**WELLNESS CHOICES**

General Outcome 1: ***God gives us the gift of life and health; we are called to care for and respect these precious gifts.***

 Students will make responsible and informed choices to maintain and to promote safety for self and others.

##### GENERAL OUTCOME 1 - WELLNESS CHOICES

**Personal Health - Safety and Responsibility**

#### Human life is sacred. It is a gift of God’s love. Understanding that our physical nature is a gift, we are called to be respectful and virtuous.

*“Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good. … The virtue of temperance disposes us to avoid every kind of excess: the abuse of food, alcohol, tobacco or medicine. … The use of drugs inflicts very grave damage on human health and life."* (Catechism of the Catholic Church 2288, 2290, 2291)

With this information as part of our faith background, students will make responsible and informed choices to maintain health and to promote safety for self and others.

In the early years students learn about body knowledge and care, and physical health and hygiene. Specific outcomes for students incorporate the following topics as they are developmentally appropriate: stages of growth and development; active living and balance in activities; and attention to the interrelated dimensions of health that promote the well-being of the whole person.

Consideration about safety for self and others also begins in the early grades with a strong emphasis on information and practice of behaviors leading to safety in the home and immediate environment. Students address the physical, mental, social, emotional, and spiritual dimensions of safety as the program expands to include such negative behaviors as bullying and harassment. They identify appropriate safety behaviors to respond to potential risks and reduce harm. Students have opportunities to develop their risk management skills before finding themselves in a risky situation. Safety is enhanced through the development of skills and attitudes that foster assertiveness and respect for self and others and positive peer influence. God calls us to live life to the fullest, but all within wise and reasonable boundaries, and without losing sight of the respect for all human life. Albert Schweitzer wrote: “If a man (or woman) *loses his (her) reverence for any part of life, he (she) will lose his (her) reverence for all of life.”*

In the middle and later years, students learn about emotional, mental, and spiritual growth and development, as well as physical maturation and healthy sexuality. This information is pertinent to understand such health issues as body image and the influences on self-concept; moral decision making; the role of faith and hope; and the responsibility we have for healthy choices. The emphasis is on the application of knowledge and the development of proactive strategies for body care, illness prevention, and the health of self and others from conception to natural death.

Students consider positive characteristics of healthy lifestyles and God’s call to make wise individual choices and to take personal responsibility for our health and safety and that of others. Guided by the Holy Spirit and the support, wisdom, and resources of the Christian Catholic community, we can engage in personal decision making regarding smoking, substance abuse, injury and abuse prevention, and other personal health choices, such as abstinence. When making decisions and choices, it helps to pray for God’s guidance. In his encyclical, *Humanae Vitae*, Pope Paul VI instructed educators of “the need to create an atmosphere favorable to the growth of chastity.” (22)

In order for students to consider the appropriate or inappropriate use of substances, they begin with knowledge and information about the nature of the substances and the body systems that might be affected by their use. As use of substances becomes an issue for students, they consider the pressures and measures that lead to their use and alternative appropriate behaviors.

A focus on being a knowledgeable health consumer includes consideration of the influences on the consumer and an analysis of the effects on consumer well-being. Sources of support to help students make healthy choices are identified throughout.

“*We must learn to care for our body and its health, and this includes physical activity and sports. And we must be careful of our sexual integrity through the virtue of chastity, because sexual energies are also a gift of God, contributing to the perfection of the person and having a providential function for the life of society and the Church.” (The Religious Dimension of Education in a Catholic School (84), 1988)*

**Grade Nine**

***Personal Health –*** *Life is sacred. As part of God’s marvelous plan for us, we are called to make life-giving choices that reflect care and respect for our bodies so that we can grow in good health and live life fully.*

*Catholic Perspective: Alberta Learning Outcomes … Students will:*

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| * *"Be careful then how you live, not as unwise people but as wise. … So do not be foolish, but understand what the will of the Lord is."* (Ephesians 5: 15,17)
* We demonstrate a respect for the gift of the human body by caring for ourselves physically.
* We are called to eat properly, exercise regularly and rest adequately.
* ***We marvel at the complexity of the human body and how God has created its parts to work as a whole.***
* We discern what is good and right for a healthy lifestyle through prayer, personal reflection, an informed conscience, and the wise counsel of others.
* Our moral conscience is formed in the light of Sacred Scripture, Gospel values and the teachings of the Church.

It guides us in making personal choices that are right and wholesome. * We are all part of the Body of Christ and our choices affect not just ourselves but all members of the human family.
* We belong to a community that needs the best contribution of each member to work towards the reign of God on earth.
* Regarding addiction, as Christians, we are called to love the person and not the behaviour.
 | W-9.1 use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement |
| W-9.2 analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g. acupuncture |
| **W-9.3** ***Human Sexuality outcome*** |
| W-9.4 analyze and develop strategies to reduce the effects of stereotyping on body image; e.g. health risks of altering natural body size/shape to meet media ideal |
| W-9.5 develop strategies that promote healthy nutritional choices for self and others; e.g. adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines |
| W-9.6 analyze addictions; e.g. stages, kinds, and resources available to treat addictions |

***Safety and Responsibility –*** *God entrusts us with the gift of life and calls us to conduct ourselves in a way that others and we will be safe and healthy.*

*Catholic Perspective: Alberta Learning Outcomes … Students will:*

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| * *"So then, whenever we have an opportunity, let us work for the good of all."* (Galatians 6: 10)
* *"Be subject to one another out of reverence for Christ."* (Ephesians 5: 21)
* ***We are called to make life-giving choices.***
* ***We discern what is good and right for a healthy lifestyle through prayer, Church teachings, personal reflection, an informed conscience, and the wise counsel of others.***
* ***We are called to respect the dignity and needs of others.***
* ***Chastity and holiness are virtues of great value. Everyone is called to and capable of living a chaste life.***
* ***Our bodies are temples of the Holy Spirit.***
* We are all part of the Body of Christ and our choices affect not just ourselves but all members of the human family.
 | **W-9.7** ***Human Sexuality outcome*** |
| W-9.8 develop strategies to promote harm reduction/risk management; e.g. differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks |
| W-9.9 analyze and evaluate laws and policies that promote personal, community and workplace safety;  e.g. driving, boating, employment standards |
| W-9.10 assess the quality and reliability of health information provided by different sources; e.g. on the Internet  |
| W-9.11 use personal resiliency skills; e.g. seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour |
| **W-9.12** ***Human Sexuality outcome*** |
| **W-9.13*****Human Sexuality outcome*** |
| **W-9.14** ***Human Sexuality outcome*** |

**RELATIONSHIP CHOICES**

General Outcome 2: **The glory of God is fully alive in people who revere the dignity that all persons share by virtue of being**

 **created in God's image and likeness.**

 Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to

 establish and maintain healthy interactions.

**GENERAL OUTCOME 2 - RELATIONSHIP CHOICES**

**Understanding and Expressing Feelings - Interactions - Group Roles and Processes**

"The dignity of human persons is rooted in their creation in the image and likeness of God. Human beings make their own contribution to their interior growth; they make their whole sentient and spiritual lives into means of this growth. With the help of grace they grow in virtue, avoid sin, and if they sin they entrust themselves to the mercy of our Father in heaven. In this way they attain to the perfection of charity." (Catechism of the Catholic Church 1700).

Developing awareness of personal feelings, appropriate expression of feelings and the learning of a vocabulary to express feelings begins in the family and continues in kindergarten. In later grades students learn coping behaviours to deal with worries and fears. They learn about handling mood swings, persistent negative feelings and the symptoms of suicide, with emphasis on the value of seeking help and talking to others.

Students learn the characteristics of healthy relationships. They learn that developing and maintaining healthy relationships requires the communication skills of listening, expressing needs and emotions, and providing feedback. Interwoven throughout is the awareness that students are not alone. They learn about support networks, mentors, developing healthy relationships and positive interdependence.

Students learn how to maintain relationships, and how to deal with change and transitions in a variety of life roles. They build a capacity to adapt and respond to change; e.g. change in family life cycle, school transitions, growth and development. As well, students develop and expand personal and community support networks for assistance in meeting the challenges of life.

Students learn to value the strengths and gifts of self and others. This appreciation is essential in building character and creating opportunities to foster healthy interactions. Mutual support is reinforced as essential group skills are learned, such as conflict resolution, cooperation and effective decision-making skills. This mutual support leads to an understanding of group dynamics and skills for effective team membership.

Awareness of the uniqueness of self and others is fundamental to healthy interactions. Concern for the well being of others, not only for self, is an important aspect of healthy relationships. These strategies for nurturing relationships successfully are important life skills that are transferable to a variety of social, family and school/work settings.

**Grade Nine**

***Understanding and Expressing Feelings -*** *Christians express emotions and feelings in ways that enhance the well being of people*

*in the community.*

*Catholic Perspective Alberta Learning Outcomes … Students will:*

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| * *" … and be kind to one another, tenderhearted, forgiving one another."*  (Ephesians 4: 32)
* The gospel virtues of love and justice demand that we treat others with compassion and understanding.
* Honesty and openness should be expressed within relationships in ways that are sensitive to the feelings of others.
 | R-9.1 identify appropriate strategies to foster positive  feelings/attitudes |
| R-9.2 analyze why individuals choose not to express or  manage feelings in situations; e.g. using anger to manipulate others, avoid others, feel powerful |
| R-9.3 analyze, evaluate and refine personal strategies for  managing stress/crises |
| R-9.4 analyze, evaluate and refine personal communication  patterns |

***Interactions -*** *The second great commandment makes clear that the fundamental Christian duty is to care for oneself as well as for*

*one's neighbour.*

*Catholic Perspective Alberta Learning Outcomes … Students will:*

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| * *"You shall love your neighbour as yourself."* (Matthew 22:39)
* All persons are created in the image and likeness of God and deserving of respect that honours the dignity of persons.
* The commandment to love extends to self and others as well as to God.
* Our love for God is expressed through love of neighbour.
* We are called to be people of forgiveness and reconciliation.
 | R-9.5 describe and analyze factors that contribute to the development of unhealthy relationships, and develop  strategies to deal with unhealthy relationships |
| R-9.6 model integrity and honesty in accordance with ethical  principles;  e.g. develop strategies to behave in an ethical manner |
| R-9.7 refine personal conflict management skills;  e.g. negotiation, mediation strategies |

***Group Roles and Processes –*** *Christians honour the gospel injunction to give special attention to the poor and the*

 *marginalized through co-operation with all in order to achieve the possibility of full participation by*

 *all, especially those who have been marginalized.*

*Catholic Perspective Alberta Learning Outcomes … Students will:*

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| * *"Clothe yourselves with compassion, kindness, humility, meekness, patience…and love. And let the peace of Christ rule in your hearts."* (Colossians 3: 12-15)
* Catholic spirituality is rooted in the life of the Trinity who calls us into relationship.
* Respect for the dignity of persons requires an attitude of cooperation and an ability to recognize that each person has a God-given right to participate fully in the activities of the community to the best of their abilities.
 | R-9.8 analyze skills required to maintain individuality within a  group; e.g. self-respect, assertiveness, refusal skills |
| R-9.9 evaluate group effectiveness and generate strategies to  improve group effectiveness;  e.g. develop skills in facilitating discussions or meetings |

**LIFE LEARNING CHOICES**

General Outcome 3: ***Our Christian vocation is to use our gifts, talents and the resources available to us in building God’s***

 ***reign of peace and love by serving others***

 Students will use resources effectively to manage and explore life roles and career opportunities and

 challenges.

**GENERAL OUTCOME 3 - LIFE CHOICES**

**Learning Strategies - Life Roles and Career Choices - Service & Volunteerism**

The very value and dignity of the human person is derived from our creation in the image and likeness of God. *“God created man in the image of himself, in the image and likeness of God he created him, male and female he created them.”* (Genesis) As persons who share God’s life, graced and gifted with talents and abilities, it is our call, that is, our vocation, to participate in the creative activity of God through our daily works and endeavors.

***“The vocation of humanity is to show forth the image of God and to be transformed into the image of the Father’s only Son. This vocation takes a personal form since each of us is called to enter into the divine beatitude; it also concerns the human community as a whole. ... Love of neighbour is inseparable from love for God. ... Through the exchange with others, mutual service and dialogue with his brethren, man (the human person) develops his (her) potential; (s)he thus responds to his (her) vocation.”***

**(Catechism of the Catholic Church 1877,1878,1879)**

Students begin to develop practices, knowledge and skills related to their vocation/career development in Kindergarten. They learn to respect the property of others and to understand the concepts of consequences and accountability. They grow to assume responsibility for choices related to their learning environment.

Learning strategies involve self-management. Self-direction and personal responsibility are developed as students learn to organize and manage their own resources of time, energy, money and personal property. Managing resources requires goal-setting skills.

Students in the upper grades learn about leadership and learning styles. They begin to appreciate that self-knowledge is basic to decisions made in leadership roles.

Specific, learning-related outcomes start by recognizing the strengths, interests, attributes and skills of self and others as a basis for understanding that opportunities and possibilities for learning are ever present and lifelong. Discovering a variety of ways to learn and contribute to the family, school, parish, community and environment is an essential transferable skill to the world of work. This significant aspect of career development and discernment of vocation sets the stage for exploring vocation/career interests and choices.

Our belief in our unique personal Christian vocation, and our trust in the Spirit of God empowers us to make decisions and take action on behalf of the reign of God in our midst. Building skills for self-advocacy, goal-setting, decision-making and leadership, and balancing various roles and life/work priorities, flows from these beliefs and values.

As students progress through the grades they note changes in, and an expanding of, their interests and talents. They relate their strengths, skills, and talents to potential career roles. An awareness of vocation/career possibilities increases as they use a variety of sources to explore career clusters and paths. Students consider factors that influence vocation/career selection, such as family, church, society, values and stereotyping. By Grade 9, students begin to develop résumé writing and job search skills.

In its broadest sense the term vocation refers to the universal call to all to a life of grace and union with God. For the Christian, this divine calling invites us to participate in holiness of life in the married, single or religious state of life. Our Christian values and beliefs transform our daily activities, career, and work into ministry, that is, service to others and participation in the on-going creation of the world and the entire human community.

Service learning is explored and experienced at each grade level. These experiences provide students with opportunities to learn, practise and refine skills while making meaningful contributions to their families, schools, parishes and communities.

*“Work honors the Creator’s gifts and the talents received from Him.”* (CCC 2427) *“Let the Christian who listens to the Word of the Living God, uniting work with prayer, know the place that his work has not only in earthly progress but also in the development of the Kingdom (reign) of God, to which we are all called through the power of the Holy Spirit and through the word of the Gospel.”* (Laborem Exercens 27) Within the Catholic schools’ program, the Gospels provide the context and give direction to our chosen vocation and our participation in our respective communities.

**Grade Nine**

***Learning Strategies –*** *Learning in all its dimensions is integral to our lifelong journey in maturity and fullness of life in God.*

*Catholic Perspective Alberta Learning Outcomes…Students will:*

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| * *"I am the way, and the truth and the life."* (John 14: 6)
* Prayer and reflection are important components in our discernment regarding our vocation and future career.
* We are called by God to make life-giving choices (rooted in Sacred Scripture and Gospel values) that are a sign of the Holy Spirit at work in our lives.
* Our moral conscience is formed in the light of Sacred Scripture, Gospel values and the teachings of the Church.

It guides our choices and decisions.* Our personal vocation is our unique call by God to live the Gospel message in a particular lifestyle.
* Our personal skills, values and temperament help us determine both our primary vocation (marriage, single, religious life/priesthood) and our career.
* God journeys with us through time and daily shapes and molds us.
* Our personal gifts, our time, our ability to reason are means through which God works in our lives to bring us to maturity and fullness of life.
 | L-9.1 apply personal time management skills to a variety of  learning opportunities;  e.g. develop strategies to overcome procrastination |
| L-9.2 relate the value of lifelong learning to personal success  and satisfaction |
| L-9.3 use decision-making skills to select appropriate risk- taking activities for personal growth and empowerment;  e.g. increasing freedom means increased responsibility for consequences of choices |
| L-9.4 refine personal goals and priorities relevant to learning  and career paths:  e.g. investigate education programs including senior  high school programs and those related to potential  careers |

***Life Roles and Career Choices-*** *Through our Christian vocation, life roles and career choices, we participate in God’s on-going*

 *creation and care for each person, the resources of the earth, and the entire human family.*

*Catholic Perspective Alberta Learning Outcomes…Students will:*

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| * *Whatever your task, work heartily, as serving the Lord not men, knowing that from the Lord you will receive the inheritance as your reward."* (Colossians 3: 23-24)
* Upon reflection, our personal portfolio points out God’s presence in our lives through our achievements and our mentors.
* Faith and our relationship with God strengthen and empower us in the face of change, transition and challenge.
* God’s presence in our lives is evident in the guidance and support of those who help us to become mature, responsible and loving persons.
 | L-9.5 extend and improve a personal portfolio;  e.g., include sample application form, personal résumé,  answers to typical interview questions |
| L-9.6 develop strategies to deal with transitional experiences;  e.g., create a learning plan for transition to senior high  school, keeping future career plans in mind |

***Service & Volunteerism-*** *Through our loving service of neighbour, we further the reign of God in our midst.*

*Catholic Perspective Alberta Learning Outcomes…Students will:*

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| * *"So if I, your Lord and Teacher, have washed your feet, you also ought to wash one another's feet."* (John 13: 14)
* The Gospel calls us to care for others with generosity and respect.
* The commandment to ‘love others as ourselves’ challenges us to place the needs of others before our own.
 | L-9.7 analyze the potential impact of volunteerism on career  opportunities |
| L-9.8 investigate personal safety procedures for working as a  volunteer; e.g., work in pairs |