



# Curriculum Pacing Guide 2021 -2022

## Grade 8 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'.

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
<b>8.HLS.W</b> Makes responsible and informed choices to maintain health and promote safety for self and others	<b>Personal Health</b> <b>8.HLS.W.4</b> Develops personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look  <b>Safety and Responsibility</b> <b>8.HLS.W.11</b> Identifies and develops personal resiliency skills; e.g., planning skills, social competence	
<b>8.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> <b>8.HLS.R.1</b> Describes characteristics of persistent negative feeling states; e.g., depression, mood disorders <b>8.HLS.R.4</b> Analyses the effects of self concept on personal communication <b>8.HLS.R.5</b> Develops strategies for maintaining healthy relationships  <b>Group Roles and Processes</b> <b>8.HLS.R.8</b> Describes and explains the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team <b>8.HLS.R.9</b> Describes the characteristics of, and demonstrates skills of, an effective leader and group member	<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
<b>8.HLS.L</b> Uses resources effectively to manage and explore life roles and career opportunities and challenges	<b>Learning Strategies</b> <b>8.HLS.L.1</b> Determines and develops time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest <b>8.HLS.L.3</b> Identifies components of ethical decision making, and applies these concepts to personal decision making	

### Quarter 2: November 16 - January 31

Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Possible Resources and Supports
<b>8.HLS.W</b> Makes responsible and informed choices to maintain health and promote safety for self and others	<b>Personal Health</b> <b>8.HLS.W.1</b> Examines the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs <b>8.HLS.W.2</b> Analyses the impact of positive and changing choices on health throughout the lifespan; e.g., need for varying amounts of sleep, calcium <b>8.HLS.W.5</b> Evaluates personal food choices, and identifies strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods <b>8.HLS.W.6</b> Analyses possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving  <b>Safety and Responsibility</b> <b>8.HLS.W.8</b> Describes rights and responsibilities of employers and employees in relation to workplace safety <b>8.HLS.W.10</b> develops strategies to effectively access health information	

	and health services in the community; e.g., health hotline, family doctor, public health unit	
<b>8.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> <b>8.HLS.R.2</b> Describes signs associated with suicidal behaviour, and identifies interventional strategies <b>8.HLS.R.3</b> Evaluates the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours	Chatter High (module section) <a href="https://chatterhigh.com/">https://chatterhigh.com/</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>8.HLS.W</b> Makes responsible and informed choices to maintain health and promote safety for self and others	<b>Personal Health</b> <b>8.HLS.W.3</b> <i>Recognises and accepts that individuals experience different rates of physical, emotional, sexual and social development</i>  <b>Safety and Responsibility</b> <b>8.HLS.W.7</b> <i>Determines the signs, methods and consequences of various types of abuse; e.g., neglect, physical, emotional, sexual abuse</i> <b>8.HLS.W.12</b> <i>Identifies and describes the responsibilities and consequences associated with involvement in a sexual relationship</i> <b>8.HLS.W.13</b> <i>Describes symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV</i> <b>8.HLS.W.14</b> <i>Identifies and describes basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills</i>	Kids Help Phone and 211
<b>8.HLS.R</b> Develops effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions	<b>Interactions</b> <b>8.HLS.R.6</b> Describes and provides examples of ethical behaviour in relationships; e.g., integrity <b>8.HLS.R.7</b> Develops and demonstrates strategies for promoting peaceful relationships; e.g., find common ground in conflicts	
<b>Quarter 4: April 13 - June 28</b>		
Reporting Standards (PTP General Outcome)	Specific Outcomes from Program of Studies	Possible Resources and Supports
<b>8.HLS.W</b> Makes responsible and informed choices to maintain health and promote safety for self and others	<b>Safety and Responsibility</b> <b>8.HLS.W.9</b> Describes rights and responsibilities of employers and employees in relation to workplace safety	
<b>8.HLS.L</b> Uses resources effectively to manage and explore life roles and career opportunities and challenges	<b>Learning Strategies</b> <b>8.HLS.L.2</b> Examines learning priorities, and implement a learning plan <b>8.HLS.L.4</b> Begins to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills  <b>Life Roles and Career Development</b> <b>8.HLS.L.5</b> Updates a personal portfolio to show evidence of a range of interests, assets and skills; and relates evidence to knowledge and skills required by various career paths <b>8.HLS.L.6</b> Investigates, interpret and evaluates career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media  <b>Volunteerism</b> <b>8.HLS.L.7</b> Investigates the characteristics of a mentor, and practise mentorship in a group setting <b>8.HLS.L.8</b> Investigates the characteristics of a mentor and practises mentorship in a group setting	ALIS Alberta - <a href="https://alis.alberta.ca">https://alis.alberta.ca</a>  Chatter High - <a href="https://chatterhigh.com/">https://chatterhigh.com/</a>