in which substance use or abuse is one of the factors	Substance Use, Addictions, and Related Behaviours (SE)	C1.3 - Warning signs of substance use or abuse and consequences that can occur	C.2.3 -Mental health, stress management (listening to music, taking a walk, etc.)		• Mental health an expanded upon concept; stress addressed in 1998 curriculum document • Well-being and substance use or abuse and consequences still addressed in previous and new grade 8 curriculum

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Growth and Dev't (SE)		-Explain the importance of abstinence as a positive choice for adolescents -Identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, AIDS -Identify methods used to prevent pregnancy -Apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs -Identify sources of support (e.g., parents, guardians, doctors) related to healthy sexuality issues			Human Dev't and Sexual Health (SE)	C1.4 - Decisions about sexual activity; supports regarding sexual health (doctor, public health nurse) C1.5 - Gender identity, sexual orientation, self-concept	C2.4 - Decision making (consent), contraception methods	C3.3 - Relationships and intimacy	• .Gender identity and sexual orientation is a new addition to the 2015 curriculum • Abstinence is addressed as one of the sexual activity `choices` • Grade 7 curriculum addresses STIs, HIV, AIDS and prevention • Methods to prevent pregnancy addressed but CONSENT and relationships added to 2015 curriculum • Sources of support addressed in both grade 8 curriculum documents