

Orientation to the
**Health and Career
Education
K to 7
Integrated Resource Package**

2006



**HEALTH AND CAREER
EDUCATION K TO 7**

Integrated Resource Package 2006



HEP 146

Part 1: Frequently Asked Questions about the Health and Career Education K to 7 IRP

Part 2: A tour of the Health and Career Education K to 7 IRP

Part 1: Frequently Asked Questions

- ❖ What is an Integrated Resource Package?
- ❖ Why was the Health and Career Education (Personal Planning) K to 7 IRP revised?
- ❖ What are the similarities and differences between the 2006 and 1999 IRPs?
- ❖ What topics does HCE K to 7 address?
- ❖ How does HCE K to 7 relate to later grades?
- ❖ How was HCE K to 7 developed?
- ❖ What is the implementation schedule for HCE K to 7?

What Is an Integrated Resource Package?

Integrated Resource Packages (IRPs)

- are provincial curriculum documents
- set provincial standards for what students are expected to know and be able to do
- are written by educators
- are produced by the Ministry of Education
- are produced as single grade documents as well as full K to 7 documents

Why was the Personal Planning K to 7 IRP (1999) revised?

- to build on the success of the 1999 Personal Planning curriculum
- to ensure consistency with HCE 8 and 9 and Planning 10
- to implement recommendations from the *Curriculum Cycle Review and Report* (2001)
- to support healthy schools
- to provide more clarity about the intent of the learning outcomes
- to provide suggested achievement indicators to support learning and formative assessment

What are the similarities and differences between the 2006 and 1999 IRPs?

Similarities:

- required area of study
- guidelines for reporting apply
- Alternative Delivery policy applies
- includes topics such as healthy lifestyles, decision making, and goal setting
- same suggested number of instructional hours per grade (20-25 h for Kindergarten, 45-50 h for grades 1 to 7)

The 2006 IRP contains

- fewer prescribed learning outcomes
- separate learning outcomes for each primary grade (K, 1, 2, and 3)
- suggested achievement indicators, describing specific levels of attitudes, skills, or knowledge in relation to a corresponding prescribed learning outcome

1999 IRP

Curriculum Organizers

- The Planning Process
- Career Development
- Personal Development

2006 IRP

Curriculum Organizers

- Goals and Decisions
- Career Development
- Health

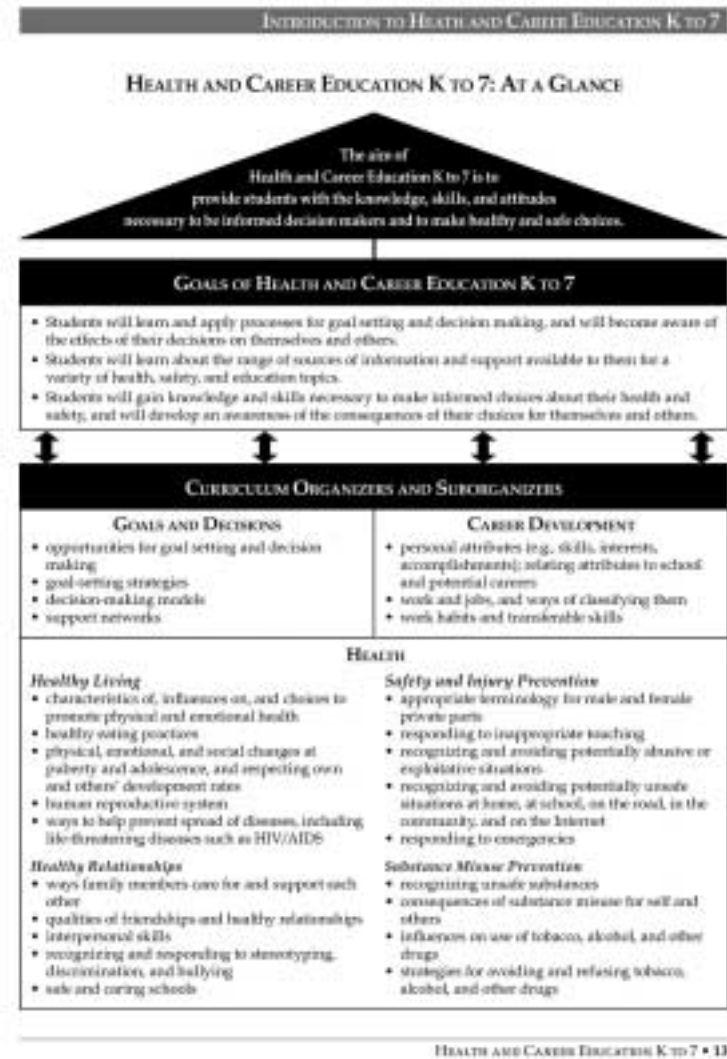
What topics does HCE K to 7 address?

The aim of Health and Career Education K to 7 is to provide students with the knowledge, skills, and attitudes necessary to be informed decision makers and to make healthy and safe choices.

- Students will learn and apply processes for goal setting and decision making, and will become aware of the effects of their decisions on themselves and others.
- Students will learn about the range of sources of information and support available to them for a variety of health, safety, and education topics.
- Students will gain knowledge and skills necessary to make informed choices about their health and safety, and will develop an awareness of the consequences of their choices for themselves and others.

What topics does HCE K to 7 address?

Health and Career Education K to 7: At a Glance



Curriculum Organizer: Goals and Decisions

- opportunities for goal setting and decision making
- goal-setting strategies
- decision-making models
- support networks

Curriculum Organizer: Career Development

- personal attributes (e.g., skills, interests, accomplishments); relating attributes to school and potential careers
- work and jobs, and ways of classifying them
- work habits and transferable skills

Curriculum Organizer: Health

Healthy Living

- practices for physical and emotional health; disease prevention
- changes at puberty and adolescence

Healthy Relationships

- caring behaviours and interpersonal skills in family and peer relationships
- recognizing and responding to discrimination and bullying

Safety and Injury Prevention

- recognizing and avoiding abusive or exploitative situations
- recognizing and avoiding unsafe situations at home, at school, on the road, in the community

Substance Misuse Prevention

- recognizing unsafe substances
- consequences of substance misuse
- influences on use of tobacco, alcohol, and other drugs
- avoidance and refusal strategies

How does HCE K to 7 relate to later grades?

- continuum of learning from K to 10
- required for all students K to 10
- some topics appear at more than one grade to emphasize their importance and to allow for developmental learning

- HCE K-7 (2006)



- HCE 8 and 9 (2005)



- Planning 10 (2004)

How was HCE K to 7 developed?

- based on recommendations from the *Personal Planning K to 7/Career and Personal Planning 8 to 12 Curriculum Review Report* (2001)
- written by a team of educators
- draft was reviewed by partners in education, including parents, students, and stakeholder groups
- revised based on responses received
- optional implementation begins September 2006
- full implementation begins September 2008

Part 2: A tour of the Health and Career Education K to 7 IRP

Components of the Health and Career Education K to 7 IRP

- Introduction
- Considerations for Program Delivery
- Prescribed Learning Outcomes
- Student Achievement
 - Key Elements
 - Suggested Achievement Indicators
- Classroom Assessment Model
- Learning Resources
- Glossary

Introduction

provides general information about the curriculum, including

- overview of the curriculum—rationale, goals, and curriculum organizers
- a graphic organizer—Health and Career Education
K to 7: At a Glance
- Health and Career Education K to 7—Topics

Considerations for Program Delivery

information to help schools plan their programs, including

- alternative delivery policy
- addressing local needs
- involving parents/guardians
- establishing a positive classroom climate
- confidentiality
- inclusion, equity, and accessibility
- connections to other curricula
- working with the school and community
- working with the Aboriginal community
- information and communications technology
- copyright
- using role play
- goal setting and decision making

Prescribed Learning Outcomes

- legally mandated content standards
- required attitudes, skills, and knowledge
- what all students are expected to know and be able to do
- numbered for ease of reference (not meant to imply teaching order)

PRESCRIBED LEARNING OUTCOMES – BY Grade	
GRADE 7	
It is expected that students will:	
GOALS AND DECISIONS	
A1	design a plan to achieve a specific goal
A2	demonstrate an ability to apply a decision-making model to a specific situation
CAREER DEVELOPMENT	
B1	classify jobs according to career clusters (e.g., by type of industry, type of work, personal interests)
B2	identify skills that are transferable to a range of school and non-school situations (e.g., time management, teamwork, problem solving, communication, adaptability)
HEALTH	
Healthy Living	
C1	analyse factors (including media and peers) that influence personal health decisions
C2	describe strategies for obtaining and maintaining physical, emotional, and social health during puberty and adolescence
C3	demonstrate an ability to access community information and support services for a variety of health issues
C4	demonstrate an understanding of the life-threatening nature of HIV/AIDS (e.g., HIV/AIDS damage the immune system; there is currently no known cure for HIV/AIDS)
Healthy Relationships	
C5	identify characteristics of healthy relationships and unhealthy relationships (e.g., healthy relationships – respect, open communication; unhealthy relationships – jealousy, power imbalance, lack of empathy)
C6	describe a variety of influences on relationships (e.g., peers, family, media, physical and emotional changes as a result of puberty)
C7	demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying
Safety and Injury Prevention	
C8	identify safety strategies that can be used to avoid potentially abusive or exploitive situations (e.g., personal safety rules and strategies for using the Internet, knowing and recognizing risks and cues used by abusers, helping a troubled adult)
C9	propose strategies to avoid potentially unsafe situations on the road and in the community (e.g., recognize hazards and potential for injury, use effective communication skills, use protective equipment, get relevant training and education)
Substance Misuse Prevention	
C10	analyse media and social influences related to substance misuse
C11	describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)

Key Elements

- descriptions of content
- help determine the intended depth and breadth of prescribed learning outcomes
- by curriculum organizer and suborganizer
- can be used as a class overview or outline

STUDENT ACHIEVEMENT • GRADE 5
<p>KEY ELEMENTS: GRADE 5</p> <p>GOALS AND DECISIONS</p> <ul style="list-style-type: none"> • factors affecting decision making (e.g., access to information, family, peers, media influences, cost, time, resources) • benefits of personal support networks (e.g., sources of accurate information and trusted guidance)
<p>CAREER DEVELOPMENT</p> <ul style="list-style-type: none"> • identifying types of work that interest them • work habits and transferable skills (e.g., effective work habits learned in school can be used in situations outside of school)
<p>HEALTH</p> <p>Healthy Living</p> <ul style="list-style-type: none"> • factors influencing healthy lifestyle attitudes and decisions (e.g., family, peers, media) • planning for attaining and maintaining a healthy lifestyle, including strategies for healthy eating, regular physical activity, and emotional health • changes of puberty, including: <ul style="list-style-type: none"> – physical (e.g., body shape and size, menstruation, nocturnal emissions, ability to reproduce, facial and body hair, body odour, acne, vocal changes) – emotional (e.g., mood swings, self-esteem, self-image, openness, body image) – social (e.g., romantic feelings, gender independence and responsibility in the family, wanting more privacy, new friendships based on new interests and differing maturational rates) • practices for promoting communicable diseases (e.g., washing hands frequently, covering mouth when coughing or sneezing, getting adequate rest and nutrition) and non-communicable diseases (e.g., regular physical activity, healthy eating, stress management, avoiding tobacco products)
<p>Healthy Relationships</p> <ul style="list-style-type: none"> • assessing and setting goals for one's interpersonal skills • characteristics of safe and caring schools (e.g., demonstrating equity for others, supporting and accepting others, promoting respect for diversity, socially inclusive behaviour, participating in school activities) • factors that have a negative impact on a school environment (e.g., stereotyping, discrimination, physical bullying, verbal bullying, social bullying, cyber-bullying) and ways to address them (e.g., assess the situation, withdraw, assertiveness, reporting, seek help)
<p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> • safety guidelines for protection from abuse and exploitation (e.g., knowing your right not to be abused, being assertive, avoiding potentially unsafe situations, practicing safe internet use, recognizing tricks and lures used by predators) • minimizing hazards and risks for injury in a variety of settings, including road risks (e.g., protective equipment, responsible passenger and pedestrian behaviour, emergency response plans) • social pressures contributing to risk taking, and how to respond (e.g., assertiveness, avoidance)
<p>Substance Misuse Prevention</p> <ul style="list-style-type: none"> • factors contributing to use of tobacco, alcohol, or other drugs (e.g., social influences, curiosity, being alarmed or awkward, stress, media, dealing with emotions such as sadness and grief)

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Achievement Indicators

- identify specific level of attitudes, skills, or knowledge in relation to a corresponding prescribed learning outcome
- one learning outcome can have several achievement indicators
- help guide classroom assessment
- suggested, not prescribed

STUDENT ACHIEVEMENT • GRADE 7	
HEALTH	
<p>Note: The Health curriculum organizer includes prescribed learning outcomes that ensure students and their parents or guardians may feel more comfortable addressing at home. Refer to ministry policy regarding alternative delivery: www.school.gov.bc.ca/policy/</p>	
Prescribed Learning Outcomes	Suggested Achievement Indicators
(To ensure that all students will:	The following set of indicators may be used to assess student achievement for each corresponding prescribed learning outcome. Students who have fully met the prescribed learning outcomes are able to:
<p>Healthy Living</p> <p>[1] describe practices that contribute to physical and emotional health (e.g., regular physical activity, healthy eating, talking to a trusted friend or adult when feeling sad or confused)</p>	<p>[1] describe a range of practices that contribute to physical health (e.g., regular physical activity, healthy eating, sun protection, and hygiene; adequate sleep, correct posture when sitting and carrying books/bags)</p> <p>[2] describe a variety of practices that contribute to emotional health (e.g., coping strategies, positive self-concept, taking personal time, fostering healthy relationships, getting adequate sleep, balancing activities, relaxation techniques, talking to a trusted friend or adult when you feel sad or confused, developing problem-solving strategies)</p>
<p>[2] describe the importance of healthy eating and regular physical activity for a healthy lifestyle (e.g., to obtain the required nutrients needed for growth, to help prevent disease)</p>	<p>[1] describe a variety of reasons for making healthy eating and physical activity choices (e.g., to ensure adequate energy, to obtain the required nutrients needed for growth, to increase immunity to communicable diseases, to help prevent diseases such as cardiovascular disease and diabetes)</p> <p>[2] describe the potential consequences of unhealthy food choices and lack of regular physical activity (e.g., poor food gives short-term energy followed by energy loss, filling up with junk food doesn't leave room for healthy food; unhealthy eating can cause short-term and long-term health problems, tooth decay, lack of energy, low ability to concentrate on school work, and obesity)</p>
<p>[3] describe practices that help to prevent the spread of communicable diseases (e.g., not touching, disposing garbage, resting when sick, washing hands after sneezing or blowing nose)</p>	<p>[1] accurately identify ways in which germs (bacteria and viruses) can travel from one person to another (e.g., through air, blood, saliva, urines)</p> <p>[2] describe a variety of practices individuals can undertake to prevent contracting a communicable disease (e.g., washing hands often; not sharing water bottles or eating utensils; staying away from others who are sick; not touching electronic garbage such as used tissues, condoms, bandages, food wrappers, broken glass, and syringes)</p> <p>[3] describe a variety of practices individuals can adopt to prevent spreading a communicable disease (e.g., washing hands frequently, resting when sick, staying away from others when sick, discarding used tissues safely, covering nose, avoiding others' body fluids)</p>

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Classroom Assessment Model

- a series of units for each grade
- provided to help teachers plan classroom assessment
- addresses all of the prescribed learning outcomes for each grade
- includes a variety of assessment approaches to address a range of learning styles and to help students promote their own achievement
- suggestions only

Assessment Overview Table

suggestions and guidelines for classroom-based assessment for each grade of the curriculum

HEALTH AND CAREER EDUCATION KINDERGARTEN: ASSESSMENT OVERVIEW TABLE

The purpose of this table is to provide teachers with suggestions and guidelines for formative and summative assessment and grading of Health and Career Education for Kindergarten.

Curriculum Organizer/ Suborganizer	Suggested Assessment Activities	Suggested Weight for Grading	Suggested Time Allotment	Number of Outcomes	Number of Outcomes by Domain*			
					K	U&A	HMP	AFF
GOALS AND DECISIONS	<ul style="list-style-type: none"> group and class discussions webs, charts picture journals student-teacher conferences 	10-15%	3-5h	2	2	0	0	0
CAREER DEVELOPMENT	<ul style="list-style-type: none"> group and class discussions drawings, posters, collages webs, charts picture journals 	10-15%	3-5h	2	2	0	0	0
HEALTH	<ul style="list-style-type: none"> group and class discussions stations and center activities role plays representations (e.g., drawings, posters, collages, models, flip books, big books, songs, poems) charts, webs, charts, graphs picture journals student-teacher conferences 	70-80%	15-18h	1	1	0	0	
<i>Healthy Living</i>				3	2	1	0	1
<i>Healthy Relationships</i>				3	3	2	0	0
<i>Safety and Injury Prevention</i>				1	0	1	0	0
<i>Substance Abuse Prevention</i>								
Total:		100%	22-25 h	14	11	3	0	1

* Prescribed learning outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following abbreviations are used to represent the three levels within the cognitive domain: K = Knowledge; U&A = Understanding and Application; HMP = Higher Mental Processes. The abbreviation AFF = the affective domain.

Note that some learning outcomes address both the cognitive and affective domains, as represented in this table. For more information on domains of learning and cognitive levels, refer to the section on Prescribed Learning Outcomes.

Overview

- listing of units and assessment instruments
- relevant learning at previous grades
- table showing the learning outcomes addressed by each unit

CLASSROOM ASSESSMENT MODEL • GRADE 4

GRADE 4

Overview

The Grade 4 portion of the Classroom Assessment Model contains the following suggested assessment units and instruments:

- Unit 1: Healthy Choices
- Unit 2: Safety
- Unit 3: Personal Responsibility

Assessment Instruments

- Decision Making
- Relationship Skills
- Responding to Bullying

Learning at Previous Grades

- opportunities for decision making
- sources of support
- personal attributes and attitudes of role models
- benefits of effective work habits
- practices of good physical and emotional health
- importance of healthy eating and regular physical activity practices
- preventing spread of communicable diseases
- building positive relationships
- nature and consequences of bullying
- avoidance and assertiveness related to potentially abusive situations
- responses to hazardous situations (home, school, streets, community)
- negative effects of using substances
- refusing or avoiding substances

The following table shows which prescribed learning outcomes are addressed by each unit in this grade of the Classroom Assessment Model. Note that some learning outcomes are addressed in more than one unit.

Unit 1: Healthy Choices	Unit 2: Safety	Unit 3: Personal Responsibility
A1		B1, B2
C1, C2, C3, C4		C5, C6
	C7, C8, C9	
C10, C11		

Note: The Health curriculum register includes prescribed learning outcomes that some students and their parents or guardians may feel more comfortable addressing at home. Teachers should consider involving parents and guardians before addressing the Health learning outcomes. Students, with the consent of their parents/guardians and in consultation with their school, may choose to address the learning outcomes in an agreed-upon alternative delivery option. The Alternative Delivery policy applies only to the Health curriculum organizer of Health and Career Education and does not apply to any other curriculum. (Districts are responsible for having their own policies and guidelines in place to explain how alternative delivery can be applied and these Health learning outcomes assessed.) Refer to ministry policy for more information: www.education.gov.bc.ca/policy/

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Assessment Units

- arranged by topic or theme
- each unit addresses clusters of learning outcomes from one or more curriculum organizer

CLASSIC ASSESSMENT MODEL • Grade 4

SUGGESTED ASSESSMENT UNITS

Unit 1: Healthy Choices

Prescribed Learning Outcomes

As expected, the student will:

GOALS AND OBJECTIVES

A2 identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)

HEALTHY LIVING

C1 describe the choices an individual can make to obtain and maintain physical and emotional health (e.g., participating regularly in physical activity, developing healthy interpersonal relationships, trying new activities and challenges)

C2 describe choices they can make for healthy eating, based on Canada's Food Guide to Healthy Eating

C3 describe the physical changes that occur during puberty (e.g., height, weight, muscle development, body shape, oily skin, body odour)

C4 differentiate between communicable diseases and non-communicable diseases (e.g., respiratory disease can be spread/contagious from person to person; non-communicable diseases cannot be "caught" from someone with the disease)

HEALTHY SUBSTANCE MISUSE PREVENTION

C13 describe possible negative effects of substance misuse (e.g., altered judgment, reduced ability to recognize potentially risky situations, negative impact on emotional and physical health)

C14 propose strategies for preventing or avoiding substance misuse (e.g., developing refusal skills, avoiding high-risk situations, assessing someone's readiness)

PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p>Illustration</p> <p>• Use a video or invited guest speaker (e.g., health professional) to outline the physical changes during puberty for both girls and boys, and how this happens at different rates and times for different people. Emphasize that this variation in development rate is normal. Display skeletons undersized that although these changes they experience at puberty may feel awkward and confusing, it is a normal part of growing up.</p>	<p>• Provide skeletons with blank outlines of male and female bodies. Ask them to label the diagram by showing the predictable physical changes that occur during puberty and early adolescence for girls and boys. Students should be able to identify at least three different specific changes that occur for each sex (e.g., height, weight, body shape, muscle development, body hair and colour, oily skin and acne).</p>

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Assessment Units

- Planning for Assessment provides information to set up the assessment task
- each Assessment Strategy directly corresponds the activity in the Planning for Assessment column
- assessment strategies list specific criteria for teacher, peer, or self-assessment

CLASSROOM ASSESSMENT MODEL™ Grade 4	
Health Class (Assessment)	
PLANNING FOR ASSESSMENT	ASSESSMENT STRATEGIES
<p>Worksheet</p> <ul style="list-style-type: none"> • Conduct a prior learning assessment (e.g., a worksheet) to determine what students know about communicable and non-communicable diseases. Questions could include true-false statements to differentiate between the two (e.g., "You can get diabetes if someone sneezes on you." "Hobby riding can help prevent both communicable and non-communicable diseases.") Share and discuss the responses as a class, using additional resources as required. Extend the discussion by focusing on how communicable diseases are transmitted. Review what students have learned about practices for helping the body defend against bacteria and viruses that cause diseases (e.g., hygiene practices, precautions when encountering other people, healthy, adequate sleep and nutrition). <p>Chart</p> <ul style="list-style-type: none"> • Distribute pieces of paper with the names of alcohol, tobacco, and specific illegal drugs (e.g., crystal methamphetamine, ecstasy, marijuana, heroin) to half the students in the class. Distribute pieces of paper with potential effects of using these substances (e.g., addiction, school suspension, arrest, unemployment, lung cancer, bad health, altered decision making, blurred vision, disapproval of family, potential harm to fetus if used during pregnancy) to the other half of the class. Challenge students to find their "partner" by pairing substances with their corresponding effects; students may also form larger groups to include multiple effects for one substance or the same effect for multiple substances. Stop for discussion, correct any errors, then conduct the exercise again, challenging students to come up with new groupings. <p>Review and discuss as a class, using additional resources (e.g., videos, guest speakers, Internet, print) as required. Focus on key points of information such as:</p> <ul style="list-style-type: none"> — some substances have multiple negative effects — use of alcohol, tobacco, and other drugs has both short-term and long-term effects — ways to avoid the misuse of alcohol, tobacco, and other drugs 	<ul style="list-style-type: none"> • Provide students with the same or a similar worksheet to assess their learning. Students should be able to: <ul style="list-style-type: none"> — articulate an accurate definition of communicable and non-communicable diseases (e.g., communicable diseases can be spread/contracted from person to person; non-communicable diseases cannot be "caught" from someone with the disease but are developed as a result of lifestyle, environmental, hereditary, and/or other factors) — list examples of communicable diseases (e.g., cold, flu, strep throat, chicken pox, measles, cold sores, pink eye/conjunctivitis, meningitis, mononucleosis, HIV/AIDS) — list examples of non-communicable diseases (e.g., asthma, diabetes, cancer, heart disease) • Ask students to create a chart depicting the problematic use of at least three different substances, the effects of their use, and ways to avoid their use. Look for evidence that students are able to: <ul style="list-style-type: none"> — identify specific examples of problematic substance use (e.g., underage alcohol consumption, using illegal drugs, use of tobacco, use of a substance such as glue or glue-on as inhalants, consuming substances when pregnant) — describe the specific effects of each substance (e.g., altered judgment, reduced ability to recognize potentially risky situations, blurred vision, addiction, negative impact on family members, negative impact on emotional and physical health, negative impact on schoolwork, potential harm to fetus if used during pregnancy) — describe situations where they may feel pressured or curious to try the substance — describe ways they can avoid use of such substances (e.g., having access to accurate information, developing strong refusal skills, avoiding high-risk social situations) <p style="text-align: right;"><i>(continued next page)</i></p>

Assessment Units

- sample assessment instruments are provided at the end of each grade
- contain criteria specific to one or more of the suggested assessment activities for that grade

CLASSROOM ASSESSMENT MODEL • Grade 4

Assessment Instrument
DECISION MAKING

Name: _____ Date: _____

	Self-Assessment	Teacher Assessment
Identify the decision:		
What is the ideal outcome of this decision?		
What are some possible options for this decision?		
What are the advantages and disadvantages of each option?		
What do you need to carry out this decision? (e.g., who, when, how to get more information and help)		
What factors might affect this decision? (e.g., values, family, peers, cost, time, resources, media influences, changing interests and skills)		
Review the decision after making it. Is it still the right choice? Why or why not?		

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Learning Resources

- information about recommended learning resources (Grade Collections) for each grade
- web link for accessing current Grade Collection information

Glossary

- defines selected terms used in the IRP

For more information

Full text of all current Health and Career Education IRPs (including the K to 7 IRP in single grade segments) and other curriculum information is available at
www.bced.gov.bc.ca/irp/irp.htm