



## Healthy Living 9 Communication Plan 2017-2018

Teacher: Brian Doué  
Email: doueb@gnspe.ca  
Website: <http://mrdouestudentsite.weebly.com/>

### Course Focus

The general curriculum outcomes for this course are as follows:

Students will be expected to

- Demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- Think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- Demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

<http://www.ednet.ns.ca/pdfdocs/curriculum/LOFs7-9-April20-2012-WEB.pdf>

Healthy living 9 outcomes are listed below for your perusal.

Grade 9 Healthy Living Outcomes are divided into 3 main sections. *Healthy Self, Healthy Relationships and Healthy Community.*

#### Unit 1: Healthy Self

- Values and personal goals
- Depression and anxiety
- Increase physical activity
- Drugs, alcohol and gambling
- Nutrition and healthy eating practices
- Sexual health
- Career options and goals
- Mental health and support

#### Unit 2: Healthy Relationships

- Communication and interpersonal skills
- Learn assertiveness skills to confront unhealthy relationships
- Peer influence
- Identify and practice refusal skills and the decision-making process
- Negative impacts of stereotyping and stigma

#### Unit 3: Healthy Community

- Community Resources
- Examine issues around hypersexualization of girls

- Alcohol, caffeine and gambling
- Financial health

### **Expectations**

Students are expected to:

- Arrive to class on time
- Arrive prepared to each class with a three-ring binder, loose leaf, a pencil, a pen, an eraser and color pencils.
- Respect themselves, the school community, and the learning environment
- Complete all assessments on-time
- Comply with agreed upon classroom guidelines

**Note:** The majority of our work for Healthy Living 9 will be completed in class. If time is missed, it is the student's responsibility to get the work missed when they return. When tests or assignments are missed, it is the students' responsibility to arrange with me as soon as they return back to school to make up the work. Parents/guardians should periodically monitor their child's progress by checking their binders for completed assignments, notes, and overall organization. Parents can also follow their child's progress by logging on to PowerSchool; assessment information will be updated regularly.

### **Assessment**

Students will explore the above topics through discussion, reading, and writing. During each term, students will be assessed on their knowledge and understanding of the curriculum outcomes through completion of their class work, projects, presentations, group work and quizzes. Participation is an important part of the Healthy Living 9 course; students are encouraged to come prepared to class and appropriately contribute to class discussions. In Grade 9, students are given a percentage grade at the end of each term.

**Website:** <http://mrdouestudentsite.weebly.com/>

Students, parents/guardians are encouraged to check the student website on a regular basis. Assignment information will be posted.

Extra help will be available on a regular weekly schedule or as arranged individually.

I am looking forward to working with you and your child this year. If you have any questions at any point in the year please do not hesitate to contact me.

Sincerely,

Brian Doué  
Healthy Living 9 Teacher  
Sydney Academy

## **Healthy Living 9**

### **General Curriculum Outcomes**

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

### **Specific Curriculum Outcomes**

Students will be expected to

#### **HEALTHY SELF**

- 9.1 analyze their health needs in times of change and apply strategies that enhance their capacity to manage change in their lives
- 9.2 recognize the warning signs of depressive disorders and the importance of seeking help for these disorders
- 9.3 recognize the impact that substance use and gambling can have on mental health issues, including depression and anxiety
- 9.4 assess level of physical activity to determine whether they are active enough to achieve health benefits and identify time in the day to increase physical activity in 5- to 10-minute periods
- 9.5 create a plan that enhances their healthy eating practices, and reflect on supportive environments and challenges to achieve these healthy eating practices
- 9.6 identify ways of maintaining sexual health
- 9.7 synthesize the fundamentals of drug education related to use of alcohol, tobacco, caffeine, cannabis, and other substances, including the short- and long-term risks and signs of concern along the continuum of use
- 9.8 develop a plan to acquire the skills and credentials that will lead to their career goals
- 9.9 select items for and maintain a LifeWork Portfolio

## **HEALTHY RELATIONSHIPS**

9.10 apply communication and interpersonal skills to discuss reproductive and sexual health issues

9.11 examine the cause and effect of unhealthy relationships and practise communication and assertiveness skills to confront unhealthy relationships

9.12 identify and practise negotiation, assertiveness, and refusal skills, related to sexual activity, alcohol, tobacco, cannabis, and gambling

9.13 analyze the role of alcohol in the decision-making process related to increased risk of unintended pregnancies, STIs, impaired driving, and injury

9.14 practise speaking about concerns regarding substance use and gambling in self or others

9.15 examine the negative impact of stereotyping and stigma upon help-seeking behaviour

## **HEALTHY COMMUNITY**

9.16 examine issues around hypersexualization of children and youth and how these phenomena can contribute to violence, affect body image and self-esteem, and impact relationships

9.17 examine how people support healthy communities locally and globally, and take age-appropriate action to support a community health issue of interest to them

9.18 examine the social, legal, and financial impacts of alcohol, other substances, and gambling along a continuum of use

9.19 recognize and respond to physical health dangers and emergency situations related to alcohol and other substance use among their peers

9.20 identify school and community-based resources and health services available to assist themselves or a friend if help or information in the area of sexual health, mental health, alcohol, and other substance use or gambling is needed, and practise how to make initial contact with such a service/resource

9.21 identify and practise strategies for staying healthy and safe in the workplace

9.22 examine how design and infrastructure of the school community and surrounding community enhances or creates barriers for physical activity among youth

9.23 investigate principles of and beliefs around financial health and demonstrate an awareness of the capacity for financial health to positively or negatively affect ones' state of health

9.24 demonstrate understanding of how easy it is to lose control of information online

Parent/Guardians signature: \_\_\_\_\_

Date: \_\_\_\_\_

