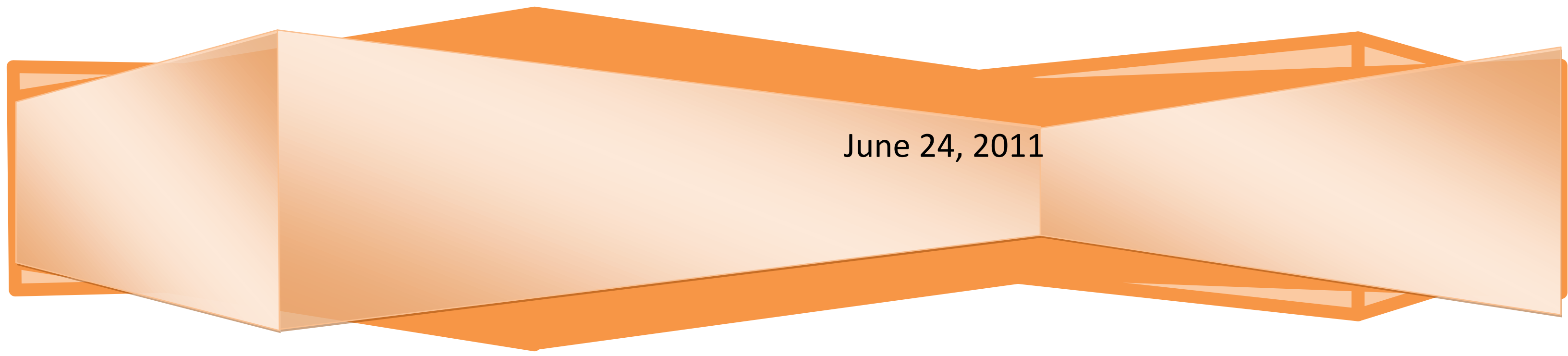


NWT Health Grade K – 9 Curriculum Continuum



June 24, 2011

Acknowledgments

This document is the NWT Health K – 9 curriculum reformatted as a continuum to support our understanding of where learning outcomes begin and how they evolve over time and grades.

It is not intended to replace the NWT Health K 9 Curriculum and please be advised that educators will serve their students best by using the full NWT Health K 9 Curriculum.

We see this document being used in numerous ways, some of which might include, supporting:

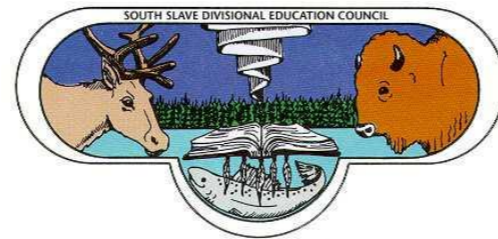
- ✦ Multi-graded classrooms
- ✦ Student Support Plans
- ✦ Students' understanding of where specific learning outcomes become more sophisticated and challenging
- ✦ Parents' understanding of where their student may currently be in their ELA learning and what they are ready for next

Janice Fehr, Project Coordinators, as Program Coordinators with the South Slave Divisional Education

Please feel free to use this document in any way that supports learning across the North
http://www.ssdec.nt.ca/staff/Literacy/literacy_resources.htm



Creating Futures



MENTAL AND EMOTIONAL WELL BEING

Grade	K	1	2	3	4	5	6	7	8	9
SOs	Describe how people can maintain and improve personal health at school	Explain how everyone can maintain and improve personal health at school	Describe several different feelings everyone may have	Describe ways in which people are alike and different	Describe/demonstrate awareness of strengths and weaknesses affects how people feel about themselves	Identify ways that effective communication is important in a relationship	Describe ways that friends share a responsibility for maintaining the relationship	Describe the concept of self-concept as being how people feel about themselves	Describe ways that people share responsibilities for making groups work	Examine and describe personal interests, abilities, attitudes and opportunities influence career and life choices
	Identify positive practices that maintain and improve health at school		Identify different feelings	Identify ways in which people are similar and different	Identify personal strengths and weaknesses	Describe effective speaking and active listening skills Demonstrate effective speaking and active listening skills	Describe mutual responsibilities involved in maintaining a friendship	Define self-concept	Examine why people form groups	Define career
	Demonstrate practices that maintain and improve health at school		Identify different feelings in terms of personal experiences		Accept personal strengths and weaknesses	Describe different communication skills		Identify the factors that influence self-concept	Identify groups in the community to which adults and young people belong	Identify personal interests, abilities and attitudes that influence career and life choices
						Describe the importance of effective communication in a relationship		Identify characteristics of people with good and poor self-concept	Identify the benefits people derive from these groups	Identify career and life choices that correlate with personal interests, abilities and attitudes
						Identify assertive communication skills Demonstrate assertive communication skills			Identify characteristics of effective working groups	Examine the requirements for a variety of career and life choices
						Identify steps in a refusal process Practise the steps of the refusal process			Identify the roles and responsibilities of group members	
SOs	Explain that everyone has physical characteristics; different abilities; many different feelings	Describe ways in which people have physical characteristics	Describe their awareness of feelings and the need to express them appropriately	Explain how everyone is unique	Discuss/describe how activities people choose affect how they feel	Explore ways that advertising is designed to influence decisions	Identify how people share a responsibility for helping each other	Demonstrate an understanding of how positive self-concept is important in daily living	Describe ways that people can learn to deal effectively with stress in their lives	Describe ways to search for and keep a job involves specific steps
	Describe some physical characteristics		Identify ways of appropriately expressing feelings Demonstrate ways of appropriately expressing feelings	Identify characteristics which make them unique	Identify activities that make them feel good	Identify advertising techniques used to persuade Practise designing an advertisement using one or more persuasion techniques	Identify roles of volunteers in the community Identify the importance of volunteers	Identify ways to enhance self-concept Design a personal program to enhance self-concept	Define stress Identify causes of stress	Identify the different steps involved in actively searching for a job Demonstrate the different steps involved in actively searching for a job
	Identify & demonstrate some things they can do						Investigate ways they can become involved as volunteers	Evaluate the effectiveness of the program	Identify how stress affects the body	Identify specific behaviours which help people keep a job
	Identify basic feeling								Identify specific methods of dealing with stress	

MENTAL AND EMOTIONAL WELL BEING

Grade	K	1	2	3	4	5	6	7	8	9
SOs	Understand and explain that everyone needs friends	Explore different abilities people have	Express an understanding of the concept that everyone needs friends	Describe how/ways that everyone has responsibilities	Identify ways that caring behaviour helps build and maintain relationships	Explain ways that signs of stress are identifiable	Explore ways in which discrimination may affect relationships	Identify ways in which effective communication is important in a relationship	Explore and describe how uncontrolled stress may lead to depression	Identify positive lifestyle practices to promote health
	Identify activities they do with their friends	Identify things they can do well	Identify personal qualities and behaviours that promote friendship	Identify responsibilities which they have	Identify caring behaviours	Identify situations that cause stress	Describe discrimination	Identify skills involved in initiating, maintaining and concluding a conversation	Define depression	Describe the components of a personal lifestyle
			Describe the importance of friends	Identify responsibilities which other people have	Demonstrate caring behaviours			Describe how discrimination affects people	Practice initiating, maintaining and concluding a conversation	Identify causes of depression
			Identify ways of making friends		Describe the importance of caring	Identify signs of stress	Describe how people learn to discriminate		Identify what criticism is	Identify the signals of depression
			Demonstrate ways of making friends	Identify constructive and destructive criticism				Identify ways of dealing with depression		Evaluate the effectiveness of the program
SO Cont'd	Understand and explain that everyone needs friends	Explore different abilities people have	Express an understanding of the concept that everyone needs friends	Describe how/ways that everyone has responsibilities	Identify ways that caring behaviour helps build and maintain relationships	Explain ways that signs of stress are identifiable	Explain ways in which discrimination may affect relationships	Identify ways in which effective communication is important in a relationship	Explore and describe how uncontrolled stress may lead to depression	Identify positive lifestyle practices to promote health
								Identify the results of criticism		
								Identify ways of giving and receiving criticism		
								Practise giving and receiving constructive criticism		
SOs		Identify ways in which it is evident that everyone has many different likes and dislikes	Identify that stressful situations are a part of everyone's life	Explain ways in which many responsibilities can be shared	Explain how better decisions can be made by considering the possible effects of various choices	Describe how specific actions can be taken to help deal with stress	Explore ways that responsible decisions come from a developed value system		Explore and explain ways in which severe depression may result in suicide	
		Identify some of their likes and dislikes	Identify stressful situations	Identify responsibilities which people share	Identify the possible effects of various choices	Identify specific ways of dealing with stress	Identify what is important to them		Identify some basic facts relating to suicide	
		Identify that people have different likes and dislikes	Identify ways of dealing with stressful situations	Practise a shared responsibility	Identify reasons for individual decisions	Practise behaviours which help deal with stress			Identify possible indicators of suicide	
								Identify sources of help in suicide prevention		
								Identify ways to prevent a suicide attempt		

MENTAL AND EMOTIONAL WELL BEING

Grade	K	1	2	3	4	5	6	7	8	9
SOs		Explain how working and playing together help build relationships		Describe why/how communication is important in getting along with others	Peers influence decisions		Effective decision-making uses a systematic process			
		Identify ways people work and play together Describe the importance of working and playing together		Identify ways of communicating Demonstrate ways of communicating	Identify decisions that peers may influence Identify ways peers influence them Identify methods of resisting peer influence Demonstrate ways of resisting peer influence		Describe the steps in the decision-making process Demonstrate the steps in the decision-making process			
SOs		Describe how helping others helps build relationships		Explain ways that decisions are made from the choices available in a given situation			Effective decision-making can be both an individual and a group process			
		Identify ways people help each other Describe the importance of helping		Identify the choices in a given situation			Describe how group decisions are made Identify situations in which groups might be involved in decision-making Demonstrate making a group decision			
SOs		Describe how sharing helps build relationships		Explain many situations require decisions			Time management helps control stress			
		Identify things people share with each other Describe the importance of sharing		Identify situations which require decisions Identify personal decisions			Identify situations requiring time management Demonstrate time management			
SOs							Self-knowledge is the first step to self improvement			
							Assess personal characteristics related to mental and emotional well-being Design a plan for self improvement Evaluate the plan for self improvement			
	Name external body parts	Name and locate the sensory organs of the body	Name and locate the body parts responsible for sight	Name the major body organs	Name and locate the main parts of the digestive system	Name and locate the main parts of the respiratory system	Name and locate the main parts of the excretory system	Describe the general characteristics of the skin	Name and locate the major bones of the skeletal system	Describe how germs enter the body
	Locate external body parts	Explain what the sensory organs do	Identify the functions of the eyes	Locate the major body organs	Describe the functions of the digestive system	Describe the functions of the respiratory system	Describe the functions of the excretory system state the importance of the excretory system	Describe the structure of the skin	Describe the functions of the skeletal system	Describe the body's first two lines of defence

GROWTH AND DEVELOPMENT

Grade	K	1	2	3	4	5	6	7	8	9
SOs	Demonstrate/describe that the body is made up of different parts which have special names	Remember that sensory organs help people learn about the environment and are important for health (review)	Understand and communicate that the sense of sight helps people learn about the environment and is important for health	Explain that the body has many internal organs	Describe how the digestive system provides the fuel the body needs	Explain how the respiratory system is essential for getting oxygen into and carbon dioxide out of the body	Explain how the excretory system removes harmful materials from the body	Explain and discuss how the skin supports and protects the body	Describe ways that the skeletal system supports and protects the body and allows for movement	Explain how the immune system helps protect the body from disease
			Describe the importance of sight	Describe the functions of the major body organs	State the importance of the digestive system	State the importance of the respiratory system	Name problem conditions related to the excretory system	Describe the functions of the skin	State the importance of the skeletal system	Describe how the immune system helps protect the body from disease
			Describe how the eyes protect themselves	Describe behaviours that promote healthy internal organs	Name common problem conditions of the digestive system	Name common problem conditions related to the respiratory system		State the importance of the skin	Identify the types of skeletal joints, their locations and functions	
			Identify ways to protect the eyes		Describe ways to care for the digestive system	Describe ways to care for the respiratory system		Describe common problem conditions and their causes related to the skin	Describe the structures related to a movable joint	
							Describe ways to care for the skin	Describe common problem conditions related to the skeletal system	Describe common problem conditions related to the immune system	
								Demonstrate proper skin care	Describe ways to care for the skeletal system	
SOs	Describe the sensory organs and how these help people learn about the environment	Demonstrate/describe that the sense of touch helps people learn about the environment and is important for health	Know and demonstrate that the sense of hearing helps people learn about the environment and is important for health	Describe how height and weight change as people grow	Explain ways that diseases are caused by a variety of factors	Describe ways that the circulatory system is essential for circulation of blood throughout the body	Explain how the nervous system connects all body systems	Describe ways that many health problems in adolescents can be prevented	Describe ways that the muscular system supports and protects the body and provides shape	Describe how body systems work together to promote health
	Name the sensory organs of the body	Locate the body parts most sensitive to touch	Name and locate the body parts responsible for hearing	Identify changes in personal height and weight over time	Explain what communicable diseases are	Name and locate the main parts of the circulatory system	Name and locate the main parts of the nervous system	Identify common health problems of adolescents	Name and locate the major muscle groups of the muscular system	Classify the body systems according to function
	Locate the sensory organs of the body	Describe the importance of touch	Identify the functions of the ears		Explain what non-communicable diseases are	Describe the functions of the circulatory system	Identify the main parts of the brain	Describe ways to prevent common adolescent health problems	Describe how the muscular system produces body movements	Explain the inter-relationship of the body systems
	Explain what the sensory organs do	Identify positive health habits related to the sense of touch	Describe the importance of hearing		Distinguish between communicable and non-communicable diseases	State the importance of the circulatory system	Describe the functions of the nervous system		Describe the functions and importance of the muscular system	
	Describe ways to protect the sensory organs		Describe how the ears protect themselves			Name common problem conditions related to the circulatory system	State the importance of the nervous system		Describe common problem conditions and injuries of the muscular system	
			Identify ways to protect the ears			Describe ways to care for the circulatory system	Name common problem conditions related to the nervous system		Describe ways to prevent muscle injury	
							Describe ways to care for the nervous system			

GROWTH AND DEVELOPMENT

Grade	K	1	2	3	4	5	6	7	8	9
SOs	Explain how and why people can develop positive health habits	Explain how the sense of taste helps people learn about the environment and is important for health	Describe and practice positive health habits (lifestyle)	Explain ways that the spread of disease can be prevented	Describe why safe drinking water is essential for maintaining health	Identify lifestyle behaviours that maintain a healthy cardiovascular system	Describe numerous way that the body protects itself from disease	Describe ways that physical fitness is essential for optimal health		Explain ways in which non-communicable diseases may be prevented or reduced by positive lifestyle behaviours
	Identify positive daily health habits	Locate the body parts responsible for taste	Identify positive health habits	Identify common communicable childhood diseases	Identify sources of polluted water	Identify lifestyle behaviours that maintain a healthy cardiovascular system	Identify ways in which diseases are transmitted	Define physical fitness		Identify common non-communicable diseases
	Demonstrate positive daily health habits	Describe the importance of taste	Practice positive health habits	Identify ways to prevent the spread of disease	Name health problems caused by unsafe drinking water		Name the routes of germ entry into the body	Describe the benefits of being physically fit		Identify the nature and causes of common non-communicable diseases
	Identify positive regular health habits	Identify positive health habits related to the sense of taste			Identify ways to ensure safe drinking water		Identify the body's three lines of defence that protect against disease	Describe ways in which each fitness component can be developed		Identify lifestyle behaviours which prevent non-communicable diseases
	Demonstrate positive regular health habits							Asses their personal physical fitness levels		
SOs		Explain how the sense of smell helps people learn about the environment and is important for health	Explain who health workers are and the health services are available (Health Care)	Demonstrate ways in which health is a shared responsibility	Describe ways in which health care supports are available to promote individual and community Health		Explain how the serious communicable disease AIDS can be prevented			Illustrate how positive lifestyle practices promote health
		Locate the body parts responsible for smell	Identify the primary health care providers in the community.	Identify personal responsibilities when recovering from sickness	Identify all health care supports available		Identify the cause, nature and seriousness of AIDS			Identify positive lifestyle practices that promote healthy growth and development
		Describe the importance of smell			Describe the services provided by health care supports		Describe how the disease AIDS is transmitted			Design a personal program to promote healthy growth and development
		Identify positive health habits related to the sense of smell	Identify the roles of health care providers.		Describe how to contact the health care supports available		Identify ways to prevent the spread of AIDS			Evaluate the effectiveness of the program

GROWTH AND DEVELOPMENT

Grade	K	1	2	3	4	5	6	7	8	9
SOs		Explain how the body has ways of showing sickness	Explain why people need clean water and air and good soil for health	Describe how pollution affects the health of a community						Explore and identify ways in which each person is responsible for appropriate use of the health care system
		Identify common signs of sickness	Describe the importance of clean water, air and soil for health	Identify the different categories of pollution Identify ways to prevent pollution Identify the prevention of pollution as a shared responsibility						Describe the health care system in the N.W.T. Illustrate the cost of health care in the N.W.T. Describe responsible use of the health care system
SOs		Explain how that disease are spread in many ways								Describe how the health care system offers many opportunities for health careers
		State that germs may cause disease Identify ways that diseases spread								Identify health career opportunities in the N.W.T.
SOs		Explain how the spread of diseases can be prevented								Identify ways in which males and females have equal potential
		Identify ways to prevent the spread of disease								Describe male and female gender role stereotyping Identify factors that contribute to changes in gender role stereotyping
										Describe how family members play an important role in meeting the needs of a newborn
										Describe the needs of a newborn Explain the roles of family members in meeting the needs of a newborn
										Describe effective parenting Demonstrate the parenting skill of encouragement Demonstrate the parenting skill of effective communication Demonstrate the parenting skill of logical consequences

FAMILY LIFE

Grade	K	1	2	3	4	5	6	7	8	9
SOs			Describe ways that families provide for the physical, emotional and social needs of their members	Explain ways that family structure changes over time	Tell ways that families provide for the physical, emotional, social, intellectual and spiritual needs of their members	Explain male and female roles in the family are determined by capabilities, potentials and cultural tradition	Describe ways that as children grow, their responsibilities and relationships within the family change	Identify and explain how families make important decisions about the roles and responsibilities of members	Describe ways that there are many different family patterns	Identify many support systems in the community that are available to families
			Identify basic needs provided for in a family	Identify ways in which family size increases and decreases	Explain that families provide for the needs of their members	Identify traditional male and female roles within the family	Identify their responsibilities within the family	Identify decisions which are made within the family	Identify family patterns in the community	Identify family support systems in the community
					Identify the importance of families	Identify how capabilities and potentials affect male and female roles	Describe how responsibilities change with age	Identify family decisions that affect roles and responsibilities of its members		Identify the roles of family support systems
SOs			Explain how members share in the maintenance of the family unit	Describe how the arrival of a new household member affects the lives and routines of everyone in the family	Describe how family traditions are a product of fulfilling the physical, emotional, social, intellectual and spiritual needs of the family	Describe ways that family activities can enhance family living	Describe the important role elders have in families	Describe how reproduction ensures the continuation of new life		Describe how the union and development of reproductive cells determine the characteristics of an offspring
			Identify their tasks within the family	Identify how arrival of a new member in household affects others	Identify family traditions	Identify activities which a family can do together	Identify the importance of elders in the family	Identify structure and function of the male and female reproductive systems		Describe how the characteristics of an offspring are determined
			Identify tasks other people are responsible for within the family	Describe own role in helping to accommodate the new member of household	Identify the importance of traditions	Describe the importance of family activities in enhancing family living				Describe how inherited traits determine personal uniqueness
SOs										Describe how the sex of an offspring is determined
										Identify how multiple births are determined
			Explain ways that all living things reproduce and grow		Identify ways that puberty is one stage of development in everyone's life		Explain how the endocrine system regulates and controls a variety of body activities	Analyze and explain that adolescents make important decisions related to their own sexuality	Explain ways that interpersonal relationships vary from casual to intimate	
SOs			Identify that a baby grows from an egg	Name and locate body organs related to sperm and egg production	Describe characteristic changes that begin in boys at puberty	Identify the physical changes in males and females at puberty	Name and locate the main parts of the endocrine system	Explain the reasons for and against sexual involvement by young people	Describe types of interpersonal relationships	
			Identify that some eggs grow inside the mother, some grow outside	Explain that human babies are created by the union of an egg and sperm	Describe characteristic changes that begin in girls at puberty	Describe personal hygiene practices related to puberty	Identify the functions of the major endocrine glands	Identify the advantages and disadvantages of sexual abstinence for young adolescents	Identify characteristics that promote the development of relationships	
						Describe mental, emotional, social changes that take place during adolescence	Describe the changes in males and females at puberty as they relate to the endocrine system	Explain why sexual abstinence is a responsible choice for young adolescents		

FAMILY LIFE

Grade	K	1	2	3	4	5	6	7	8	9
SOs			Demonstrate ways that personal Safety behaviours help protect people from potentially abusive situations	Identify ways that some family members require special care and attention	Explain how the reproductive system enables human life to begin		Discuss and explain that menstruation is a natural occurrence in females	Understand and explain how the development of reproductive cells is a normal occurrence in puberty	Describe how the development and union of reproductive sex cells are significant to the development of new life	Describe how a female's body undergoes physical changes during pregnancy
			Identify potentially abusive situations	Identify family members who require special care and attention	Name and locate the major male reproductive parts	Describe the functions of the male reproductive organs	Describe the process of menstruation as it relates to reproduction		Explain the significance of ovulation and sperm development to reproduction	Describe the signs of pregnancy
			Describe behaviours which help protect them from potentially abusive situations	Describe ways in which family members provide special care and attention	Name and locate the major female reproductive parts	Describe the functions of the female reproductive organs	Identify some menstrual discomforts and ways to relieve them	Identify personal hygiene practices related to menstruation		Describe some characteristics of the three trimesters of pregnancy
			Demonstrate behaviours which help maintain personal safety	Demonstrate ways to provide special care and attention to family members				Explain the process of sperm development Identify personal hygiene practices related to the male reproductive system		Describe the stages of labour
SOs			Describe how safety behaviours may require family and community support		Describe that menstruation is a natural occurrence in females, which enables reproduction		Explain how human life is formed by the union of an egg (ovum) and sperm			Identify and explain how positive health behaviours during pregnancy promote maternal and child health
			Locate family & community support people Identify how to contact family and community support people		Identify menstruation as a natural occurrence	Identify the main events of the menstrual cycle Describe the importance of the menstrual cycle	Explain the processes involved in the development of new life			Describe positive health behaviours during pregnancy that Promote maternal and child health
					Describe body hygiene and personal products related to menstruation		Describe the stages of fetal development			
SOs					Explain ways that touch produces different feelings	Explain how human life is formed by the union of an egg and a sperm	Discuss and describe that no one has the right to sexually abuse a child	Analyze and explain the risks and consequences to maternal and child health related to adolescent pregnancy	Explain ways that individuals can plan the reproduction of new life	Discuss/explore various opinions on how to deal with unplanned pregnancy
					Identify feelings associated with touch	Describe the journey of an egg Describe the journey of the sperm	Describe sexual abuse Identify responsible behaviours which help prevent abuse	Identify the risks and consequences to maternal and child health related to adolescent pregnancy	Describe some methods of birth control	Identify alternatives in dealing with unplanned pregnancy
					Identify how to deal with touches that produce negative or confused feelings	Describe the process of human fertilization	Recognize supportive people			Describe how to prevent unplanned pregnancy health
					Identify trusted people in the community who can help		Identify family and community members who will provide support			

FAMILY LIFE

Grade	K	1	2	3	4	5	6	7	8	9
SOs								Describe ways that sexually transmitted diseases are serious communicable diseases that can be prevented		
								Define sexually transmitted diseases	Identify the causes, characteristics, consequences, treatment and prevention of common sexually transmitted diseases	
							Identify the causes, characteristics, consequences, treatment and prevention of Chlamydia			
							Identify the causes, characteristics, consequences, treatment and prevention of gonorrhoea			
SOs								Examine and discuss sexual assault as a criminal offence	Identify many types of violence that may occur within the family	
								Define sexual assault Distinguish between fact and fiction on sexual assault	Describe family violence	
								Describe the consequences of assault and sexual assault for the victim and the offender	Identify factors that may lead to family violence	
								Identify behaviours that help prevent sexual assault	Describe methods of coping with family violence	
SOs								Demonstrate how effective use of assertiveness skills can help adolescents deal with sexual pressures	Explore and explain how assertiveness and abstinence are responsible behaviours for young adolescents	
								Demonstrate the steps in the refusal process	Explain why abstinence is a responsible behaviour for young adolescents	
								Describe assertive responses that allow a person to say 'no' to sexual pressure	Practise assertive responses to sexual pressure	
							Explain how assertiveness skills can help adolescents deal with sexual pressures			

NUTRITION

Grade	K	1	2	3	4	5	6	7	8	9
SOs	Describe how the food that people eat may help their bodies grow healthy and strong	Demonstrate how foods are classified into four food groups	Identify that each food group has a specific function which promotes health (Food Classification)	Explain how each food group has a specific function which promotes health	Identify that foods are classified into four food groups on the basis of nutrient content	Explain how foods are classified into four food groups on the basis of nutrient content		Describe how the NWT food guide recommends variations in the number of daily servings based on age, sex, body size, activity level and health	Describe ways that Each person has different energy needs	Describe how food choices and habits are influenced by many factors
	Distinguish between a food and a non-food	Name the four food groups	Classify various foods into the four food groups		Identify six major nutrients found in foods and their functions	Identify the leader nutrients in each of the four food groups	Identify the leader nutrients in each of the four food groups and their functions	Identify the suggested numbers of daily servings for different age groups	Define energy, metabolism and kilocalorie	Identify factors that influence food choices and habits
	Name a variety of familiar foods	Identify a variety of foods that belong to each food group	Describe the main function of each of the four food groups		Test for the presence of major nutrients in the four food groups	Describe the functions of the leader nutrients of each of the four food groups	List foods that are rich in the leader nutrients in each food group	Identify factors that influence variations in numbers of servings	Identify factors that determine our energy needs	Explain how food customs have changed in the NWT
	Prepare a healthy snack				Identify a variety of foods which are excellent sources of major nutrients	Classify foods that are excellent sources of leader nutrients into the four food groups			Identify the energy used for different activities Classify foods based on stored energy	Describe some of the consequences of changes in food customs in the NWT
SOs	See page 17 re: willingness to try new foods	Demonstrate how foods are classified into four food groups	Describe nutritious snacks that consist of food from one or more of the four food groups	Describe foods that are high in sugar, fat and/or salt do not belong to any food group	Explain how nutritious snacks are high in nutrient content and low in sugar, salt and fat	Explain why it is important to select at least the minimum number of recommended daily servings from each food group	Discuss and illustrate how eating the recommended daily servings from each food group will ensure a balanced diet	Explain ways in which family needs and preferences influence the planning and preparation of nutritious meals	Describe how energy balance is when energy intake equals energy output	Identify how family needs and preferences influence the planning and preparation of nutritious meals
		Match each food group to its colour code	Explain what is meant by a nutritious snack	Explain why some foods do not belong to any of the four food groups	Classify a variety of snacks as nutritious or non-nutritious	Identify the minimum number of recommended daily servings from each food group to meet nutritional requirements		Identify some criteria to use in menu planning for people of different ages	Explain how energy balance occurs	Plan a menu for a feast that is suitable for family members of various ages
		Identify foods that do not belong to any food group	Distinguish between nutritious and non-nutritious snacks	Identify common foods which do not belong to any food group	Explain how nutritious snacks contribute to health		Describe what is meant by a balanced food intake in one day	Design a variety of daily menus that reflect the needs of different family members	Estimate own energy intake and energy output for one day to determine balance	Prepare a feast that is suitable for family members of all ages
							Identify and give examples of serving sizes of food within each of the food groups			Demonstrate a willingness to participate in the feast
							Explain the importance of the recommended daily servings for the four food groups			
							Plan a balanced food intake for one day Analyze daily food intake for the recommended number of servings from the food groups			

NUTRITION

Grade	K	1	2	3	4	5	6	7	8	9
SOs		Explain how a variety of foods from each food group is needed daily	Understand and explain that food selection includes a variety of foods from each food group is needed daily	Identify a variety of foods from each food group is needed daily	Describe how various factors affect food choices	Explain why food availability affects food choices	Describe ways that labels on food products provide information to customers	Assess and discuss the many factors influence consumer food decisions	Explain ways that diets can be analyzed to determine their nutritional adequacy and suitability	Identify ways in which positive nutrition lifestyle practices promote health
		Describe a healthy way to start the day	Describe a nutritious meal	Plan nutritious eating for one day using a variety of foods	Describe some factors that affect food choices	Explain factors that affect availability of foods	Identify information about foods from their labels	Explain how advertising affects food choices.	Evaluate the nutritional effectiveness and suitability of a variety of diets	List some nutrition concerns in the NWT and Canada
		Select nutritious foods to start the day	Plan a nutritious meal				Compare the nutrition information of similar foods from food labels	Identify various factors that influence food choices of consumers		Describe some nutrition concerns in the NWT
			State the importance of nutritious meals				Explain why it is important to read the information on food labels			Identify preventive behaviours related to nutrition
										Identify the four Canadian Nutrition and Dietary Recommendations
										Identify positive behaviours that reflect the four Canadian Nutrition and Dietary Recommendations
										Design a personal nutrition program based on a behaviour which promotes one of the recommendations
										Evaluate the effectiveness of the program
SOs		Describe a variety of foods from each food group is needed daily	Demonstrate/explain how a food can exist in different forms (Food Identification)			Describe how food is processed in a variety of ways	Illustrate ways in which positive nutrition lifestyle practices promote health	Demonstrate that food additives are chemicals that are put in food for a variety of reasons and the impact of these for people	Explain how positive nutrition practices promote health and weight control	
		Give examples of nutritious foods from each food group	Explain that a food can exist in different forms			Describe some food processing methods	Assess if their food intake for one day meets the	Describe what is meant by a food additive	Identify the importance of weight control	
		Give examples of nutritious snacks				Explain the importance of food processing	Recommended daily servings	List some food additives and their function	Identify ways of promoting successful weight control	
		Explain why it is important to eat a variety of foods from each food group daily					Design a personal nutrition program to promote health	Explain the advantages and disadvantages of food additives		
							Evaluate the effectiveness of the program			

DENTAL HEALTH

Grade	K	1	2	3	4	5	6	7	8	9
SOs	Explain that people develop two sets of teeth in their life and that teeth have many functions		Explain structure and function of teeth as related to primary teeth that replaced by permanent teeth in a specific sequence.	Discuss the many functions of teeth	Explain how the structure of a tooth is related to its function	Explain ways that the regular practice of effective oral hygiene skills promotes dental health	Describe ways that the structure of a tooth is related to its function	Identify a variety of dental emergencies which require appropriate first aid treatment	Explain how foods eaten affect a person's dental health	Identify various behaviours promote oral and dental health
	Describe primary and permanent teeth	Identify primary and permanent teeth	Describe the sequence of teeth replacement	Identify specific tooth groups and their locations	Label the structure of a tooth	Appraise toothbrushing and flossing skills	Identify the structure and functions of a tooth	Describe a variety of dental emergencies and the appropriate first aid treatments	Identify go, caution and stop foods related to dental health	Identify behaviours/factors that promote oral and dental health
	Explain that primary teeth are replaced by permanent teeth		Compare the characteristics of a primary and a permanent tooth.	Identify the function of each tooth group	State the functions of each part of a tooth		Identify the four tooth groups and their functions			
	Describe the functions of the teeth				Name the four tooth groups and their functions in a mixed set of teeth					
SOs	Describe how regular use of oral hygiene skills promotes dental health and that food which people eat affects their dental health	Learn that teeth have many functions	Describe that dental hygiene involves regular use of oral hygiene skills promotes dental health	Explain the impact of regular use of oral hygiene skills promotes dental health	Demonstrate how regular practice of effective oral hygiene skills promotes dental health	Identify ways that the use of tobacco products affects oral health	Explain how the regular practice of effective oral hygiene skills promotes dental health	Describe dental health problems of children and youth are treatable and preventable	Describe preventive dental procedures by professionals promote dental health	Explain how career planning in dental health involves personal assessment, career opportunities and decision making
	Demonstrate proper toothbrushing skills	Describe the functions of the teeth	Demonstrate effective flossing skills	Demonstrate effective toothbrushing and flossing skills	Illustrate how effective oral hygiene skills promote dental health	Identify the effects of tobacco products on oral health	Identify behaviours that promote healthy teeth for a lifetime	Describe common dental health problems of children and youth	Identify professional preventive procedures that promote dental health	Examine a variety of dental health careers and their requirements
	Identify dentally safe and dentally unsafe food		Explain when to floss and brush the teeth	Practise effective toothbrushing and flossing skills	Identify behaviours that promote healthy teeth for a lifetime		Demonstrate effective oral hygiene skills that promote dental health	Describe causes, characteristics, consequences, treatment and prevention of nursing bottle mouth		
			Explain the importance of brushing and flossing daily							
			Practice effective toothbrushing and flossing skills							

DENTAL HEALTH

Grade	K	1	2	3	4	5	6	7	8	9
SOs		Learn that regular use or oral hygiene skills promotes dental health	Identify factors that affect dental health in relationship to food that people eat	Describe various factors contribute to dental disease	Describe how positive behaviours around hazards can prevent dental injuries	Describe how approved dental products promote dental health	Explain dental health problems among children and youth are treatable and preventable		Explain ways in which dental health products promote dental health	Describe positive lifestyle practices promote healthy teeth for a lifetime
		Demonstrate effective toothbrushing skills	Distinguish between dentally safe and dentally unsafe snacks	Identify the location of plaque in the mouth	Identify dental health hazards at home, at school and in the community	State the benefits and any disadvantages of dental health products	Name some common dental health problems of children and youth		Identify the importance of fluoride in promoting healthy teeth	Teach positive lifestyle practices related to dental health
		Practise effective toothbrushing skills		Explain how plaque contributes to tooth decay	Explain safe behaviours that prevent dental injuries at home, at school and in the community	Prepare a home-made toothpaste	Define tooth decay, tooth decay process, gum disease and orthodontic problems		Identify some common dental health products	
		Explain the importance of caring properly for the teeth		Identify some factors that contribute to dental disease			List some signals of dental health problems List some treatments for dental health problems of children and youth List ways to prevent dental health problems			
SOs		Learn that the food which people eat affects their dental health	Discuss/explain some of the many factors that may contribute to dental disease	Describe how Individuals and dental health workers are important in dental health care	Explain ways in which tooth decay is a dental disease that can be prevented	Explain ways that health workers play an important role in dental health care	Discuss and illustrate how the prevention of dental health problems is a personal responsibility		Describe ways that prevention of dental health problems is a personal responsibility	
		Give examples of dentally safe and dentally unsafe food	Explain what dental plaque is	Identify ways to be personally responsible for dental health care	Describe the process of tooth decay	Identify the roles of dental health workers	Explain the importance of dental health to total well-being		Assess dental and nutritional adequacy of foods consumed in a given time period	
			Describe where dental plaque is commonly found. Explain why it is important to remove plaque daily	Explain the roles of community dental health workers	Describe the importance of fluoride		Assess personal dental health habits Design and follow a personal dental health program to promote health Evaluate the effectiveness of the program		Design a personal action plan to promote dental health Evaluate the effectiveness of the action plan	
SOs		Learn that positive behaviours near hazards can prevent dental injuries	Understand that there are approved dental health products/services that promote dental health		Describe how dental health workers play an important role in dental health care					
		Identify dentally safe and dentally unsafe behaviours near hazards	Identify some common dental health products that promote dental health		Describe how dental health workers treat tooth decay and remove plaque					

DENTAL HEALTH

Grade	K	1	2	3	4	5	6	7	8	9
SOs		Learn that many factors contribute to dental disease								
		Explain that tooth decay								
		Identify factors that contribute to tooth decay								
		Identify preventive behaviours related to tooth decay								
SOs		Learn that dental health workers are important in dental health care								
		Identify local dental health workers								

SAFETY AND FIRST AID

Grade	K	1	2	3	4	5	6	7	8	9
SOs	Identify why It is important to follow personal safety rules and how this involves knowledge of personal identify facts & community helpers	Learn that personal safety involves following safety rules and knowing personal identity facts and community helpers	Explain how burn prevention reduces injuries from electricity by following safety rules	Identify how burns and scalds can be prevented by following safety rules and minimized by first aid	Explain how bicycle safety involves bicycle maintenance	There are safety rules to follow to prevent fires	Describe how babysitting is a serious responsibility and requires knowledge and preparation		Describe how outdoor survival requires meeting an individual's basic needs	Explain how artificial respiration supplies oxygen to a person who is not breathing
	State personal safety rules		Give examples of electrical appliances and sources of electricity	Identify hazards that may result in burns and scalds	Name parts of a bicycle	List common causes of fires around the house	Identify the responsibilities of a babysitter		Explain an individual's basic needs in order to survive	Give examples of common causes of breathing difficulties
	State personal identity facts		Describe risky behaviours around electricity	Identify risky behaviours that may result in burns and scalds	Describe how to maintain a bike	Identify fire prevention strategies	Identify some child care routines and play activities for different ages	Demonstrate first aid for spinal injuries	Outline basic survival skills	Demonstrate how to assess breathing
	Identify community safety helpers		Identify safety rules around electricity	Identify safety rules to prevent burns and scalds			Give examples of common childhood injuries		Design a survival kit	Demonstrate how to give assistance in a breathing emergency
				Demonstrate first aid for minor burns and scalds			Identify safety rules to prevent common childhood injuries			
							Outline how to handle an emergency fire in the home while babysitting	Outline how to handle emergencies while babysitting		
SOs	Explain why It is important to follow safety rules for pedestrians	Learn that personal safety involves knowing emergency telephone numbers and how to place an emergency telephone call	Describe ways in which bicycle safety involves obeying traffic laws and bicycle rules	Describe how injuries from flames can be prevented by following fire safety rules	Describe ways that bike safety involves obeying traffic laws and bike safety rules	There are safety rules and procedures to follow for fires	Demonstrate how rescue breathing can save lives	Explain how different ages require different activities and communication	Identify ways that safe boating practices prevent injuries and death	Describe how choking is a breathing emergency that can be prevented
	Explain the importance of pedestrian safety	Identify emergency symbols and telephone numbers in the telephone books	Identify traffic signs and symbols important to cyclists	Name the senses used to detect fire	Identify traffic laws and signs important to cyclists	Describe correct procedures to react to fire and to exit a burning building	List common causes of breathing difficulties	Identify some age appropriate child care routines and play activities	Identify the-safety equipment needed for boating	Give examples of common causes of choking

SAFETY AND FIRST AID

Grade	K	1	2	3	4	5	6	7	8	9
	Explain the importance of wearing light or reflective clothing when it is dark	Demonstrate how to place a simulated phone call to a community helper	Demonstrate correct hand signals for cyclists	Demonstrate the five steps to follow if clothes catch on fire	Identify bike safety rules	Practise correct procedures to exit a burning building	Demonstrate how to assess breathing	Identify and demonstrate age appropriate ways of interacting with children	Identify potential hazards and risky behaviours while boating that may result in injury and death	Demonstrate the universal distress sign of choking
			Identify bicycle safety rules	List safety rules to follow when exiting a burning building	Demonstrate safe bicycle practices	Develop a fire exit plan with their families	Demonstrate how to give assistance in a breathing emergency		Explain safety practices and boating laws that prevent injuries and death	Outline safety rules to follow that prevent choking
										Differentiate between partially obstructed airway and complete obstruction of airway
										Demonstrate first aid for partially obstructed and completely obstructed airway
SOs	Describe that fire safety includes knowing and following correct fire drill procedures at school	Learn that injuries from burns, scalds and falls can be prevented by following safety rules	Identify how frostbite can be prevented by applying safety rules and minimized by first aid	Explain ways in which injuries around water can be prevented by following swimming, boating and water safety rules	Identify how following ATV safety rules prevents injuries	Safety on the land or in the bush involves planning and safety rules	Explain that choking is a breathing emergency that can be prevented	Analyze & explain how the safe handling and storage of firearms and ammunition prevents injuries and death	Explain how sports safety involves wearing proper equipment and following safety practices	Explain why external and internal bleeding require immediate first aid
	State the importance of the fire alarm bell	Name common injuries to children	Describe signs and symptoms of frostbite	List activities in or near water	Identify various ATVs and their uses	Identify items to include when planning a summer and/or winter hunting trip	List common causes of choking	Research and report on the new Canadian gun law	Describe proper equipment to wear for various sports activities	Give examples of common causes of bleeding
	Demonstrate the school's fire drill procedures	Identify safety rules to prevent burns and scalds	Identify safety rules that prevent frostbite	Identify hazards and behaviours around water that may result in injuries or death	Identify common accidents/injuries related to ATBs	Identify safety rules on the land or in the bush	Outline safety rules to follow that prevent choking	Describe the effects of the new gun law on different life styles in the NWT	Identify safety rules to follow for various sports activities	Distinguish between external and internal bleeding
		Identify safety rules to prevent falls	Describe first aid for frostbite	Identify safety rules around water	Identify behaviours related to ATVs to prevent accidents and injuries	Demonstrate safety rules around camping stoves and lanterns	Demonstrate first aid for choking	Identify appropriate uses of firearms		Demonstrate first aid for external bleeding from a wound without an embedded object
					Demonstrate safety rules around campfires		Identify safe storage of firearms and ammunition		Demonstrate first aid for external bleeding from a wound with an embedded object	
					Identify safety rules around campstoves, lanterns, heaters, woodstoves, etc.		Identify behaviour around firearms to prevent injuries and death		Explain limited first aid for internal bleeding	

SAFETY AND FIRST AID

Grade	K	1	2	3	4	5	6	7	8	9
SOs		Learn that minor injuries can be correctly treated by children	Demonstrate and describe how accidents around firearms can be prevented by following the firearm safety rules	Explain ways in which injuries around ice can be prevented by following safety rules and minimized by first aid	Explain ways that following snowmobile safety rules prevents injuries	Safe handling and storage of firearms and ammunition prevents injuries and death	Describe why and how poisoning requires immediate first aid to minimize the injuries	Explain how adherence to firearm safety rules and laws is the best method of injury prevention	Explain ways that frostbite and hypothermia can be minimized and prevented by applying safety rules and first aid	Provide reasons shock requires immediate first aid to prevent serious complications
		Demonstrate first aid for minor cuts and scrapes	Identify uses of firearms	List activities around ice	Identify various snowmobiles and their uses	Identify appropriate uses of firearms	Describe common causes of poisoning	Identify safety rules and laws governing firearms	Explain the causes of frostbite	Explain what shock is
			Explain that mishandling a gun may cause injury or death	Identify hazards and behaviours around ice that may result in injuries or death	Identify common accidents/injuries related to snowmobiles	Identify safe storage of firearms and ammunition	List the four questions to ask to determine the history of a poisoning emergency	Illustrate firearm safety rules	Explain the safety rules to follow that prevent frostbite	Describe the signs and symptoms of shock
			Describe proper handling / storage of guns	Identify safety rules around ice	Identify behaviours related to snowmobiles to prevent accidents and injuries	Identify behaviours around firearms to prevent injuries and death	Demonstrate first aid for poisoning		Demonstrate first aid for each type of frostbite	Explain first aid for shock
			Describe preventive behaviours related to gun safety.	Describe first aid for hypothermia					Explain what hypothermia is and its causes	Demonstrate how to place a person into the recovery position
SOs			Show how minor injuries can be treated by children	Explain ways in which animal bites can be prevented by following safety rules and minimized by first aid	Identify ways in which frostbite can be prevented by following safety rules and minimized by first aid	First aid can minimize injuries caused by bleeding and burns	Explain why unconsciousness requires immediate first aid to restore the blood supply to the brain	Describe/demonstrate how first aid can minimize the injuries from burns	Identify how safety can be enhanced by group co-operation	Provide reasons why unconsciousness requires immediate first aid to restore the blood supply to the brain
			Demonstrate self treatment of a nosebleed	Describe safety rules that help prevent animal bites	Describe the two types of frostbite	Explain the term wound	List common causes of unconsciousness	Name four causes of burns	Explain ways in which their group role members can contribute to a successful co-operative Learning Group	Explain what unconsciousness is
				Describe first aid for animal bites	Explain the causes and prevention of frostbite	State the importance of treating severe external bleeding	Describe the signs that may result in fainting	Explain safety rules to follow that prevent injuries	Work with members of their group to plan an outdoor trip	Give examples of common causes of unconsciousness
					Describe first aid for frostbite	Demonstrate first aid for bleeding	Demonstrate first aid for fainting	Describe the signs symptoms and possible complications of burns		Demonstrate first aid for unconsciousness
						Demonstrate first aid for burns and scalds	Demonstrate first aid for unconsciousness	Demonstrate first aid for burns caused by heat, corrosive chemicals, electricity and radiation		

SAFETY AND FIRST AID

Grade	K	1	2	3	4	5	6	7	8	9
SOs					Describe how hypothermia can be prevented by following safety rules and minimized by first aid	First aid can minimize injuries	Describe how positive safety and first aid lifestyle practices save lives and minimize the effects of injuries	Clarify why poisoning requires immediate first aid to minimize the injuries	Describe ways that eye injuries can be prevented and minimized by applying safety rules and first aid	Explain why fractures and sprains and dislocations require first aid to minimize the injuries to bones, joints and surrounding tissues
					Describe hypothermia	Describe contents of first aid kit	Assess first aid for life-threatening situations	Describe the common causes of poisoning	State common causes of eye injuries in the NWT	Explain what a fracture is
					Explain the causes and prevention of hypothermia		Explain the importance of first aid	List the four questions to ask to determine the history of a poisoning emergency	Identify potential hazards and related risky behaviours that may result in eye injuries	Describe the signs and symptoms of an open (compound) fracture
					Describe first aid for hypothermia		Identify organizations and professionals who train and deliver safety and first aid programs	Demonstrate first aid for poisoning	Explain safety rules to follow that prevent eye injuries	Describe the signs and symptoms of a closed (simple) fracture
							Design a personal safety and first aid program		Demonstrate first aid for eye injuries	Demonstrate first aid for each type of fracture
							Evaluate the effectiveness of the program			Name two common types of joint injuries
										Explain what a sprain is
										Describe the signs and symptoms of a sprain
										Demonstrate first aid for a sprain
										Explain what a dislocation is
										Describe the signs and symptoms of a dislocation
										Demonstrate first aid for a dislocation
										Demonstrate first aid rescue carries
SOs								Describe why is important to recognize that some allergic reactions can be life threatening and to apply first aid	Explain how head injuries can be prevented and minimized by applying safety rules and first aid	Discuss and explain how heart attack and strokes can be prevented by risk reduction behaviours and minimized by dappling first aid
								Explain what an allergic reaction is	State common causes of head injuries	Distinguish between a heart attack and a stroke
								Discuss the different types of allergies and their reactions	Identify potential hazards and related risky, behaviours that may result in head injuries	Identify risk behaviours that can prevent and reduce heart attack and stroke

SAFETY AND FIRST AID

Grade	K	1	2	3	4	5	6	7	8	9
								Describe the signs and symptoms of allergic reactions	Explain safety rules to follow that prevent head injuries	List the signs and symptoms that might be indicators of a heart attack
								Explain first aid for an allergic reaction	Demonstrate first aid for head injuries	Demonstrate initial first aid for a suspected heart attack
										List the signs and symptoms that may be indicators of a stroke
										Demonstrate initial first aid for a suspected stroke
SOs								Explain that there are different organizations and professionals who are valuable for personal safety and first aid	Explain why it is important to recognize convulsions in children and to apply first aid	Explain why poisoning requires immediate first aid to minimize injuries
								Identify organizations and professionals who train and deliver safety programs on snowmobiles , ATV 's ,boats, on the land survival babysitting, firearms and first aid	Explain what convulsions are	Identify four ways that poisons enter the body
									Describe the signs of convulsions	
										Give example of common hazardous household products that may result in poisoning
										Explain softy rules to follow that prevent poisoning
										Demonstrate first aid for each type of poisoning
										Prepare a first aid poison prevention manual
SOs								Explore and describe positive safety and first aid lifestyle practices save lives and minimize the effects of injuries	Describe why fainting requires first aid to restore the blood supply to the brain	
								Design a personal safety and first aid program	Give examples of causes of fainting	
								Evaluate the effectiveness of the program.	Identify the signs that may result in fainting	
									Demonstrate first aid for fainting	

SAFETY AND FIRST AID

Grade	K	1	2	3	4	5	6	7	8	9
SOs									Describe how to recognize allergic reactions can may be life threatening and how to apply first aid	
									Explain what an allergic reaction is Describe how food and drug allergies can affect people differently from mild to life threatening Describe the signs and symptoms of allergic reactions to food, drugs Explain first aid for these reactions	
SOs									Identify ways that positive safety and first aid lifestyle practices may save lives and minimize the effects of injuries	
									Identify the importance of first aid	
									Design a personal safety and first aid program Evaluate the effectiveness of the program	
SOs									Explore and describe why it is important to recognize epileptic seizures and to apply first aid	
									Explain what epilepsy is Describe the signs and symptoms of epileptic seizures Explain first aid for an epileptic seizure	
SOs									Describe why it is important to recognize diabetic emergencies and to apply first aid	
									Explain what diabetes is and its treatment Differentiate between insulin shock and diabetic coma Explain first aid for a diabetic emergency	

DRUGS AND ALCOHOL

Grades	K	1	2	3	4	5	6	7	8	9
SOs		Learn that a poison is anything which is unsafe to taste, eat, drink or smell	Explain how safety includes how to know that substances are potentially unsafe by recognizing their warning signs	Explain that substances are potentially unsafe and have warning signs Identify the hazard warning signs	Identify drugs as anything that is put into the body that makes it work differently		Explain ways in which everyone is responsible for the decisions he/she makes regarding drug/alcohol/tobacco/solvent use	Explain that a drug is anything that is put into your body that makes it work differently	Explore and explain ways that the drinking of alcohol in the N.W.T. Has a distinct historical presence	Identify laws regulating the use, sale and purchase of alcohol
		Identify some poisonous substances	Identify the hazard warning signs and the dangers and rules associated with each	Recognize the vocabulary associated with each sign	Identify the specific drugs in certain commonly used substances		Explain that each person is responsible for his/her own decisions	Identify the various methods of taking drugs.	Recognize the presence and drinking of alcohol throughout time	Identify the two levels of laws which relate to alcohol
		Identify the poison warning sign			Identify commonly used substances which contain drugs		Examine their values in relation to drug, alcohol, tobacco and solvent usage	Explain the three types of dosages re: taking drugs	Explain the distinct history of alcohol in the N.W.T.	Identify those parts of the N.W.T. liquor act which affect Youth who decide to drink alcohol
		Explain that not all poisons have poison warning signs							Recognize the relationship between the drinking pattern in the N.W.T. and the northern lifestyle	Identify when an offence is being committed
										Determine the number of drinks leading to illegal blood
										Alcohol level (B.A.L.) - may be new legislation
									Explain the laws relating to drinking alcohol and driving	
SOs		Learn that some substances are unsafe to smell	Explain that not all potentially unsafe substances have warning signs	Identify how medicine can be obtained from different sources	Explain the difference between medical and non-medical drugs	Describe myths that are related to drugs and alcohol use		Describe drugs (including alcohol, tobacco and solvents) are prevalent in society today	Describe ways in which most people who choose to drink alcohol use it responsibly	Identify how alcohol the use of alcohol by youth is regulated under the young offender's act
		Explain that some smells may make people sick	Explain that not all potentially unsafe substances have warning signs	Identify the different kinds of medicine (prescription, non prescription, traditional) and their sources in the N.W.T.	Identify the two categories of drugs	Identify some of the myths related to drugs and alcohol use		Describe the prevalence of drug use in society Identify the different categories of drugs	Identify the choices which people have with regard to the use of alcohol	Explain that youth are treated differently than adults under the law
		Identify substances which are OK/not OK to smell	Identify some common substances which may be unsafe		Classify familiar drugs into medical and non-medical	Identify community resources for accurate drug information		Identify why people choose to either use or not use drugs.	Explain the responsible use of alcohol Identify ways in which people demonstrate responsible use of alcohol	Explain the dispositions for young offenders

DRUGS AND ALCOHOL

Grades	K	1	2	3	4	5	6	7	8	9
SOs		Learn that children should ask an adult they trust before tasting any unknown substance	Describe why rules are necessary when handling potentially unsafe substances	Describe why rules are necessary when handling medicine	Describe ways that drugs affect the body	Using tobacco affects the Body	Explain the different factors which determine the effect alcohol has on a person	Clarify and describe why traditional medicine is a natural method of healing	Explore and describe ways that alcohol may be misused and abused	Explain ways that local communities may control the availability of alcohol
		Explain that not all poisons have a poison warning sign	Identify some unsafe situations involving potentially unsafe substances	Identify the rules related to medicine and explain why they are necessary	Demonstrate that when the brain is affected, other parts of the body are affected too	Identify that smoking tobacco affects the heart	Identify the different factors which determine the effect alcohol has on a person	Identify how natural medicines were used by people throughout time.	Explain misuse and abuse of alcohol	Explain the process of local options
		Explain why they should ask an adult they trust before tasting any unknown substance	Explain the rules for handling potentially unsafe substances	Explain why rules are necessary when handling medicine		Explain that tobacco contains a drug		Describe the importance of traditional medicines	Identify alcoholism as a treatable disease Identify the progressive stages of alcoholism	Explain why some people wish to have alcohol controlled in their community and why some people do not
SOs			Explain the rules for safe handling and storage of potentially unsafe substances Identify safe handling and storage of potentially unsafe substances	Explain that each person is responsible for his own behaviour					Identify the resources available in the community to help someone with an alcohol problem	
		Learn that medicine may be helpful, but may also be harmful	Explain that medicines are also drugs	Explain that a drug is anything that is put into the body that makes it work differently; identify that tobacco contains a drug.	Identify different reasons for people to use drugs	Alcohol affects the body	Describe ways in which young people are affected by alcohol in different ways from adults	Evaluate and explain that there are different types of alcohol with different uses	Explain ways that teenagers may have drinking problems	Explain how different drug groups have different characteristics
		Explain that medicine may help a person who is ill	Identify that medicines are drugs		Identify reasons why people use and do not use drugs	Identify some short-term and long-term effects of drinking alcohol	Identify the effects of alcohol on young people	Describe why alcohol is a drug	Identify how a person's life may be affected by alcohol	Identify the main groups of drugs
SOs		Explain why they should ask an adult they trust before tasting any unknown substance		Define a drug Identify commonly used substances which contain drugs				Explain the uses for the different types of alcohol	Identify the particular problems which alcohol may cause for teenagers	Identify the main characteristics for each drug group
		Identify safe methods of storing medicine		Identify the effects of tobacco on the body					Assess their personal alcohol use	
				Examine their own values related to tobacco use					Review the resources available in a community for youth	

DRUGS AND ALCOHOL

Grades	K	1	2	3	4	5	6	7	8	9
SOs		Learn that medicine may be helpful, but may also be harmful	Differentiate between medicines that are helpful but how/why they may also be harmful	Illustrate/demonstrate behaviours that improve our well-being	Explain ways that everyone is responsible for the decisions made regarding drug usage	Alcohol may be misused	Describe many factors which influence our decisions about the use of drugs (including alcohol, Tobacco and solvents)	Describe how alcohol passes through different parts of the body	Explore why it is dangerous to combine drugs	Identify possible consequences associated with drug use
		Explain that candy and pills often look alike	Explain how medicines may be helpful	Identify some behaviours which will improve their own well-being	Explain that everything a person does involves making a decision	Identify the use and misuse of alcohol	Identify factors which influence our decisions about the use of drugs	Explain how alcohol passes through the body	Explain why drugs should never be combined	Identify possible consequences of drug use
		Explain that medicine may be harmful if not used safely			Explain that each person is responsible for their own decisions	Identify some of the social effects of alcohol misuse				Explain that any drug may produce a side-effect
SOs		Explain why they should ask an adult they trust before tasting any unknown substance			Explain that some decisions involve the use of drugs	Identify the resources available in a community to help someone with an alcohol problem				
		Learn that children should ask an adult they trust before tasting any unknown substance			Describe how drugs may be misused	Solvent abuse affects the body	Explain how peer pressure is one factor which can influence our decisions about the use of drugs (including alcohol, tobacco and solvents)	Explain the many factors which affect the metabolism of alcohol	Explain how it is that everything a pregnant woman puts into her body affects not only her, but also the unborn child	Identify laws regulating the possession, use and sale of drugs
		Explain why some substances cannot be identified by sight or smell			Define use and misuse of a drug	Identify the short-term and long-term effects of solvent abuse	Explain how peer pressure influences decisions	Identify the factors which affect the absorption rate of alcohol.	Identify food and drink which are healthy for the unborn baby	Identify the two laws relating to drugs Identify the legal categories of drugs
SOs		Explain why they should ask an adult they trust before tasting any unknown substance			Identify use and misuse of a drug in a given situation		Apply the decision-making process to peer pressure situations	Identify the four stages in the metabolism of alcohol.	Explain that everything a pregnant woman eats or drinks affects the unborn baby	Distinguish the three types of criminal acts in the legal system
					Explain that the decision to use or misuse a drug is their responsibility					Identify the main offences related to drugs Explain the penalties associated with each offence
										Identify situations in which an offence is being committed

DRUGS AND ALCOHOL

Grades	K	1	2	3	4	5	6	7	8	9
SOs					Identify everyday food and drinks that contain caffeine	There are many factors which influence our decisions about the use of drugs (including tobacco, solvents and alcohol)	Illustrate how advertising is one factor which can influence our decisions about the use of drugs (including alcohol and tobacco)	Discuss the short and long term effects of drinking alcohol upon the body	Describe how fetal alcohol syndrome is totally preventable	
					Identify caffeine as a drug Identify everyday food and drinks which contain caffeine Identify some effects of caffeine	Identify factors which will influence our decision to use or not use drugs (including tobacco, solvents and alcohol)	Identify the main reasons for advertising Look critically at advertisements	Identify some short term and long term effects of drinking alcohol.	Describe fetal alcohol syndrome Identify behaviours which will prevent fetal alcohol syndrome	
SOs					Describe some tobacco products that contain a drug called nicotine and how it is harmful to the health	Peer pressure is one factor which can influence our decisions about the use of drugs	Explain the four main factors which Can influence our decisions about The use of solvents	Analyze and describe reasons why some people drink alcohol and some people don't	Explain how advertising can influence people's decisions about the use of drugs	
					Identify nicotine as a drug Identify substances containing nicotine Identify the effects of nicotine on the body	Explain how peer pressure influences decisions Demonstrate some ways of resisting peer pressure	Identify factors which influence decisions on the use of solvents	Identify the reasons why some people drink alcohol and some people don't	Identify techniques used in advertising to influence people's decisions Interpret information from the advertisements Design an advertisement Identify the images of alcohol as portrayed by advertisers	
								Demonstrate the ability to use the decision-making process, in particular simulated situations which involve the drinking of alcohol.	Identify the negative effects of alcohol use	
SOs					Identify how substances that are unsafe to smell can harm the body	Advertising is one factor which, can influence our decisions about the use of drugs	Provide ways that give a sense of well-being without using drugs	Describe the ways in which cannabis is a drug that is abused	Describe how cannabis use can affect both physical and psychological development	
					Identify some substances that are unsafe to smell Identify the effects of smelling unsafe substances	Explain how advertising influences decisions Identify places where you can find advertisements	Identify individual activities which make them feel good Identify leisure time activities in the community	Identify cannabis as an illegal drug Describe how cannabis enters and passes through the body.	Identify some short-term physical effects of cannabis use Identify some long-term physical effects of cannabis use	

DRUGS AND ALCOHOL

Grades	K	1	2	3	4	5	6	7	8	9
								Examine their attitudes regarding the use of cannabis	Identify some short-term psychological effects of cannabis use Identify some long-term psychological effects of cannabis	
SOs					Explain how alcohol affects the body	There are many ways to feel good without using drugs	Describe behaviours that improve our well-being	Describe the ways in which solvent abuse has short and long term effects upon the body	Explain ways that cannabis use may affect the reproductive system	
					Identify alcohol as a drug Identify substances which contain alcohol	Identify ways to make themselves and their friends feel good	Identify ways in which they can change their behaviour to improve their own well-being	Identify some short term and long term effects of solvent abuse	Identify the possible effects of cannabis on the reproductive system and on the unborn fetus	
					Describe the movement of alcohol through the body Identify the parts of the body which are affected by alcohol					
SOs					Describe different factors which determine the effect alcohol has on a person			Analyze and describe ways that peer pressure, role models and assertive skills will influence a person's decision about drug use.	Explore and describe how solvent abuse has short and long term effects on the body	
					Explain that the affects of alcohol are related to a person's size			Explain how peer pressure can influence decisions about drug use Demonstrate ways of resisting peer pressure with regard to drug use	Identify some short-term effects of solvent abuse Identify some long-term effects of solvent abuse	
								Describe the importance of role models for youth with regard to decisions about drugs Identify individuals who are positive role models in their schools, community and country		
SOs					Describe reasons why some people use alcohol and why some people do not					
					Identify reasons why some people use and do not use alcohol					

DRUGS AND ALCOHOL

Grades	K	1	2	3	4	5	6	7	8	9
SOs					Explain ways that alcohol can be misused					
					Explain that alcohol can be misused					
					Identify three types of behaviour related to alcohol					
					Identify the resources available in the community to help someone with an alcohol problem					
SOs					Explore and describe numerous ways to feel good without using drugs					
					Identify ways to feel good					