



# Curriculum Pacing Guide 2021 -2022

## Grade 7 Health and Life Skills

For the 2021-2022 school year, there is flexibility between quarters. All specific outcomes in Q1 and Q2 must be taught and assessed by the end of Q2. All specific outcomes in Q3 and Q4 must be taught and assessed by the end of Q4. In this document, the general outcomes (the reporting standards in PTP) are listed in each quarter because we continue to teach them throughout the year.

Within each quarter, different specific outcomes (from each reporting standard) were chosen as a focus for instruction. The pacing guides indicate the timing of the assessment and reporting of the outcomes. The purpose of this pacing guide is to assist in mapping out the assessment of curricular objectives in each subject area. It should be noted that there is no required order in which to teach and assess as long as the outcomes are appropriately taught, evaluated and assessed by the end of the term. This should not be seen as a checklist of outcomes to 'cover'.

Please note: Reporting Standards are **not** to be attributed to assignments in PTP, however, there **must** be evidence of assessment from specific outcomes from within each reporting standard by the end of the year.

While the 4th R resource has been the go-to resource for implementing the Gr. 7-9 Health and Life Skills outcomes, there are outcomes that are not covered by this resource. As a result, the third column will contain other recommendations that support the specific outcomes; it is not an exhaustive list and as items are added they will also be made available on the Health Sharepoint site.

If there are staff who need to be trained in the 4th R please check out ECSD Events for Health sessions that will offer training as well as other connections to Health and PTP.

The Health & Life Skills SharePoint site also houses the 4th R resources (digital access codes are given to teachers once they have attended the PD session) and the links found in the third column.

If you are unsure of a resource please contact the Health and Life Skills Consultant, Heather Rootsart.

### Quarter 1: September 1 - November 15

Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Possible Resources and Supports
7.HLS.W Makes responsible and informed choices to maintain health and promote safety for self and others	<b>Safety and Responsibility</b> 7.HLS.W.10 Identifies and examines potential sources of physical/emotional/social support 7.HLS.W.11 Identifies characteristics of resiliency; e.g., problem solving skills, positive self esteem, social bonding	Kids Help Phone and 211
7.HLS.R Develops effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions	<b>Understanding and Expressing Feelings</b> 7.HLS.R.1 Analyses how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism 7.HLS.R.2 Analyses the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals  <b>Group Roles and Processes</b> 7.HLS.R.8 Analyses the potential effects of belonging to a group, team, gang 7.HLS.R.9 Develops group goal-setting skills	
7.HLS.L Uses resources effectively to manage and explore life roles and career opportunities and challenges	<b>Learning Strategies</b> 7.HLS.L.1 Develops improved organizational and study strategies/skills by analyzing the different ways individuals learn 7.HLS.L.2 Practises ways to extend personal capacity for learning; e.g., positive self-talk, affirmations	

### Quarter 2: November 16 - January 31

Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Possible Resources and Supports
7.HLS.W Makes responsible and informed choices to maintain health and promote safety for self and others	<b>Personal Safety</b> 7.HLS.W.1 Compares personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection 7.HLS.W.2 Examines personal grooming/cleanliness, and evaluates the impact of grooming/cosmetic advertisements on personal grooming habits/choices 7.HLS.W.4 Analyses the messages and approaches used by the media to promote certain body images and lifestyle choices 7.HLS.W.5 Relates the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity  <b>Safety and Responsibility</b> 7.HLS.W.7 Analyses the definition, effects and possible consequences of various forms of harassment	<a href="https://windspeaker.com/teachings/the-medicine-wheel">https://windspeaker.com/teachings/the-medicine-wheel</a> - medicine wheel teaching  <a href="https://umaine.edu/canam/publications/coming-home-map/coming-home-indigenous-place-names-canada-pdf-download/">https://umaine.edu/canam/publications/coming-home-map/coming-home-indigenous-place-names-canada-pdf-download/</a> - This site is good to look at different communities and relationships/connections
7.HLS.L Uses resources effectively to manage and explore life roles and career opportunities and challenges	<b>Learning Strategies</b> 7.HLS.L.3 Differentiates between choice and coercion in decision making for self and others; e.g., demonstrates a willingness to accept "no" from others	

	<b>Life Roles and Career Development</b> 7.HLS.L.6 Examines factors that may influence future life role/ education/career plans; e.g., technology, role models	<a href="https://alis.alberta.ca">https://alis.alberta.ca</a>
<b>Quarter 3: February 1 - April 12</b>		
Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Possible Resources and Supports
<b>7.HLS.W</b> Makes responsible and informed choices to maintain health and promote safety for self and others	<b>Personal Health</b> <i>7.HLS.W.3 Examines the human reproductive process, and recognises misunderstandings associated with sexual development</i>  <b>Safety and Responsibility</b> <i>7.HLS.W.12 Identifies the effects of social influences on sexuality and gender roles and equity; e.g., media, culture</i> <i>7.HLS.W.13 Examines the influences on personal decision making for responsible sexual behaviour</i> <i>7.HLS.W.14 Examines abstinence and decisions to postpone sexual activity as healthy choices</i>	
<b>7.HLS.R</b> Develops effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions	<b>Understanding and Expressing Feelings</b> 7. HLS.R.3 Identifies sources of stress in relationships, and describes positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection  <b>Interactions</b> 7.HLS.R.5 Examines the characteristics of healthy relationships, and develops strategies to build and enhance them; e.g., peer, opposite sex 7.HLS.R.6 Explores and evaluates the impact of media violence on relationships 7.HLS.R.7 Evaluates and personalises the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose	
<b>Quarter 4: April 13 - June 28</b>		
Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Possible Resources and Supports
<b>7.HLS.W</b> Makes responsible and informed choices to maintain health and promote safety for self and others	<b>Personal Health</b> 7.HLS.W.6 Analyses social factors that may influence avoidance and/or use of particular substances  <b>Safety and Responsibility</b> 7.HLS.R.8 Analyses and appreciates differing personal perspectives on safety; e.g., physical, emotional, social safety 7.HLS.R.9 Identifies basic workplace safety procedures	
<b>7.HLS.R</b> Develops effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions	<b>Understanding and Expressing Feelings</b> 7.HLS.R.4 Analyses and practises constructive feedback; e.g., giving and receiving	
<b>7.HLS.L</b> Uses resources effectively to manage and explore life roles and career opportunities and challenges	<b>Learning Strategies</b> 7.HLSL.4 Revises short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community  <b>Life Roles and Career Development</b> 7.HLS.L.5 Creates a personal portfolio showing evidence of interests, assets and skills  <b>Volunteerism</b> 7.HLS.L.7 Determines and uses knowledge and skills of the class to promote school and community health 7.HLS.L.8 Applies effective group skills to design and implement a school–community health enhancement plan; e.g., plant trees in playgrounds to provide future shade	Religion Connections