Foundation Document

for
Health Curriculum
in
Newfoundland and Labrador

Newfoundland
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The vision of the Department of Education is:

Building an educational community in Newfoundland and Labrador
that fosters safe, inclusive, and healthy learning environments
for all educators and students in the early learning,
K-12 and post-secondary education systems.

Acknowledgements

Health in K-12 Curriculum

Purpose of Document

The *Foundation Document for Health in Newfoundland and Labrador (2022)* provides a framework for health curriculum in Newfoundland and Labrador. The primary purpose of this document is to inform curriculum writing. Curriculum writers use this foundation document to reflect health key-stage curriculum outcomes (KSCOs) in specific curriculum outcomes (SCOs), and relevant health pedagogy in the focus for teaching and learning for SCOs.

This document describes:

- the vision and nature of health

- the underlying principles and philosophy of health

- the scope and sequence of health key-stage outcomes for curriculum from kindergarten to grade 12.

Vision

The Newfoundland and Labrador Department of Education believes in providing a two-pronged approach to Health Education: the promotion of the well-being of self and others as well as the prevention of negative health outcomes. A key component of this two-pronged approach is the embedding of social and emotional learning (SEL) into health curricula and the integration of SEL across all subjects.

The Health curriculum will promote and encourage all students to develop knowledge, skills, attitudes and behaviours to enhance their health and well-being. Through this development, students are able to respond critically and creatively to make informed decisions regarding choices that will benefit the health and well-being of themselves, others, and the environment.

The Nature of Health

The Joint Consortium for School Health (2016) affirms that "health and education are interdependent: healthy students are better learners, and better educated individuals are healthier" (p. 1). A comprehensive health curricula is critical to improving well-being and thus educational outcomes. Well-being is more than the absence of problems and/or risk. Well-being is the development of knowledge, skills, attitudes and behaviours and their use within all environments. This thinking focuses on the individual and building their capacity to be healthy and well across their lifespan.

Education provides a critical context for building individual capacity through explicit teaching of health promotion, prevention and early intervention skills including social and emotional skills. As children move into their early and later teen years, schools may play an even greater role than the home context in influencing youth, given the powerful influence that teacher support and peer networks have within the educational settings (Stewart, 2008; Stewart et al., 2004).

Given the number of formative years students spend in school environments, the educational context provides unparallelled opportunities for promoting the delivery of activities and initiatives related to well-being. Positive health outcomes are most likely achieved when teaching and learning occurs in all settings where students spend their time – in classrooms, throughout the school, in the home and in the community.

The Focus of Health

The World Health Organization (WHO) defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Three types of definitions of health seem to be possible and are used. The first is that health is the absence of any disease or impairment. The second is that health is a state that allows the individual to adequately cope with all demands of daily life (implying also the absence of disease and impairment). The third definition states that health is a state of balance, an equilibrium that an individual has established within them self and between them self and the social and physical environment.

The Newfoundland and Labrador Department of Education acknowledges the components of health as physical, mental, social and emotional, environmental and spiritual. This foundation document addresses all aspects with the exception of spiritual health and that aspect of health is addressed in curricula through the *Foundation for the Province of Newfoundland and Labrador Religious Education Curriculum (2014).*

The health curriculum focuses on physical and mental health, social and emotional health, and environmental health to develop knowledge, skills, and attitudes and behaviours for individuals to:
- understand growth and development,
- apply factors that impact growth and development to foster well-being,
- become managers of their own health, and,
- advocate for the environment.

This foundation document delves into the areas of:

Social and Emotional Health: the process of acquiring and applying competencies in self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Through the learning experiences in the general curriculum outcomes, students will have opportunities to engage in "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to
- develop healthy identities,
- manage emotions,
- achieve personal and collective goals,

- feel and show empathy for others,
- establish and maintain supportive relationships, and
- make responsible and caring decisions." (retrieved from https://casel.org/what-is-sel/)

Physical and Mental Health: the process of knowing and understanding the human body, the care it requires and taking action to promote well-being. Through the learning experiences in the general curriculum outcomes, students will have opportunities to be active participants to:

- foster the growth and development of their bodies,
- understand the complexities of mental health and develop the ability to actively pursue mental well-being,
- explore the connection between healthy eating and physical activity, and health and well-being and
- contribute to personal and public health.

Environmental Health: the abilities to understand the factors and conditions in the environment that influence personal health and safety, and to take action to reduce risks and create health-supportive environments. Through the learning experiences in the general curriculum outcomes, students will have opportunities to be active participants to:

- engage in safety practices in a variety of environments where they live, learn, work and play.
- understand and advocate for a healthy living environment

The Learning Environment

"Learning environments are optimized when teachers create opportunities for students to learn by doing and to actively engage with materials and people. It is important to design physical and social environments that maximize instructional time and support learning for all.

Optimal learning environments are created when:

- social and emotional competencies are modelled and practised.
- healthy relationships and an enhanced understanding and appreciation of diversity are developed among students, staff, and school community.
- student voice is honoured and perspective-taking is encouraged.
- Safe and Caring Schools policy procedures are implemented.
- school and classroom routines are developed to minimize disruptions, allow a smooth transition between activities, and provide students with opportunities to seek help when teachers cannot provide immediate attention.
- teachers plan lessons (materials, activities, and environment) based on the principles of Universal Design for Learning (UDL) to ensure teacher readiness and student engagement.
- classrooms are organized to allow students a variety of ways to engage in learning independently or collaboratively (e.g. tables of different shapes and sizes, learning centres, access to technology).
- students view their work as meaningful and authentic.
- experiences and resources that support student learning extend beyond the classroom.
- students have access to safe play spaces and equipment that promote physical activity and emotional safety.
- students have time to eat, socialize and have opportunities for outdoor play.
- students have access to healthy foods and beverages e.g., breakfast and lunch programs, etc."

(*Optimal Learning Environments*, August 2021)

Cultural Awareness

Many students know, understand and live comfortably in two or more cultures, so the considerations outlined here may apply to greater or lesser degrees, or not at all, to individual students.

Cultural differences provide a rich resource for promoting cross-cultural understanding and global citizenship for all students. Any sharing must be undertaken with students' permission and voluntary participation.

Some sample cultural considerations that could arise relevant to the Health Curriculum are below:

Self-Awareness and Self-Management

- Individual reflection and consideration of the self are required for self-awareness and self-management. However, some students may come from collectivist societies, in which one's identity is largely defined in terms of one's relation to groups. Students may prefer to reflect on the group and their role within it, rather than as an individual. Teachers can support students

by being aware of any such differences and understanding and validating any alternate perceptions or points of view.

Social Awareness

- The development of empathy requires an awareness of cultural bias - making assumptions based on an unconscious preference for one's own cultural background. To develop social awareness, all students will need practice with the notion that there is no one "right" way and that all perspectives have foundations and value. Teachers can encourage a non-judgemental approach among students by providing questions for them to examine their underlying assumptions about culture(s) and using activities that develop their ability to identify cultural bias in themselves and/or others.

Relationship Skills

- Culture can significantly impact the expectations and roles within relationships, including those with family, partners, friends, peers, colleagues and authority. Furthermore, discussions of sexuality and sexual health may be taboo in some cultures. Teachers can support students by learning about any differences in relationship expectations, adopting a non-judgemental approach toward any differences, clarifying any new expectations and encouraging students who are uncomfortable with the topic to participate to their own level of comfort.

Responsible Decision Making

- In some cultures, personal decision-making may not rest solely with the individual, but may be dictated or influenced by other factors and forces, such as family obligations, religion and societal roles. Teachers can support students by recognizing, validating and supporting any alternate perceptions of personal responsibility in decision-making, any unfamiliarity with independent decision-making and any alternate strategies used for personal decision-making.

Physical and Mental Health

- Views on, and approaches to, physical and mental health can vary significantly across cultures. In terms of physical health, differences can include attitudes towards age and aging, gender norms, notions of healthful eating and attitudes towards smoking and alcohol/drug consumption. In some cultures, mental health may be considered a private topic while in others it is openly discussed. Likewise, in some cultures there may be stigma associated with mental health issues, treatment for mental health issues may fall outside the medical system or there may be distrust of formal treatment systems. At the same time, there are cultures where there is great effort in destigmatization, improved access to treatment and professionals at various points of entry to the medical system. Teachers can support students by becoming informed about, and open to, alternate perceptions and practices as they pertain to their students and by allowing and encouraging students to participate in discussions and activity to their own level of comfort.

Environmental Health

- Environments and environmental practices differ from culture to culture and place to place. Students may be from cultures and/ or places with differing views and experiences of environmental and global issues, such as global warming, access to water, deforestation, climate change and global health. Teachers can support students by adopting a global perspective on environmental issues and using any differences as a resource to develop global citizenship among all students.

Atmosphere and School Culture

Social and emotional learning plays an important role in classroom and overall school climate. How teachers build relationships with students, how students build relationships with each other, and how conflict and discipline are addressed all impact a school climate. How individuals interact with each other influence how they feel about the environment. How we interact with children is the foundation for what they learn. A welcoming school culture where all members of the school community are valued encourages all individuals to realize their potential, and contribute to the life of a school.

When the values of all members of the school community are respected and diversity is honoured; engagement and the building and maintaining of healthy relationships become enmeshed in the culture of a school. Likewise, the atmosphere and culture permeate the classroom and impact the opportunities for learning.

Common Learning Environments

Physical Spaces

The physical learning environment if often referred to as "The Third Teacher". This concept comes from the Reggio Emilia preschools in Northern Italy, founded by Loris Malaguzzi after World War II. It means that children learn as much from their environment as they do from teachers and their peers.

This concept, according to Dr. Carol Anne Wien (2008), "Speaks to the capacity of the environment to engage and shape learning interactions." (p.9)

In fact, the environment literally sets the stage for learning so teachers must take the time to examine what lessons the common learning environment is teaching. The following questions can be used to guide this examination:

- Is what we know about students reflected in the physical spaces?
- Is the common learning environment set up to meet the needs of students or the needs of teachers?
- Can students see themselves reflected in the learning space?
- Does the common learning environment promote independence or dependence?
- How are students represented in the classroom?

"Socially and emotionally, humans benefit from the peace that the natural environment brings... (We) gain a new appreciation of nature and the natural world by being a part of it. Being a part of the natural world can lead to deepening connections and a sense of responsibility to be a steward of the natural environment" (*Playful Connections 10*, September 2016).

Outdoor spaces	Providing regular and frequent opportunities for students to learn, play, explore, interact, and create in natural, outdoor spaces can positively influence their social and emotional learning and their connection and appreciation for their environment. Outdoor spaces allow for freedom of expression and movement that can differentiate learning in ways not possible indoors.
Safe Spaces	It is important for the classroom environment to be conducive to the open discussion and treatment of sensitive topics in the Health curriculum. "Designated places or relationships in which student concerns or needs may be shared and explored in a timely manner without fear of reprisal, stigmatization or loss of respect are critical to student well-being." (Morrison, Peterson, 2013).
	In addition to the classroom environment, this might look like placing "buddy benches" or creating Gender and Sexuality Alliances (GSAs) within learning environments to open up spaces to facilitate positive interpersonal interactions among students and school personnel. It is important to use key aspects of a learning environment to engage learners in the enhancement of their health and well-being.

Pedagogical Guidelines

Diverse Cultural Perspectives	Recognizing the variety of cultural experiences from which students are approaching their education and communities is important. Students' cultures are unique to their own values, beliefs and perspectives. Cultural variations arise from differences between world-views and cultural understandings. Variations are also attributed to the different value placed on family, education, religion, gender, sex, and community and/or skill development. Providing a variety of pedagogical approaches with teaching and learning builds on diversity and provides a rich educational experience for all learners.
	Pedagogically, educators need to be aware of their dominant-culture influence in and on the learning environment. Educators need to be mindful of imposing the dominant-culture perspectives in multicultural classrooms and on student thinking in general. While the dominant-culture perspective should not be imposed, it should be explored along with perspectives from a diverse cultural spectrum. There are, for example, a wide variety of culturally relevant social norms that would influence students' values system, thinking, and decision making. More elaboration on cultural sensitivities can be found on p. 12 in Multicultural Perspectives.

| Do No Harm Approach | Do no harm is an approach which helps to identify unintended negative or positive impacts of humanitarian and development interventions in settings where there is conflict or risk of conflict. It can be applied during planning, monitoring, and evaluation to ensure that the intervention does not worsen the conflict but rather contributes to improving it. |

(Inter-agency Network for Education in Emergencies https://inee.org/eie-glossary/do-no-harm)

Intervention, contexts and improvements are terms used in reference to this approach. A *do no harm approach* in health education means being responsive to students to prevent any unintended harm. We can think of health education as the intervention, the context being the students and the environment in which the intervention happens, and the improvements as the increased knowledge, skills, and attitudes that contribute to improved health outcomes over the lifetime. It is important that educators understand the health topics presented in the curriculum, what learning is being facilitated, and how it is being facilitated.

Educators examining their own perspectives and being aware of what they bring into the learning environment is helpful when fostering a do no harm approach. How the intervention is received in the context of the classroom could be positive for most students but could be harmful for some if, as educators, all aspects of what is said and done in a learning environment are not considered.

When using visuals as teaching aids, for example, educators should be mindful that visuals carry unspoken messages. Images should be carefully chosen that will not build one person up at the expense of tearing another person down. Using stick figures to represent people rather than smaller or larger body types will avoid any students feeling like they are not represented. Or, a conscious effort should be made when using people as a visual aid to include variety in such things as age, size, ethnicity, and ability.

The same thinking can be applied to the messaging about food and how we refer to food: food should not be referred to as *good* or *bad*. If a student has that *bad* food, then they may experience feelings of exclusion. The messaging should be about developing healthy attitudes about food, and making healthy, informed choices. Similarly, body-based comments such as "You look great, you've lost weight!" should not be used as compliments. While these types of comments may be well-intentioned, they can be exclusionary and may inadvertently cause harm.

Restorative Practice

Restorative justice in education is defined by Evans and Vaandering (2016) as a theoretical framework that facilitates learning communities which nurture the capacity of people to engage with one another and their environment in a manner that supports a culture of respect, dignity and mutual concern for all individuals (p.8). It is a way of thinking and being that is not new, but comes from ancient and contemporary Indigenous cultures. It emphasizes the importance of healthy, nurturing relationships, just and equitable learning environments, transforming conflict and repairing harm.

With restorative practice in mind, Newfoundland and Labrador's Department of Education Safe and Caring Schools Policy focuses on building, maintaining and restoring respectful and supportive relationships throughout the school community - among students, among adults and with students and adults. Being in a relationship "with" means individuals collaborate to learn, to problem solve, to be culturally responsive and to take responsibility for their actions. Relationship "with" puts the relationship first, supporting individuals to be heard, understood and engaged.

The skills developed through the Health curriculum - self-awareness, self-management, social awareness, relationship skills, and responsible decision-making - are essential for school community members to foster and sustain a healthy, restorative school community. Reciprocally, restorative practices in schools offer a way for school community members to practice and grow those skills.

Instructional Design

The term 'pedagogy' refers to much more than just teaching and learning. It is a term that encompasses how teachers care, educate, lead and guide students. It refers to how teachers support students' development in a learning environment through the careful design and planning of the environment, interactions and activities. It also includes how teachers create an important sense of belonging by building nurturing and respectful relationships with students and their families.

The Health curriculum subsumes the direct teaching of social and emotional learning (SEL) and is therefore not a separate, stand-alone curriculum. The scope and sequence of social and emotional learning uses a layered approach of skills instruction, embedded within the curricula, teacher practice, wrapped up in a carefully designed safe, caring, inclusive environment. No one curricular area or teacher is responsible for its implementation. Curriculum writers in all curriculum areas use the SEL key stage curriculum outcomes described in this document. In this way, the development of SEL competencies become part of all curricula areas and are present in suggestions for teaching and learning.

Health outcomes are presented in this document at key stages of Grades Three, Six, Nine and Twelve to describe a continuum of learning. The continuum of learning takes into consideration developmental considerations from early childhood through adolescence. Academically, older children and adolescents are expected to become more independent in their engagement with increasingly complex content and to consider how their learning is moving them towards independence.

Varied instructional approaches and practices support the development of competencies that contribute to health. Some examples are:
- Universal design for learning
- Student-centered teaching
- Play-based learning
- 21st century learning
- Inquiry-based learning
- Cooperative learning
- Restorative practice
- Trauma-informed practice
- Classroom discussions
- Self-reflection and self-assessment
- Balanced instruction
- Competency building - the cycle of teach it, model it, provide opportunities for practice, and provide feedback

A critical aspect of pedagogy is teacher modelling. Because health curriculum encompasses social and emotional health in addition to physical and mental health and environmental health, there is benefit in transferring the use of SEL competencies to all aspects of one's health and well-being. Teachers who effectively model social and emotional skills, attitudes and behaviours are more apt to develop supportive relationships, focus on student strengths, and support students in developing the social and emotional competence necessary for success in school and life (Yoder, 2014).

Indigenous Perspectives

Many Indigenous cultures define health as a set of relationships with, and responsibilities to, self, family, community, ancestors, and the environment. The Newfoundland and Labrador Department of Education's approach to the health curriculum embraces this Indigenous perspective. The two-pronged approach to health education - the promotion of the well-being of self and others as well as the prevention of negative health outcomes - reflects the Indigenous holistic view of health and wellness.

The health curriculum strives for the authentic integration and application of Indigenous content, ways of knowing, and perspectives in relevant and meaningful forms. There are explicit and implicit references to Indigenous cultures and content throughout the health curriculum. Explicit sources may be cited as organizations, individuals in the Indigenous community, specific practices, traditions and/or beliefs, published materials including recordings of oral histories, etc. Implicit references are made to identity, cultural background, connections to place, etc. Such referencing complements and expands the integrity of the health curriculum while also promoting a growing understanding and appreciation of Indigenous people, and the perspective of life lived in balance and harmony.

Multicultural Perspectives

"The influence of culture on health is vast. It affects perceptions of health, illness and death, beliefs about causes of disease, approaches to health promotion, how illness and pain are experienced and expressed, where patients/clients /residents seek help, and the types of treatment they prefer." (p.51, *Our province. Our health. Our future. A 10-Year Health Transformation: The Report)*

Culture, society and environment play a key role in approaches to and perceptions of wellness, such as those concerning physical and mental health and interpersonal relationships. For students with culturally and linguistically diverse (CLD) backgrounds, attitudes and practices related to physical, mental and sexual health and relationships to family, friends, peers, teachers and authority can all differ significantly from those common among the general school population.

Any such differences may be compounded for students with refugee backgrounds if they were exposed during their time as a refugee to war and combat, fear for loss of life, separation from family and friends, loss or disappearance of family members, starvation and/or extreme poverty, displacement, limited health care, and experiencing or witnessing maiming, rape or sexual assault, and/or physical assault and violence. Upon arrival in the new country, families with refugee backgrounds, among other newcomers, can experience challenges related to housing, education, finances and health, as well as feelings of loss, stress and anxiety. For some students, refugee experiences may affect their ability to effectively develop healthy relationships, deal with anxiety, feel trust and overcome any past trauma. For students affected by trauma related to refugee experiences, schools must address issues of social-emotional learning, mental health and safety within the parameters of the refugee experience and taking into consideration its intensity.

Newcomer students who are also English language learners (ELLs) may still be developing the English proficiency required to effectively describe and discuss social-emotional health (e.g., emotions), physical health (e.g., body parts, health care) and relationship building (e.g., complimenting, giving feedback, negotiating, cooperating).

The resilience of newcomer students is well documented. The experience of leaving a familiar country, family and friends, and navigating a new culture, system and sometimes language fosters maturity, resilience, confidence and courage, which stand newcomer students in good stead for developing their health in the new country.

Schools can support the health and social-emotional development of all students with CLD backgrounds, as needed, by:
• acknowledging, welcoming and celebrating a range of perceptions on health and wellness reflecting different cultures,

- recognizing students' diverse cultural backgrounds as an asset and welcoming students' views and experiences of health and wellness as a resource for the learning of all students, with students' permission and voluntary participation,
- identifying and addressing cultural bias in one's own perceptions of health and wellness,
- clearly, respectfully and without bias, conveying and explaining any new or differing expectations related to physical and mental health and relationships, and
- providing opportunities for supportive relationships through well-established and guided programs, such as mentorships and extracurricular activities.

Schools can support the health and social-emotional development of students with refugee backgrounds, as needed, by:

- being sensitive to signs and symptoms of trauma related to refugee experiences,
- addressing any effects of trauma by providing academic and social-emotional support as needed,
- anticipating potential triggers and reactions and preparing and providing safe spaces and other supports as needed,
- reinforcing a sense of belonging through new, positive experiences of schooling,
- understanding that the refugee experience is only one part of the student's identity and adopting an asset-based approach, focusing on the student's strengths, accomplishments and potential, and
- providing opportunities to develop positive relationships with members of the school community.

Teachers can support English language learners, as needed, in learning Health outcomes by:

- pre-teaching and/or teaching the vocabulary and expressions required for an activity (e.g., describing emotions, complimenting, providing feedback) and using strategies appropriate to ELLs in class (e.g., visuals, translation, modeling, explanation),
- teaching the language skills and structures (e.g., listening, speaking, grammar) required for relationship building (e.g., active listening, negotiating, cooperating), and
- teaching the use of polite, direct/indirect and formal/informal language in English for successful communication.

Universal Design for Learning

Universal design for learning (UDL) is a "framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also "...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." (CAST, 2011). "Universal Design for Learning … is being applied to new curriculum development to provide flexible access for students of all abilities and to ensure that curriculum goals such as social and emotional learning are reinforced across subjects." (Premier's Task Force Report on Educational Outcomes, 2017, p. 6)

Universal design for learning provides a blueprint for developing goals, methods, materials, and assessments that work for everyone. The goal is not a single, one-size-fits-all solution, but rather flexible approaches that customize learning for individual needs, strengths, and interests. Specifically, the guiding principles of UDL provide multiple means of representing learning, acting and expressing thinking and communication, and engaging in learning. UDL ensures students' wellness is at the center of learning with a focus on their interests, stamina, persistence, motivation, and ability to monitor and manage their learning.

Play-Based Learning

The connections between play and physical, social, and emotional well-being is clear. Play supports the development of self-regulation and social and emotional development. It helps students with anxiety, frustration, conflict, trauma, unfamiliar concepts, and overwhelming experiences. As well, play gives students numerous opportunities to feel good about themselves. Because there is no right or wrong way to play, children have successful experiences that positively influence their self-concept (Henniger, 2013, p.134-142).

Students learn best in environments where teachers support connections between emotional and cognitive development. A shared goal for social and emotional learning and play-based learning is positive relationships. According to the National Scientific Council on the Developing Child (2004), "Young children experience their world as an environment of relationships, which affect virtually all aspects of development." Fostering positive relationships with children, youth, and their families is probably the single most important thing teachers can do to facilitate transitions and build a strong foundation for learning. Secure relationships support students as they develop skills and attributes necessary for learning, taking risks, developing strong peer social connections and healthy friendships.

Tiered Approach

Tiered instruction involves all teachers, all students, and all learning. Within a collaborative and inclusive learning environment, tiered instruction incorporates quality instruction in the health curriculum for all students.

A tiered approach to learning is based on the premise that with strong universal instruction for all students, most students will achieve expected outcomes. Educators or groups of educators analyze data and intervene with evidence-based, tiered interventions (targeted, and intensive) at an early stage.

The tiered approach aligns with educational research and teacher experience. In a tiered approach, there are three tiers: universal instruction, targeted intervention, and intensive intervention. The universal tier includes curriculum instruction and safe and caring schools initiatives. Students who require additional teaching, modelling, feedback and/or interaction will receive targeted and/or intensive intervention. Interventions provided are evidenced-based and student-centered. For some students, tiered interventions alone are not enough. Within the responsive teaching and learning environment, these students require a comprehensive assessment to determine individualized programming needs (accommodations, sustained intensive intervention, modified prescribed course, alternate course, and alternate curriculum).

Social and Emotional Learning

Newfoundland and Labrador has adopted social and emotional learning (SEL) as a focus inside all curricula K-12. The explicit instruction of SEL skills occurs inside of Health curricula. As students learn SEL skills, the expectation is that the skills be used all day, everyday and incorporated into their lives. In support of this, all other curricula areas reinforce the application of these skills. As educators and learners in the K-12 system become more proficient in the use of SEL skills, broader school practices will change to create an environment that fosters students' development.

SEL is at the heart of responsive teaching and learning as it is rooted in:

- creating safe and supportive environments,
- modeling and supporting a relational approach,
- maintaining a sense of calm,
- fostering and modeling restorative problem-solving practices,
- creating and maintaining flexible common learning spaces that encourage students' creativity and autonomy,
- celebrating and affirming diversity.

For more information on social and emotional learning, *The Foundation Document for Social and Emotional Learning K-12 in Newfoundland and Labrador* (2021) in its entirety can be found on the Department of Education's website.

Curriculum Framework

Introduction

Educators have a responsibility to support students' academic, social, and emotional learning. The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help educators address the needs of students:

- Curriculum guides must clearly articulate what students are expected to know, understand, and be able to do by the time they graduate from high school.
- There must be purposeful, ongoing assessment to inform responsive teaching and learning.

Outcomes Based Education

The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs). Social and emotional learning outcomes in this document are italicized, originate from the *Foundation Document for Social and Emotional Learning in Newfoundland and Labrador* (2021), and are used to inform health curriculum development. As such, academic health content-specific and social and emotional outcomes are integrated at the onset of curriculum development.

Essential Graduation Learnings
(common to all subject areas)

General Curriculum Outcomes
(unique to each subject area)

Key Stage Learning Outcomes
(met by end of grades 3,6,9 and 12)

Specific Curriculum Outcomes
(met within each grade level and subject area)
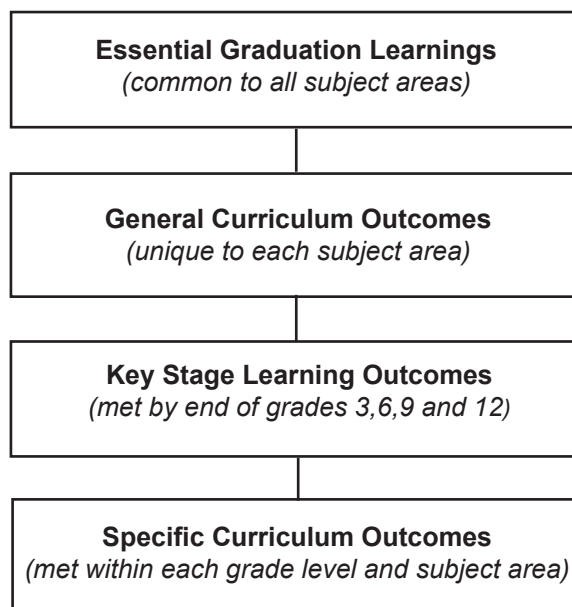
Essential Graduation Learnings

Essential Graduation Learnings (EGLs) provide the vision for the development of a coherent and relevant curriculum. The EGLs are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage and specific curriculum outcomes.

Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations not in terms of individual subject areas but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections, develop abilities, and transfer skills across diverse learning environments, enabling them to participate in and enjoy life, work, and study.
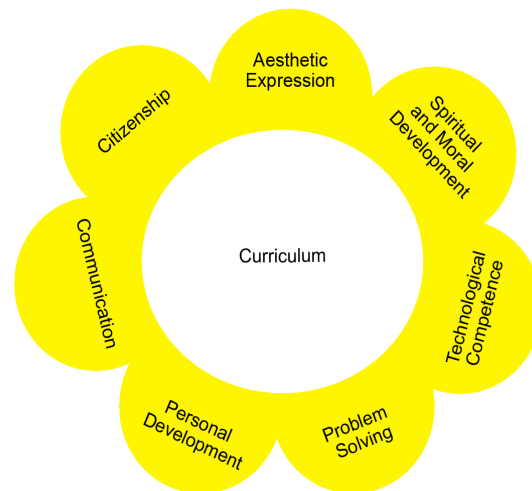
Aesthetic Expression – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship – Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

Communication – Graduates will be able to think, learn and communicate effectively by using listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols.

Personal Development – Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving – Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Spiritual and Moral Development – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Technological Competence – Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know, understand and be able to do in each program area in terms of knowledge, skills, and attitudes. Academic health content-specific and social and emotional outcomes are reflected in GCOs, KSCOs and SCOs for Health curricula. Social and emotional learning (SEL) outcomes are similar but distinct from academic health content-specific outcomes. They both provide learning milestones for students across key stages. However, they are different in that social and emotional competencies are constantly being applied in all facets of life. Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

The Foundation Document for Health Curriculum in Newfoundland and Labrador (2022) presents GCOs that represent learning milestones for both social and emotional learning and health. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Health curricula assumes responsibility for the direct teaching of SEL GCOs and therefore builds SEL competencies in learners. Health curricula also addresses an individual's physical and mental health as well as environmental health.

Social and Emotional Health GCOs:

Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

1.0 Demonstrate an awareness of one's interests, values and strengths that contribute to a positive self-concept.

2.0 Identify and monitor one's emotions, thoughts and behaviours.

3.0 Recognize the connections among emotions, thoughts and behaviours.

Self-management: The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

4.0 Regulate emotions, thoughts and behaviours.

5.0 Set and work toward personal and learning goals.

Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behaviour in different settings, and recognize family, school, and community resources and supports.

6.0 Develop the ability to take the perspective of and empathize with others.

7.0 Demonstrate an understanding that all individuals belong and have inherent worth.

8.0 Understand that social and ethical norms in home, school and community are relevant to culture.

Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

9.0 Use relationship skills to interact with others in all environments.

10.0 Demonstrate the ability to build, maintain and restore relationships.

Responsible decision-making: The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

11.0 Apply decision-making skills to choices about personal behaviour and social interactions.

12.0 Apply ethical standards, safety concerns, and social norms to decision making.

13.0 Evaluate consequences of decisions on the well-being of self and others.

Physical Health and Mental Health GCOs:

Physical Health and Mental Health: The process of knowing and understanding the human body, the care it requires and taking action to promote well-being.

14.0 Demonstrate an understanding of human growth and development and the factors that affect it.

15.0 Understand the role healthy eating plays in health and well-being.

16.0 Demonstrate an understanding of the influence of physical activity on physical and mental health.

17.0 Manage one's personal health, navigate access to health care and contribute to public health.

Environmental Health GCOs:

Environmental Health: The abilities to understand the factors and conditions in the environment that influence personal health and safety, and to take action to reduce risks and create health-supportive environments.

18.0 Understand the importance of personal safety in a variety of environments.

19.0 Engage in practices that demonstrate an understanding of the interplay between the environment and health and well-being.

Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) are delineations of GCOs and summarize what is expected of students at each of the four key stages of Grades Three, Six, Nine and Twelve. These key stages represent students' cumulative learning to that point.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know, understand, and be able to do as a result of their learning experiences at a specific grade level. SCOs are delineations of KSCOs by grade level that outline learning expectations for both SEL and academic health content.

Social and Emotional Health: Self-Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
1.0 Demonstrate an awareness of one's interests, values and strengths that contribute to a positive self- concept.	*1.3.1 Identify likes and dislikes* *1.3.2 Identify personal strengths and challenges* *1.3.3 Develop skills to support a positive self-concept* *1.3.4 Develop and articulate a sense of self* *1.3.5 Recognize that all individuals have value, self-worth and voice* *1.3.6 Understand that there are aspects of one's self that one can and cannot change*	*1.6.1 Identify personal qualities that contribute to experiencing success* *1.6.2 Recognize how one's values, likes, or dislikes affect choices* *1.6.3 Reflect on one's strengths and challenges* *1.6.4 Understand the concept of growth mindset and its value* *1.6.5 Understand that minds and bodies are diverse* *1.6.6 Evaluate one's appreciation of the uniqueness of self and others and engage in ways to be more inclusive* *1.6.7 Reflect on influences on self-image and the strategies and goals necessary to enhance self-image*

Social and Emotional Health: Self-Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
1.0 *Demonstrate an awareness of one's interests, values and strengths that contribute to a positive self-concept.*	1.9.1 *Recognize and use personal qualities to contribute to being a successful member of one's community* 1.9.2 *Apply self-reflection techniques to realize one's potential* 1.9.3 *Use and reflect on experiences to contribute to self-awareness* 1.9.4 *Understand the role of self-worth and self-confidence in developing a growth mindset* 1.9.5 *Know the importance of having a healthy mind and body*	1.12.1 *Use personal qualities to be a contributing member of one's community* 1.12.2 *Use meaningful tools and strategies to continue self-learning* 1.12.3 *Use one's sense of self-worth and self-confidence to maintain a growth mindset* 1.12.4 *Use awareness of self to make career and life choices* 1.12.5 *Foster the development and maintenance of a healthy mind and body* 1.12.6 *Recognize the importance of lifelong self-learning*

Social and Emotional Health: Self-Awareness		
The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. (CASEL.org)		
General Curriculum Outcomes (GCOs)	**Key-Stage Curriculum Outcomes (KSCOs)**	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
2.0 Identify and monitor one's emotions, thoughts, and behaviours.	*2.3.1 Develop and use an emotion vocabulary* *2.3.2 Recognize and accurately label one's emotions* *2.3.3 Recognize one can have more than one emotion at a time* *2.3.4 Recognize factors that affect one's emotions and thoughts* *2.3.5 Recognize how emotions physically feel and present in one's body* *2.3.6 Understand that individuals experience a range of emotions and thoughts*	*2.6.1 Use a broad range of emotion vocabulary* *2.6.2 Distinguish among intensity levels of one's emotions and reactions* *2.6.3 Differentiate similar emotions based on one's verbal and non-verbal cues* *2.6.4 Express one's emotional triggers and use strategies to manage response* 2.6.5 Understand that one's state of mental health influences mood, thinking, and behaviour
3.0 Recognize the connections among emotions, thoughts and behaviours.	*3.3.1 Understand the role the brain plays in emotions* *3.3.2 Connect emotion vocabulary to feelings, behaviour and health* *3.3.3 Recognize how situations trigger emotions, thoughts and behaviours* *3.3.4 Recognize that strategies are used to manage one's emotions, thoughts and behaviours*	*3.6.1 Understand the relationship between the brain and emotions* *3.6.2 Understand and articulate how an emotion presents in the body* *3.6.3 Distinguish between reactive and responsive behaviours* *3.6.4 Recognize conflicting emotions* *3.6.5 Monitor the internalization of thoughts and feelings* *3.6.6 Explain connections between physical and emotional responses*

Social and Emotional Health: Self-Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
2.0 *Identify and monitor one's emotions, thoughts, and behaviours.*	2.9.1 *Use a broad range of emotion vocabulary* 2.9.2 *Recognize and monitor one's emotional state* 2.9.3 *Recognize that emotions, values, and beliefs contribute to personal growth*	2.12.1 *Understand that identifying, monitoring and regulating a broad range of emotions is a lifelong skill*
3.0 *Recognize the connections among emotions, thoughts and behaviours.*	3.9.1 *Understand the role that brain development plays in emotions* 3.9.2 *Recognize the importance of self-reflection* 3.9.3 *Analyze factors that influence emotions and thoughts* 3.9.4 *Understand how thoughts, beliefs, and values influence feelings and behaviour* 3.9.5 *Recognize that one's emotions and thoughts influence decision making* 3.9.6 Understand trauma and the impact on mental health	3.12.1 *Use self-reflection to consider how one's emotions impact perceptions* 3.12.2 *Explain how thoughts, beliefs, and values influence feelings and behaviour* 3.12.3 *Explain connections between one's emotions, thoughts, and decision making* 3.12.4 Recognize trauma and the impact on mental health

Social and Emotional Health: Self-Management

The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
4.0 *Regulate emotions, thoughts and behaviours.*	4.3.1 Understand there are different motives for behaviour 4.3.2 Use reflection to identify one's motivation for behaviour 4.3.3 Develop and use strategies to foster self-management 4.3.4 Develop and understand the value of positive thinking 4.3.5 Recognize that thoughts and feelings can be communicated in different ways 4.3.6 Engage in using health promoting behaviours	4.6.1 Use self-reflection to understand one's motivation for behaviour 4.6.2 Assess one's environment and the potential influence of it on emotions, thoughts and behaviour 4.6.3 Assess situations and apply self-regulation strategies appropriate to the context 4.6.4 Use and monitor effective self-regulation and coping strategies 4.6.5 Identify ways to develop and maintain a growth mindset 4.6.6 Use positive thoughts and behaviours in daily interactions to advocate for oneself 4.6.7 Understand the connection between perseverance, optimism and positive mental health
5.0 *Set and work toward personal and learning goals.*	5.3.1 Understand the concepts of motivation, self-discipline and perseverance as they relate to goals 5.3.2 Understand the process for setting, working towards and accomplishing relevant goals 5.3.3 Develop a process to monitor achievement of goals 5.3.4 Develop organizational skills to support learning and personal goals	5.6.1 Understand the relationship between positive attitude, self-motivation, and goal setting 5.6.2 Develop a process for setting, working towards and accomplishing goals 5.6.3 Use organizational skills to support personal and learning goals 5.6.4 Use one's knowledge of self-motivation to set personal and learning goals

Social and Emotional Health: Self-Management

The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
4.0 Regulate emotions, thoughts and behaviours.	*4.9.1 Develop an awareness of motivation for behaviour in self and others* *4.9.2 Use impulse control strategies to contribute to positive relationships, learning, and life success* *4.9.3 Use healthy coping skills* *4.9.4 Understand the role of attitude in the success of relationships, learning, and life* *4.9.5 Respond critically to messages in one's environment that would influence thinking and behaviour related to one's self image* *4.9.6 Develop skills that promote hope and optimism*	*4.12.1 Monitor and align personal impulse control strategies as they relate to learning and life success* *4.12.2 Reflect on and align one's healthy coping skills with learning and life success* *4.12.3 Reflect on how one's attitude influences success in relationships, learning, and life* *4.12.4 Regulate one's thinking and behaviours by engaging in ongoing monitoring of one's response to one's environment* *4.12.5 Demonstrate skills that promote hope and optimism*
5.0 Set and work toward personal and learning goals.	*5.9.1 Understand the relationship between positive attitude, self-motivation, and goal setting* *5.9.2 Set, monitor and adjust goals for personal and learning achievement* *5.9.3 Use organizational skills to support personal and learning goals* *5.9.4 Understand self-motivation and use it to achieve personal and learning goals*	*5.12.1 Demonstrate an understanding that goal-setting contributes to lifelong success* *5.12.2 Independently set, monitor and adjust personal and learning goals for lifelong success* *5.12.3 Use organizational skills to support personal and learning goals for lifelong success* *5.12.4 Use and monitor self-motivation strategies to achieve personal and learning goals for lifelong success*

Social and Emotional Health: Social Awareness		
The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behaviour in different settings, and recognize family, school, and community resources and supports. (CASEL.org)		
General Curriculum Outcomes (GCOs)	**Key-Stage Curriculum Outcomes (KSCOs)**	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
6.0 Develop the ability to take the perspective of and empathize with others.	*6.3.1 Recognize that others may have different viewpoints and experiences* *6.3.2 Recognize that there is a diversity of feelings and responses to different viewpoints and experiences* *6.3.3 Identify verbal, non-verbal, situational and cultural cues that indicate how others may feel* *6.3.4 Develop relational skills to support another's emotional experience*	*6.6.1 Recognize how emotions and behaviours affect others* *6.6.2 Respond to other's emotional experiences empathetically* *6.6.3 Demonstrate understanding of diversity of opinions, customs, beliefs, and identities*
7.0 Demonstrate an understanding that all individuals belong and have inherent worth.	*7.3.1 Demonstrate respect for the uniqueness of individuals* *7.3.2 Recognize human qualities that cross all cultures and groups* 7.3.3 Understand one's role in promoting mental health of self and others	*7.6.1 Understand the connection between belonging and inherent worth* *7.6.2 Understand the concept of cultural relevance* 7.6.3 Understand one's role in promoting mental health of self and others
8.0 Understand that social and ethical norms in home, school and community are relevant to culture.	*8.3.1 Identify influences on one's and other's sense of belonging* *8.3.2 Identify one's role within groups* *8.3.3 Identify culturally relevant personal support networks* *8.3.4 Develop an awareness of the connection between rules and ethical norms*	*8.6.1 Recognize the qualities of a positive role model* *8.6.2 Recognize that individuals are members of groups that create and support a sense of belonging* *8.6.3 Identify ethical norms within groups* *to which one belongs*

Social and Emotional Health: Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behaviour in different settings, and recognize family, school, and community resources and supports. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
6.0 Develop the ability to take the perspective of and empathize with others.	*6.9.1 Analyze similarities and differences between their own and others' perspectives* *6.9.2 Analyze social situations and formulate appropriate responses to those situations* *6.9.3 Reflect on how one's emotions and behaviours affect others*	*6.12.1 Understand the importance of focusing on similarities of people rather than differences of opinions, customs and beliefs* *6.12.2 Evaluate the effects of societal and cultural norms on personal interactions and responses* *6.12.3 Evaluate how emotions and behaviours impact others*
7.0 Demonstrate an understanding that all individuals belong and have inherent worth.	*7.9.1 Recognize that all people belong and have inherent worth* *7.9.2 Demonstrate respect for all individuals, social and cultural groups* *7.9.3 Assess how stereotypical thinking and prejudicial thoughts impact sense of belonging and inherent worth*	*7.12.1 Demonstrate in words and actions that all people belong and have inherent worth* *7.12.2 Understand how advocacy for the rights of others contributes to realization of the belonging and inherent worth of all* *7.12.3 Assess how stereotypical thinking and prejudicial thoughts impact sense of belonging and inherent worth*
8.0 Understand that social and ethical norms in home, school and community are relevant to culture.	*8.9.1 Recognize that social norms vary across cultures* *8.9.2 Understand how social and ethical norms affect the sense of belonging of self and others* *8.9.3 Develop an awareness and use of supports available through social networks* *8.9.4 Understand the concept of relationships and how they differ across cultures*	*8.12.1 Evaluate one's support system and its contribution to learning and life success* *8.12.2 Challenge social norms that influence their own and others' sense of belonging*

Social and Emotional Health: Relationships Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
9.0 Use relationship skills to interact with others in all environments.	9.3.1 Identify and use characteristics of attentive listening	9.6.1 Use active listening skills to facilitate effective communication with others
	9.3.2 Communicate emotions to others effectively	9.6.2 Practice cooperative behaviours
	9.3.3 Respond to others' verbal, non-verbal, situational and cultural cues	9.6.3 Give and accept authentic compliments and constructive criticisms
	9.3.4 Practice how to give and receive authentic compliments and constructive feedback	9.6.4 Assess the impact of interactions with others on overall health and well-being
	9.3.5 Identify and practice ways to work and play respectfully with others	9.6.5 Evaluate the effectiveness of personal communication strategies in addressing issues and challenges which impact health and well-being
	9.3.6 Recognize and accept the contribution to overall health made by positive interactions with friends, family, school and community	
	9.3.7 Demonstrate knowledge of one's family unit and the role each member plays in family dynamics	
	9.3.8 Demonstrate knowledge of various roles that contribute to the community dynamic	

Social and Emotional Health: Relationships Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
9.0 Use relationship skills to interact with others in all environments.	9.9.1 Engage in and practice reflective listening skills 9.9.2 Use communication skills to encourage and affirm one's self and others 9.9.3 Offer and accept constructive criticisms in order to grow and learn 9.9.4 Use skills to resolve conflicts restoratively 9.9.5 Engage with family, peers, schools and communities to support positive health outcomes	9.12.1 Use assertive communication skills to advocate for self without negatively impacting others 9.12.2 Use communication to empower one's self and others 9.12.3 Evaluate one's ability to use communication skills to resolve conflicts restoratively 9.12.4 Understand the varying need of engagement with others to support one's positive mental health

Social and Emotional Health: Relationships Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
10.0 Demonstrate the ability to build, maintain and restore relationships.	*10.3.1 Understand consent and the benefits of setting and communicating boundaries for one's self and others* *10.3.2 Develop skills to establish and maintain friendships* *10.3.3 Recognize how friendships are influenced* *10.3.4 Recognize that conflict is a natural occurrence and there are many ways to resolve it* *10.3.5 Develop a process to solve problems with and without adult support* *10.3.6 Identify characteristics of social responsibility* *10.3.7 Understand the dynamics of relationships and that they may change with time*	*10.6.1 Understand the role consent plays in relationships* *10.6.2 Understand the characteristics associated with friendships* *10.6.3 Recognize and practice healthy social behaviours when interacting with others* *10.6.4 Recognize the need to approach conflict with a restorative mindset* *10.6.5 Use strategies to maintain healthy relationships* *10.6.6 Recognize there are different types of relationships and that relationships change over time* *10.6.7 Advocate for their own and others' needs and interests*

Social and Emotional Health: Relationships Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
10.0 Demonstrate the ability to build, maintain and restore relationships.	10.9.1 Understand the role consent plays in relationships	10.12.1 Understand and evaluate the role consent plays in relationships
	10.9.2 Understand the characteristics associated with healthy sexual relationships	10.12.2 Understand the characteristics associated with healthy sexual relationships
	10.9.3 Understand the characteristics associated with healthy intimate relationships	10.12.3 Understand the characteristics associated with healthy intimate relationships
	10.9.4 Monitor how one responds to social influences that impact relationships	10.12.4 Independently seek out and participate in a healthy social network
	10.9.5 Demonstrate an ability to be true to self in relationships	10.12.5 Use skills to prevent and resolve interpersonal conflicts restoratively
	10.9.6 Use coping strategies to deal with ending relationships	10.12.6 Collaborate with community members to achieve socially responsible goals
	10.9.7 Evaluate and apply a restorative mindset to navigate conflict	
	10.9.8 Engage with others to be socially responsible	
	10.9.9 Understand the broad spectrum of beliefs, practices and values, as they pertain to sexuality	
	10.9.10 Demonstrate an understanding and respect for diversity in biological sex, gender identity, gender expression and physical/emotional attraction	

Social and Emotional Health: Responsible Decision-Making

The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
11.0 Apply decision-making skills to choices about personal behaviour and social interactions.	11.3.1 Understand that actions have outcomes 11.3.2 Use a decision-making model to make informed decisions 11.3.3 Explore and choose effective personal strategies for making choices 11.3.4 Understand societal expectations of personal behaviour and social interaction	11.6.1 Choose actions and behaviours that consider one's self-interest and those of others 11.6.2 Use effective strategies for making choices
12.0 Apply ethical standards, safety concerns, and social norms to decision making.	12.3.1 Create a personal code of ethics to use in decision making 12.3.2 Understand and use one's personal code of ethics to guide decision making 12.3.3 Understand the importance of safety guidelines when making decisions	12.6.1 Continue to develop and evaluate one's use of a personal code of ethics 12.6.2 Identify culturally relevant social norms used in making choices 12.6.3 Develop and apply safety guidelines when making decisions
13.0 Evaluate consequences of decisions on the well-being of self and others.	13.3.1 Identify positive and negative risk behaviours 13.3.2 Understand that decisions have consequences 13.3.3 Understand that consequences affect self and others 13.3.4 Recognize potential influences on decision making	13.6.1 Use knowledge pertaining to risk to guide decision making 13.6.2 Understand personal responsibility for decision making 13.6.3 Predict the impact on the well-being of self and others when making decisions 13.6.4 Monitor the role of influences such as peers, media, and culture in making decisions 13.6.5 Develop strategies to manage the role of influences such as peers, media, and culture in making decisions

Social and Emotional Health: Responsible Decision-Making

The abilities to make caring and constructive choices about personal behaviour and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. (CASEL.org)

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
11.0 *Apply decision-making skills to choices about personal behaviour and social interactions.*	11.9.1 *Apply ethics to decision making* 11.9.2 *Assess effectiveness of one's strategies for making decisions*	11.12.1 *Assess one's ethical responsibility in decision making* 11.12.2 *Apply effective strategies for making decisions*
12.0 *Apply ethical standards, safety concerns, and social norms to decision making.*	12.9.1 *Use ethical standards in making decisions about personal behaviour and social interactions* 12.9.2 *Apply social norms when making decisions about personal behaviours and social interactions* 12.9.3 *Apply a safety perspective to decision making about personal behaviour and social interactions*	12.12.1 *Use ethical standards in making decisions about personal behaviour and social interactions* 12.12.2 *Evaluate social norms used in making decisions about personal behaviours and social interactions* 12.12.3 *Assess the influence of a safety culture on personal behaviour and social interactions*
13.0 *Evaluate consequences of decisions on the well-being of self and others.*	13.9.1 *Assess consequences of engagement in risk behaviour* 13.9.2 *Consider the impact on self and others when making decisions* 13.9.3 *Analyze the effect of influences such as peers, media, and culture in making decisions* 13.9.4 Be aware of the mental and emotional implications of deciding to engage in sexual activity	13.12.1 *Assess personal engagement in risk behaviour and its impact on the well-being of self and others* 13.12.2 *Evaluate consequences of decisions and their impact on the well-being of self and others* 13.12.3 *Evaluate strategies to manage the role of influences such as peers, media, and culture in making decisions*

Physical Health and Mental Health:		
The process of knowing and understanding the human body, the care it requires and taking action to promote well-being.		
General Curriculum Outcomes (GCOs)	**Key-Stage Curriculum Outcomes (KSCOs)**	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
14.0 Demonstrate an understanding of human growth and development and the factors that affect it.	14.3.1 Recognize the physical growth changes students will experience and that these changes will occur at different rates and times, unique to each individual 14.3.2 Use anatomically correct language to demonstrate knowledge of body parts and the care required 14.3.3 Demonstrate knowledge of the growth and development of the brain and the care and protection it requires 14.3.4 Identify and use hygiene and health care practices that contribute to overall health and well-being 14.3.5 Demonstrate an understanding of the importance of sleep for growth and development 14.3.6 Understand the health benefits of living in a smoke and vape-free environment 14.3.7 Understand the benefits and risks of prescription and over the counter drugs	14.6.1 Know about physical growth and development and emotional changes which occur during puberty, unique to each individual 14.6.2 Expand knowledge and use of anatomically correct language to refer to body growth and development 14.6.3 Demonstrate knowledge of the growth and development of the brain and the preventive, promotive and interventive care required 14.6.4 Advocate for and engage in health promotion practices for physical and mental health 14.6.5 Evaluate personal sleep patterns and needs 14.6.6 Advocate for oneself to be in regulated and non-regulated smoke-free and vape-free environments 14.6.7 Know and understand the impacts of legal and illegal drugs on growth and development

Physical Health and Mental Health: The process of knowing and understanding the human body, the care it requires and taking action to promote well-being.		
General Curriculum Outcomes (GCOs)	**Key-Stage Curriculum Outcomes (KSCOs)**	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
14.0 Demonstrate an understanding of human growth and development and the factors that affect it.	14.9.1 Understand the responsibilities of pubescent adolescents and the implications for promoting and protecting sexual health 14.9.2 Demonstrate an understanding of what constitutes reproductive health and the active role required to maintain it 14.9.3 Engage in preventive, promotive and interventive care for the growth and development of the changing and aging brain 14.9.4 Understand and assess personal hygienic implications of puberty 14.9.5 Demonstrate an understanding of the importance of sleep for health and well-being 14.9.6 Assess implications of substance use and problematic use on personal growth and development	14.12.1 Understand the determinants of health and their impact on life outcomes 14.12.2 Practice and monitor promotive, preventive and interventive care of one's physical and mental health 14.12.3 Engage in preventive, promotive and interventive care for the growth and development of the changing and aging brain 14.12.4 Understand the impact of substance use and problematic use on long term physical and mental health 14.12.5 Understand the factors that can enhance or negatively impact sexual health and well-being 14.12.6 Understand that work-life balance affects physical and mental health

Physical Health and Mental Health:

The process of knowing and understanding the human body, the care it requires and taking action to promote well-being.

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
15.0 Understand the role healthy eating plays in health and well-being.	15.3.1 Recognize the role of breastfeeding, foods and beverages in overall health and well-being 15.3.2 Understand the guidance provided by Canada's Food Guide for healthy eating patterns 15.3.3 Use tools and resources to access healthy eating choices 15.3.4 Develop connections among food and family, culture, traditions	15.6.1 Understand that breastfeeding, meal and snack choices impact overall health and well-being 15.6.2 Understand origins of foods, how they grow and various healthy ways to prepare them 15.6.3 Understand the foods and beverages one consumes impacts health and well-being 15.6.4 Reflect on how food connects to self, family, culture, traditions, community and nature and how these impact what one eats and drinks 15.6.5 Explore the connection between peers, advertising and social media and what one eats and drinks

Physical Health and Mental Health:		
The process of knowing and understanding the human body, the care it requires and taking action to promote well-being.		
General Curriculum Outcomes (GCOs)	**Key-Stage Curriculum Outcomes (KSCOs)**	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
15.0 Understand the role healthy eating plays in health and well-being.	15.9.1 Evaluate personal knowledge, attitudes and capabilities related to breastfeeding, and food and beverage choices 15.9.2 Understand the guidance of Canada's Food Guide and the recommendations to eat a variety of healthy foods 15.9.3 Analyze the influence of culture, economics, built environment, media, social norms, and values on breastfeeding practices and food and beverage choices 15.9.4 Develop food planning, acquisition, and preparation skills to enhance health and well-being 15.9.5 Understand the concept of food sovereignty by exploring foods and drinks that are culturally or traditionally relevant to self, family, peers and community 15.9.6 Analyze the influence of the food system on the local and global food supply	15.12.1 Analyze the influence of family, peers, community and culture on breastfeeding practices 15.12.2 Evaluate knowledge, attitudes and capabilities related to breastfeeding and healthy eating and the effect these have on health and well-being 15.12.3 Demonstrate knowledge of food selection, acquistion, preparation and storage 15.12.4 Manage and use resources effectively, efficiently and safely to satisfy personal and family needs, values and beliefs in relation to foods and healthy eating 15.12.5 Propose solutions to a range of barriers related to healthy eating 15.12.6 Evaluate skill development related to food production, resource management and the ability to work cooperatively 15.12.7 Propose strategies to address issues and challenges of local and global food security

Physical Health and Mental Health:

The process of knowing and understanding the human body, the care it requires and taking action to promote well-being.

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
16.0 Demonstrate an understanding of the influence of physical activity on physical and mental health.	16.3.1 Understand the role physical activity plays in the development of physical and mental health 16.3.2 Engage in activities that contribute to physical and mental health 16.3.3 Assess one's involvement in physical activity and the effect it has on physical and mental health	16.6.1 Understand physical and mental health benefits of daily physical activity 16.6.2 Engage in a variety of physical activities that foster physical and mental health 16.6.3 Assess personal and family participation in physical activity and assess the influence on physical and mental health
17.0 Manage one's personal health, navigate access to health care and contribute to public health.	17.3.1 Explain the importance of engagement in health care practices 17.3.2 Identify one's actions and contributions to public health	17.6.1 Identify the processes involved in accessing health care 17.6.2 Develop management skills to oversee personal health and well-being 17.6.3 Assess the impact of various factors on public health

Physical Health and Mental Health:		
The process of knowing and understanding the human body, the care it requires and taking action to promote well-being.		
General Curriculum Outcomes (GCOs)	**Key-Stage Curriculum Outcomes (KSCOs)**	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
16.0 Demonstrate an understanding of the influence of physical activity on physical and mental health.	16.9.1 Analyze the relationship between participation in physical activity and one's physical and mental health 16.9.2 Analyze one's motivation for involvement in physical activity 16.9.3 Identify individual and systemic barriers to participation in physical activity	16.12.1 Analyze how one can foster engagement in activity over a lifetime 16.12.2 Advocate for and participate in removal of systemic barriers to physical activity
17.0 Manage one's personal health, navigate access to health care and contribute to public health.	17.9.1 Develop independent healthcare management skills 17.9.2 Understand how management of personal health and well-being contributes to public health	17.12.1 Develop and implement a personalized health care plan 17.12.2 Understand the influence of life experiences on physical and mental health at all ages 17.12.3 Understand the processes involved in accessing health care 17.12.4 Assess the societal consequences of substance use and problematic substance use

Environmental Health:

The abilities to understand the factors and conditions in the environment that influence personal health and safety, and to take action to reduce risks and create health-supportive environments.

General Curriculum Outcomes (GCOs)	Key-Stage Curriculum Outcomes (KSCOs)	
	By the end of grade 3, students will be expected to	By the end of grade 6, students will be expected to
18.0 Understand the importance of personal safety in a variety of environments.	18.3.1 Identify and know how to access people and agencies that can assist in emergency situations 18.3.2 Apply problem-solving and decision-making skills to threats of personal safety 18.3.3 Understand and engage in safe practices in a variety of environments 18.3.4 Assess engagement in safety practices and its influence on safety of self and others	18.6.1 Identify the role community agencies play in assisting in emergency situations 18.6.2 Apply planning and problem-solving skills to promote personal safety practices and to avoid threats to personal safety 18.6.3 Demonstrate how to respond to various situations that threaten personal safety 18.6.4 Analyze the impact of one's safety practices on self and others
19.0 Engage in practices that demonstrate an understanding of the interplay between the environment and health and well-being.	19.3.1 Identify environmental factors that impact personal health 19.3.2 Use environmentally-friendly practices that promote the health of self and others and that of the global community 19.3.3 Evaluate one's engagement in environmentally-friendly practices that impact the home, school and in the global community	19.6.1 Understand how environmental factors can influence personal health 19.6.2 Implement environmentally-friendly practices to improve the health of self and others 19.6.3 Evaluate one's use of environmentally-friendly practices and their effect at home, school and in the global community

Environmental Health:		
The abilities to understand the factors and conditions in the environment that influence personal health and safety, and to take action to reduce risks and create health-supportive environments.		
General Curriculum Outcomes (GCOs)	**Key-Stage Curriculum Outcomes (KSCOs)**	
	By the end of grade 9, students will be expected to	By the end of grade 12, students will be expected to
18.0 Understand the importance of personal safety in a variety of environments.	18.9.1 Protect one's health and well-being from social and environmental threats 18.9.2 Understand and engage in safety practices in a variety of environments 18.9.3 Integrate safety practices into all aspects of leisure activities	18.12.1 Protect one's health and well-being from social and environmental threats 18.12.2 Understand and engage in safety practices in a variety of environments 18.12.3 Integrate safety practices into all aspects of leisure activities
19.0 Engage in practices that demonstrate an understanding of the interplay between the environment and health and well-being.	19.9.1 Engage in and promote environmentally-friendly practices 19.9.2 Assess one's physical environment for influences on health and well-being 19.9.3 Examine the role environmental policies play in protecting and advancing personal health 19.9.4 Advocate for change in one's environment to promote health and well-being	19.12.1 Develop and improve upon engagement in environmentally-friendly practices to enhance quality of life 19.12.2 Examine the role environmental policies play in protecting and advancing personal health

Assessment and Evaluation

Assessment in Health

In Health Curriculum, learning occurs in social and emotional health, physical and mental health and environmental health. Assessment of the learning is necessary in all areas.

Assessment is the process of gathering information on student learning. Assessing the process of learning is critical and occurs in the varied learning environments where natural interactions occur. Assessment, therefore, must be frequent, well planned and well organized so that teachers are able to assist each individual in meeting the required curriculum outcomes. How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

In the spirit of responsive teaching and learning, teachers use their professional judgement, knowledge and specific criteria to determine student performance in relation to the learning outcomes. The analysis of ongoing learning data (formative assessment) informs the design and delivery of developmentally appropriate instructional activities. A key component of formative assessment is providing ongoing feedback to learners. Students should be encouraged to use feedback to monitor their own process through goal setting, co-constructing criteria and other self and peer assessment strategies. As students are engaged in the assessment process, they become more motivated to learn.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know and are able to do in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do,
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes, and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

Assessment tools are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction. In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do. The grade level and the activity being assessed will inform the types of assessment tools a teacher will choose.

Samples of Assessment Tools

- Anecdotal Records
- Career Portfolios
- Case Studies
- Classroom/Student Checklists
- Conferences
- Debates
- Demonstrations
- Exemplars
- Goal Setting
- Graphic Organizers
- Literacy Profiles
- Observation
- Photographic Documentation
- Portfolios
- Presentations
- Projects and Investigations

- Questioning
- Quizzes
- Reflective Journals
- Responses to Texts/Activities
- Role Plays
- Rubrics
- Self and Peer Assessment
- Technology Applications: Podcasts, Audio/Video Clips
- Tests

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Students should clearly understand the expectations for the learning before teaching and evaluation take place. Evaluation is conducted within the context of the outcomes. Students must understand the basis on which they will be evaluated and what is expected of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

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