



## Call for Submissions

**Date** July 25, 2023

**Reference Number** 2023-6

The Department of Education (Programs and Services) is conducting a call for submissions to identify resources that may be useful to support the following courses:

### **Health Grades 7,8, and 9**

Vendors who have materials currently available for purchase are invited to make submissions.

Vendors MUST comply with the **Resource Submission Procedures** in order to be eligible for inclusion in the environmental scan.

**All submissions must be received by:**

**4:00 PM (Newfoundland Standard Time) August 16, 2023**

## **Resource Submission Procedures**

1. Review the **Appendices** of this document. Vendors will confirm that resources submitted:
  - a) align with the intent of the course description provided, and
  - b) supports the outcomes listed.
2. Complete all sections of the **Resource Summary Form**.
3. Email the **Resource Summary Form**

**To:** [toddwoodland@gov.nl.ca](mailto:toddwoodland@gov.nl.ca)  
**Subject:** **Resource Submission – Reference Number 2023-6**
4. Ship eight physical copies of each resource to:

**Learning Resources Distribution Centre**  
**Building 909, Pleasantville**  
**St. John's, NL**  
**A1A 1R1**

Clearly label the package(s), including grade level(s) if applicable

### **Resource Submission - Reference Number 2023-6**

Digital submissions will be considered, however, if available, at least one physical copy should be shipped to the mailing address above by the submission deadline. Digital submissions should be e-mailed to [toddwoodland@gov.nl.ca](mailto:toddwoodland@gov.nl.ca) with the subject line:

### **Resource Submission - Reference Number 2023-6**

5. If additional information is required, send an email request to:

**Todd Woodland**  
**Manager (A), Curriculum Section**  
**Division of Program Development**  
**Department of Education**  
**[toddwoodland@gov.nl.ca](mailto:toddwoodland@gov.nl.ca)**

## **Appendix 1: Resource Requirements/Preferences**

### **Requirements**

- Evidence-based Health and /or Social Emotional Learning teacher and student resources that align with the draft curriculum outcomes and are engaging, current, age and developmentally appropriate for diverse learners.
- Comprehensive resources are preferred, which may include
  - teacher resources,
  - outcome-aligned lesson plans,
  - shared reading resources, and
  - assessment resource or suggestions.
- English and French language teacher and student resources (print or digital) are required.
- Resources available in both languages are preferred; however, English-only and French-only resources will be considered. Translated resources should be of high-quality translation.
- Resources should highlight a diversity of representations such as multicultural, indigenous, and gender.

NOTE: An accessible digital pdf version of successful titles will be requested for alternate format materials (AFM) purposes

## Appendix 2: Health 7-9 Strands Targets and Indicators

### Introduction

This document presents draft indicator statements for Health grades 7,8 and 9 curriculum in a table format.

Strand: Social and Emotional Health		
Target #1		
Self-Concept		
Grade 7	Grade 8	Grade 9
Understand the importance of positive support and feedback on the development of self-concept [KSCO 1.9.4]  Recognize the influence of peer groups [KSCO 13.9.3]	Analyze the effect of peers and media on self-concept [KSCO 1.9.2]  Recognize the influence of body image on self-concept [KSCO 1.9.5]  Respond critically to pressures which promote unrealistic representations of bodies [KSCO 4.9.5]  Analyze the extent to which one's personal values affect choices/ decisions made in a variety of relationships [KSCO 10.9.5,12.9.1]	Recognize the value of time spent alone [KSCO 3.9.2]  Develop an increased awareness of self by engaging in a variety of situations [KSCO 1.9.3, 6.9.2]  Reflect one's values and sense of self in making decisions in relationships [KSCO 10.9.5]

Strand: Social and Emotional Health		
Target #2		
Emotions, Thoughts, and Behaviours		
Grade 7	Grade 8	Grade 9
<p>Understand how thoughts influence feelings and behaviour [KSCO 3.9.4]</p> <p>Understand the causes of behaviours [KSCO 4.9.1]</p> <p>Use the relationship of the amygdala to the prefrontal cortex to guide response to situations [KSCO 3.9.1, 3.9.5]</p> <p>Take action to regulate one's emotional state [KSCO 2.9.2]</p> <p>Explain how one event can elicit multiple perspectives [KSCO 6.9.1]</p> <p>Use emotion vocabulary to articulate one's thoughts and feelings [KSCO 2.9.1]</p>	<p>Understand how beliefs and values influence feelings and behaviour [KSCO 3.9.4]</p> <p>Recognize sources of stress in our lives [KSCO 3.9.3] (healthy or harmful - include anxiety and how to deal with stressors/resilience)</p> <p>Analyze the potential stress created by the inter-relatedness of one's growth mindset and goal-setting [KSCO 5.9.1]</p>	<p>Differentiate among the types of stress and how the body responds to them [KSCO 4.9.3]</p> <p>Develop healthy strategies for coping with stress, stressful situations, and traumatic events [KSCO 3.9.6, 4.9.3]</p>

Social and Emotional Health		
Target #3		
Personal and Learning Goals		
Grade 7	Grade 8	Grade 9
<p>Demonstrate skills that contribute to developing a growth mindset [KSCO 4.9.6, 5.9.2, 5.9.3, 5.9.4]</p> <p>Know the factors that contribute to personal growth [KSCO 2.9.3]</p>		<p>Develop active living goals that support the joy of movement [KSCO 16.9.2]</p>

Strand: Social and Emotional Health		
Target #4		
Perspective Taking		
Grade 7	Grade 8	Grade 9
<p>Be aware of the factors that play a role in the development of attitudes toward sexuality [KSCO 4.9.4]</p> <p>Develop a positive attitude and feelings about one's and other's sexuality [KSCO 4.9.4]</p>	<p>Reflect upon their decisions, choices, actions, and words and the effect these may have on themselves and others [KSCO 4.9.2, 13.9.2]</p>	<p>Analyze media portrayals of relationships and sexuality [KSCO 4.9.4, 10.9.4]</p>

Strand: Social and Emotional Health		
Target #5		
Belonging and Worth		
Grade 7	Grade 8	Grade 9
Recognize the uniqueness of each individual [KSCO 7.9.1, 7.9.2]  Identify types of social groups to which individuals belong [KSCO 8.9.3]	Use strategies to foster a sense of belonging within family structures [KSCO 8.9.2]  Respect the rights of individuals to sexual expression [KSCO 10.9.9]	Develop skills to positively contribute to community life [KSCO 1.9.1, 7.9.3, 10.9.4]

Strand: Social and Emotional Health		
Target #6		
Building, Maintaining, and Restoring Relationships		
Grade 7	Grade 8	Grade 9
<p>Identify the types of communication [KSCO 9.9.2]</p> <p>Recognize the importance of developing and maintaining friendships [KSCO 10.9.4]</p> <p>Differentiate between healthy and unhealthy relationships [KSCO 8.9.4]</p> <p>Effectively communicate refusal and consent [KSCO 9.9.2]</p> <p>Practice respect for self and others in relation to consent. (sexuality, social media, friendships, etc.) [KSCO 10.9.1]</p>	<p>Demonstrate positive communication strategies in a variety of social situations [KSCO 9.9.1, 9.9.2]</p> <p>Practice methods of initiating, maintaining, restoring and terminating relationships [KSCO 10.9.3, 9.9.4, 10.9.6, 10.9.7]</p>	<p>Demonstrate an understanding of rights and responsibilities in group discussions [KSCO 9.9.3]</p> <p>Analyze the effects of substance use, problematic use, and addiction on the family [KSCO 13.9.2]</p> <p>Develop an awareness of, and respect for, sensitive issues associated with relationships [KSCO 10.9.4]</p> <p>Practice communication skills to help maintain personal values in dating relationships [KSCO 10.9.3]</p> <p>Identify the characteristics of healthy interpersonal relationships with peers and adults and how these relationships differ across cultures [KSCO 8.9.4]</p> <p>Recognize factors that influence current dating practices [KSCO 4.9.4, 8.9.1]</p> <p>Practice assertiveness and refusal skills as ways of coping with sexual pressures [KSCO 10.9.2]</p>

Social and Emotional Health		
Target #7		
Responsible Decision-Making		
Grade 7	Grade 8	Grade 9
<p>Make decisions on substance use using a decision-making model [KSCO 11.9.2]</p> <p>Explain factors that contribute to substance use [KSCO 14.9.6]</p> <p>Understand the influence in the media on substance use and problematic use [KSCO 12.9.2]</p> <p>Identify the steps in a decision-making model [KSCO 11.9.2]</p>	<p>Understand the social influences of peers and media on decisions about substance use [KSCO 13.9.3]</p> <p>Apply a decision-making process model to common scenarios [KSCO 11.9.2]</p> <p>Apply personal ethics in choices about behaviour and social interactions [KSCO 11.9.1]</p> <p>Apply social norms to guide decision making about personal behaviour and social interactions [KSCO 12.9.2]</p> <p>Accept responsibility for one's behaviours [KSCO 6.9.3, 4.9.4]</p>	<p>Analyze personal decision-making processes used in dealing with an issue in an interpersonal relationship [KSCO 11.9.2] (talk about values, etc)</p>

Strand: Physical and Mental Health		
Target #8		
Nurturing Growth and Development		
Grade 7	Grade 8	Grade 9
<p>Identify the major changes of puberty [KSCO 14.9.1, 3.9.3]</p> <p>Understand that puberty follows a predictable pattern, yet occurs at different rates [KSCO 1.9.5, 14.9.1]</p>	<p>Explain how common sexually transmitted and blood-borne infections (STBBIs) are contracted and endanger health [KSCO 13.9.1]</p>	<p>Identify the mental, and emotional effects of teen pregnancy on both males and females [KSCO 13.9.4]</p> <p>Define gender and sexuality [KSCO 10.9.2, 10.9.10]</p>
<p>Recognize the importance of nutrition to physical and mental health [KSCO 15.9.1]</p> <p>Distinguish between substance use, problematic use and addiction [KSCO 13.9.1, 14.9.6]</p> <p>Distinguish between prescription, non-prescription and illegal drugs [KSCO 14.9.6]</p> <p>Explain factors that contribute to substance use [KSCO 14.9.6]</p> <p>Understand the influence in the media on substance use and problematic use [KSCO 12.9.2]</p> <p>Explain the short and long term effects of substance use [KSCO 14.9.6]</p> <p>Explain the benefits of quitting substance use [KSCO 14.9.6]</p> <p>Recognize the role that each member of a family can play in providing for each other's physical, emotional, social and spiritual needs [KSCO 9.9.5, 8.9.4]</p>	<p>Recognize factors that influence breastfeeding practices and food and beverage choices [KSCO 15.9.3]</p> <p>Use Canada's Food Guide to add variety to a healthy eating plan [KSCO 15.9.2, 15.9.4]</p> <p>Develop food acquisition and preparation skills [KSCO 15.9.2, 15.9.4]</p> <p>Know the dangers of combining alcohol and other drugs [KSCO 14.9.6]</p> <p>Define gender and sexuality [KSCO 10.9.2, 10.9.10]</p>	

Be aware of healthy ways of expressing sexuality [KSCO 10.9.9]

Define gender and sexuality [KSCO 10.9.2, 10.9.10]

Physical and Mental Health		
Target #9		
Managing My Health		
Grade 7	Grade 8	Grade 9
<p>Develop a personal care plan to meet pubescent needs [KSCO 14.9.4]</p> <p>Distinguish between active living and sedentary behaviour [KSCO 16.9.1]</p> <p>Identify the relationship between an active lifestyle and mental health [KSCO 16.9.1]</p> <p>Describe the intersection of the continua of mental illness and mental health [KSCO 14.9.3]</p>	<p>Apply effective decision-making skills when making choices about sexual behaviour [KSCO 12.9.3]</p> <p>Identify sources of help and information for substance use, problematic use and addiction [KSCO 9.9.5, 8.9.3]</p> <p>Assess ones participation in physical activity and its influence on physical and mental health [KSCO 16.9.1]</p> <p>Be knowledgeable about when and how to access care to promote mental health [KSCO 14.9.3]</p> <p>Develop a self-care plan to maximize the benefits of sleep [KSCO 14.9.5]</p> <p>Be able to communicate concerns related to sexuality [KSCO 10.9.8, 10.9.4]</p> <p>Identify effects of sexual abuse and assault on mental and physical health [KSCO 3.9.6]</p> <p>Recognize ways to access sexual health and gender based violence support services to deal with effects of sexual abuse and assault [KSCO 3.9.6, 9.9.5]</p>	<p>Identify the methods of preventing pregnancy [KSCO 13.9.1]</p> <p>Be aware of options regarding pregnancy [KSCO 13.9.1]</p> <p>Understand the various processes of reproduction in our society [KSCO 13.9.4]</p> <p>Be aware of the responsibilities of parenthood [KSCO 13.9.1]</p> <p>Identify what constitutes physical reproductive health [KSCO 14.9.2]</p> <p>Describe medical and non-medical procedures used in monitoring reproductive health and analyze their contribution to health [KSCO 14.9.2, 17.9.1]</p> <p>Assess strategies to prevent the contraction and spread of sexually transmitted and blood born infections (STBBIs) [KSCO 14.9.2]</p> <p>Identify and describe the psychosocial impact of living with STBBIs [KSCO 13.9.1]</p> <p>Be aware of the implications of contracting an STBBI on the reproductive health of self and others [KSCO 14.9.2]</p> <p>Be aware of reliable and accessible community resources when seeking sexual health information [KSCO 9.9.5]</p> <p>Describe the implications of substance use on brain development [KSCO 14.9.3]</p>

		<p>Explain factors that influence one's participation in active living [KSCO 16.9.3]</p> <p>Develop a range of health-related practices appropriate to the individual [KSCO 17.9.1]</p>
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Strand: Environmental Health		
Target #10		
Being Safe in All Environments		
Grade 7	Grade 8	Grade 9
Engage in safe practices to protect the brain [KSCO 14.9.3]	Develop knowledge and skills necessary to participate safely in activities with potential risks [KSCO 18.9.1]  Engage in and promote safety at home, in school, and in the larger community [KSCO 18.9.3]	Apply a safety perspective to decision-making [KSCO 12.9.3]  Recognize the importance of a positive attitude towards safety [KSCO 18.9.2]
	Be aware of Canadian and international laws relating to the sale, possession, and use of drugs [KSCO 18.9.2]	Determine ways to protect oneself against sexual abuse and assault [KSCO 18.9.1]
	Understand how substance use laws protect personal health [KSCO 17.9.2, 18.9.1]	

Strand: Environmental Health		
Target #11		
My Health in My Environment		
Grade 7	Grade 8	Grade 9
	Identify practices that pose a threat to the environment and the health of people [KSCO 19.9.2]	Understand how provincial and federal environmental policies contribute to the protection of personal health [KSCO 19.9.3]

	<p>Engage in and promote environmentally-friendly practices that foster health and well-being [KSCO 19.9.1]</p>	<p>Develop a plan of action to enhance health and protect the environment [KSCO 19.9.4]</p>
		<p>Assess one's food environment for indicators of food sovereignty [KSCO 15.9.5] Focus for Learning: <a href="https://foodsecurecanada.org/who-we-are/what-food-sovereignty">https://foodsecurecanada.org/who-we-are/what-food-sovereignty</a>)</p> <p>Analyze the interdependence of the components of the food system [KSCO 15.9.6]</p>
		<p>Understand one's role in fostering the health of the broader community [KSCO 17.9.2]</p>