

## Health 9 19-20 Course Outline

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The aim of the Health and Life Skills program is to enable students to make well-informed, healthy choices and to develop behaviors that contribute to the well-being of self and others.

**The general Outcomes of the curriculum will be covered in four units. They are:**

- 1. Time Management**
- 2. Financial Management**
- 3. Relational Management**
- 4. Healthy Living**

### ASSESSMENT:

<b>Unit 1 – Time Management</b>	<b>20%</b>
<b>Unit 2 – Financial Management</b>	<b>20%</b>
<b>Unit 3 – Relational Management</b>	<b>20%</b>
<b>Unit 4 – Healthy Living</b>	<b>20%</b>
<b>Final Exam</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

Course and Classroom Expectations for Students:

- Consider: What is my role as a learner? What am I learning? What about us as a community? What are we learning?
- In all things respect – one’s self, others, property, time, etc.
- Be ready for class. This means each student should be on time, have the appropriate materials ready and be prepared to work.
- Students must assume some responsibility for their own education. That means handouts must be obtained from the teacher or the Google Classroom, get notes for missed work and be prepared for examinations.
- Submit work on time.
- Neatness is always a factor. Work must be assessable.
- If you are experiencing any problems in or with the class, please communicate that with your teacher as soon as possible.
- Students are expected to work diligently, participate in class, and attend all classes.
- There will be homework. One must practice the skills taught and entertained in class. Grade 9 requires a substantial amount of reading, much of which must be done outside of class time.

NB: Cell phone use – with permission only. If one is tempted to use his / her phone inappropriately, it should be left in one’s locker. If anyone needs assistance with using a phone appropriately, teachers will provide that assistance. Students will be asked to surrender said phone and be subject to additional consequences.

Students are encouraged to ask for additional help when needed. We are available at the school during P2S and often other times during the day if students need assistance or have any questions. Please make arrangements to see one of us and we will make sure to accommodate your needs.

Controversial Issues: It is an expectation that students will become familiar with societal issues often broached in living healthy in our society and the study of Health. Sometimes students may be asked to take and defend a position on an issue present in the textual material in the course of study. If issues challenge religious or personal convictions, students are asked to meet with the teacher to discuss the possibility of alternative topics and/or selected material and/or assessment. Parents please note: It is always the goal to ask students to think critically; it is never the intention of the teacher to convince students to choose a particular perspective, and efforts will be made to provide a balanced approach when applicable. If parents have any concerns, please contact teacher directly.

Parents/Guardians: Please contact teacher regarding any questions or concerns you may have. We all have the same goal in this process, to help your child succeed and move forward on their journey of learning. We will answer any questions you may have promptly and can be contacted by email (preferred) or by phoning the school. If your child is going to be absent, please contact the school so arrangements can be made for missed work. Communication home will occur in the form of a weekly email update regarding assignments, due dates, and tests. We can be reached by email at: [hockleyc@lrzd.ab.ca](mailto:hockleyc@lrzd.ab.ca), or [schulert@lrzd.ab.ca](mailto:schulert@lrzd.ab.ca), or at the school by phone: 403-627-4414.

A specific participation note will be sent home shortly before the unit on sexuality.

## **GENERAL OUTCOMES:**

**Wellness Choices:** Students will make responsible and informed choices to maintain health and to promote safety for self and others.

### **Personal Health**

- W-9.1 use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement
- W-9.2 analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture
- W-9.3 apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk
- W-9.4 analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal
- W-9.5 develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines
- W-9.6 analyze addictions; e.g., stages, kinds, and resources available to treat addictions

### **Safety and Responsibility**

- W-9.7 evaluate implications and consequences of sexual assault on a victim and those associated with that victim
- W-9.8 develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks
- W-9.9 analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards
- W-9.10 assess the quality and reliability of health information provided by different sources; e.g., on the Internet
- W-9.11 use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour
- W-9.12 determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly
- W-9.13 identify and describe the responsibilities and resources associated with pregnancy and parenting
- W-9.14 develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour

**Relationship Choices:** Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

### **Understanding and Expressing Feelings**

- R-9.1 identify appropriate strategies to foster positive feelings/attitudes
- R-9.2 analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful
- R-9.3 analyze, evaluate and refine personal strategies for managing stress/crises
- R-9.4 analyze, evaluate and refine personal communication patterns

### **Interactions**

- R-9.5 describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships
- R-9.6 model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner
- R-9.7 refine personal conflict management skills; e.g., negotiation, mediation strategies

### **Group Roles and Processes**

- R-9.8 analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills
- R-9.9 evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings

**Life Learning Choices:** Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

### **Learning Strategies**

- L-9.1 apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination
- L-9.2 relate the value of lifelong learning to personal success and satisfaction
- L-9.3 use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices
- L-9.4 refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers

### **Life Roles and Career Development**

- L-9.5 extend and improve a personal portfolio; e.g., include sample application form, personal résumé, answers to typical interview questions
- L-9.6 develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind

**Volunteerism**

L-9.7 analyze the potential impact of volunteerism on career opportunities

L-9.8 investigate personal safety procedures for working as a volunteer; e.g., work in pairs