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| **Grade 1** | **Activities****Lessons/Ideas** |
| **Science** |  |
| **Life Science – Needs and Characteristics of Living Things (LT)** |  |
| LT1.1 Differentiate between living things according to observable characteristics, including appearance and behaviour. |  |
| LT1.2 Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs. |  |
| **Physical Science – Using Objects and Materials (OM)** |  |
| OM1.1 Investigate observable characteristics and uses of natural and constructed objects and materials in their environment. |  |
| OM1.2 Examine methods of altering and combining materials to create objects that meet student and/or teacher specified criteria. |  |
| **Physical Science – Using Our Senses (SE)** |  |
| SE1.1 Investigate characteristics of the five traditional external senses (i.e., sight, sound, smell, touch, and taste) in humans and animals. |  |
| SE1.2 Explore how humans and animals use their senses to interact with their environment. |  |
| **Earth and Space Science – Daily and Seasonal Changes (DS)** |  |
| DS1.1 Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording. |  |
| DS1.2 Inquire into the ways in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behavior, and/or location. |  |
| **Social Studies** |  |
| **Interactions and Interdependence of Nations. (IN)** |  |
| IN1.3 Assess ways in which relationships help to meet human needs. |  |
| **Dynamic Relationships. (DR)** |  |
| DR1.3 Demonstrate awareness of human’s reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants. |  |
| DR1.4 Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps. |  |
| **Health** |  |
| **Understanding, Skills, and confidences (USC).** |  |
| USC1.1 Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.  |  |
| USC1.5 Explore the connection between a healthy sense of self and one’s positive relationship with others and the environment.  |  |

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| **Grade 2** |  |
| **Science** |  |
| **Life Science – Animal Growth and Changes (AN)** |  |
| AN2.1 Analyze the growth and development of familiar animals, including birds, fish, insects, reptiles, amphibians, and mammals, during their life cycles. |  |
| AN2.2 Compare the growth and development of humans and with that of familiar animals. |  |
| **Physical Science – Liquids and Solids (LS)** |  |
| LS2.1 Investigate properties (e.g., colour, taste, smell, shape) of familiar liquids and solids. |  |
| LS2.2 Investigate interactions between liquids and solids, and technologies based on those interactions. |  |
| **Earth and Space Science – Air and Water in the Environment (AW)** |  |
| AW2.1 Investigate properties of air and water (in all three states of matter) within their environment. |  |
| AW2.2 Analyze the importance of air and water for the health and survival of living things, including self, and the environment. |  |
| **Social Studies** |  |
| **Interactions and Interdependence of Nations. (IN)** |  |
| IN2.1 Determine characteristics of a community. |  |
| IN2.2 Design and create a representation of the diverse cultural groups in the local community. |  |
| **Dynamic Relationships. (DR)** |  |
| DR 2.2 Analyze the influence of the natural environment on the local community. |  |
| DR 2.3 Identify physical representations as constructed models of real things. |  |
| DR 2.4 Explore the influence of Treaty and First Nations people on local community. |  |
| **Power and Authority. (PA)** |  |
| PA2.1 Investigate how decisions are made within the local community. |  |
| **Resources and Wealth. (RW)** |  |
| RW 2.1 Explore ways in which the local community meets needs and wants of its members. |  |
| RW 2.2 Explore various worldviews regarding the natural environment. |  |
| RW 2.3 Contribute to initiating and guiding change in local and global communities regarding environment, social, and economic sustainability. |  |
| **Health** |  |
| **Understanding, Skills, and confidences (USC).** |  |
| USC2.2 Determine how healthy snacking practices influence personal health. |  |
| USC2.3 Develop an understanding of how health may be affected by illness and disease.  |  |
| USC2.4 Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment. |  |
| USC2.6 Examine how communities benefit from the diversity of their individual community members.  |  |

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| **Grade 3** |  |
| **Science** |  |
| **Life Science – Plant Growth and Changes (PL)** |  |
| PL3.1 Investigate the growth and development of plants, including the conditions necessary for germination. |  |
| PL3.2 Analyze the interdependence among plants, individuals, society, and the environment. |  |
| **Physical Science – Structures and Materials (SM)** |  |
| SM3.2 Assess the function and characteristics of strong, stable, and balanced natural and human-built structures. |  |
| **Earth and Space Science – Exploring Soils (ES)** |  |
| ES3.1 Investigate the characteristics, including soil composition and ability to absorb water, of different types of soils in their environment. |  |
| ES3.2 Analyze the interdependence between soil and living things, including the importance for individuals, society and all components of the environment. |  |
| **Social Studies** |  |
| **Interactions and Interdependence of Nations. (IN)** |  |
| IN3.1 Explore daily life in a diversity of communities. |  |
| IN3.2 Examine the cultures and traditions in communities studied. |  |
| IN3.3 Illustrate examples of interdependence of communities. |  |
| **Dynamic Relationships. (DR)** |  |
| DR3.1 Use various model representations of the Earth. |  |
| DR3.2 Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land. |  |
| DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land. |  |
| **Resources and Wealth. (RW)** |  |
| RW3.1 Appraise the ways communities meet their members’ needs and wants. |  |
| RW3.2 Analyze the creation and distribution of wealth in communities studied. |  |
| RW3.3 Evaluate the ways in which technologies have impacted daily life. |  |
| **Health** |  |
| **Understanding, Skills, and Confidences. (USC)** |  |
| USC3.1 Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system.  |  |
| USC3.4 Understand what it means to contribute to the health of self, family and home. |  |
| USC3.5 Evaluate safe behaviours/practices to increase the safety of self and others while at home.  |  |

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| **Grade 4** |  |
| **Science** |  |
| **Life Science – Habitats and Communities (HC)** |  |
| HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities. |  |
| HC4.2 Analyze the structures and behaviours of animals and plants that allow them to exist in various habitats. |  |
| HC4.3 Analyze the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats. |  |
| **Earth and Space Science – Rocks, Minerals, and Erosion (RM)** |  |
| RM4.1 Investigate physical properties of rocks and minerals, including those found in the local environment. |  |
| RM4.2 Assess how human uses of rocks and minerals impact self, society, and the environment. |  |
| RM4.3 Analyze how weathering, erosion, and fossils provide evidence to support human understanding of the formation of landforms on Earth. |  |
| **Social Studies** |  |
| **Dynamic Relationships. (DR)** |  |
| DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan. |  |
| DR4.2 Explain the relationship of First Nations and Métis peoples with the land. |  |
| **Power and Authority. (PA)** |  |
| PA4.1 Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.  |  |
| **Resources and Wealth. (RW)** |  |
| RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment. |  |
| RW4.2 Investigate the importance of Agriculture to the economy and culture of Saskatchewan. |  |
| **Interactions and Interdependence of Nations. (IN)** |  |
| IN4.1 Analyze how First Nations and Metis people have shaped and continue to shape Saskatchewan. |  |
| **Health** |  |
| **Understanding, Skills and Confidences (USC)** |  |
| USC4.1 Assess what healthy eating and physical activity means for pre/adolescence.  |  |
| **Decision Making (DM)** |  |
| DM4.1 Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors. |  |
| **Action Planning (AP)** |  |
| AP4.1 Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors. |  |

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| **Grade 5** |  |
| **Science** |  |
| **Earth and Space Science – Weather (WE)** |  |
| WE5.1 Measure and represent weather, including temperature, wind speed and direction, precipitation, relative humidity and cloud cover. |  |
| WE5.2 Investigate local, national, and global weather conditions, including the role of air movement and solar energy transfer. |  |
| WE5.3 Analyze the impact of weather on society and the environment, including technologies that help humans address weather conditions. |  |
| **Life Science – Human Body Systems (HB)** |  |
| HB5.1 Analyze personal and societal requirements for, and impacts of, maintaining a healthy human body.  |  |
| **Physical Science – Forces and Simple Machines (FM)** |  |
| FM5.3 Assess how natural and man-made forces and simple machines affect individuals, society, and the environment. |  |
| **Social Studies**  |  |
| **Resources and Wealth. (RW)** |  |
| RW5.1 Explain the importance of sustainable management of the environment to Canada's future.  |  |
| RW5.2 Hypothesize about economic changes that Canada may experience in the future. |  |
| **Dynamic Relationships. (DR)** |  |
| DR5.1 Analyze the historic and contemporary relationships of people to land in Canada. |  |
| **Health** |  |
| **Decision Making. (DM)** |  |
| DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.  |  |
| **Action Planning. (AP)** |  |
| AP5.1 Design and implement, with guidance, two five-day action plans that address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.  |  |

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| **Grade 6** |  |
| **Science** |  |
| **Life Science: Diversity of Living Things (DL)** |  |
| [DL6.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=411&XML=science_6.xml) Recognize, describe, and appreciate the diversity of living things in local and other ecosystems, and explore related careers. |  |
| [DL6.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=412&XML=science_6.xml) Examine how humans organize understanding of the diversity of living things. |  |
| [DL6.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=413&XML=science_6.xml) Analyze the characteristics and behaviours of vertebrates (i.e., mammals, birds, reptiles, amphibians, and fish) and invertebrates. |  |
| [DL6.4](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=414&XML=science_6.xml) Examine and describe structures and behaviours that help: individual living organisms survive in their environments in the short term; and species of living organisms adapt to their environments in the long term. |  |
| [DL6.5](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=415&XML=science_6.xml) Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of micro-organisms. |  |
| **Social Studies** |  |
| **Resources and Wealth. (RW)** |  |
| [RW6.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=441&XML=social_studies_6.xml) Examine and analyze factors that contribute to quality of life, including material and non-material factors. |  |
| [RW6.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=442&XML=social_studies_6.xml) Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability. |  |
| **Interactions and Interdependence of Nations. (IN)** |  |
| [IN6.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=411&XML=social_studies_6.xml) Evaluate and represent personal beliefs and values by determining how culture and place influence them. |  |
| [IN6.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=413&XML=social_studies_6.xml) Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean |  |
| [IN6.4](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=414&XML=social_studies_6.xml) Explore aspects of cultural change over time, including: reasons for cultural change, examples of cultural change, how cultural change affects youth, and how youth respond to cultural change. |  |
| **Dynamic Relationships. (DR)** |  |
| [DR6.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=421&XML=social_studies_6.xml) Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean. |  |
| [DR6.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=422&XML=social_studies_6.xml) Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land. |  |
| [DR6.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=423&XML=social_studies_6.xml) Appraise the strategies human societies have used to orient themselves within time and place in the natural environment. |  |
| [DR6.4](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=424&XML=social_studies_6.xml) Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean. |  |
| **Health** |  |
| **Understanding, Skills and Confidences. (USC)** |  |
| [USC6.6](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=416&XML=health_education_6.xml) Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities. |  |
| **Decision Making. (DM)** |  |
| [DM6.8](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=421&XML=health_education_6.xml) Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions. |  |
| **Action Planning. (AP)** |  |
| [AP6.10](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=431&XML=health_education_6.xml) Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions. |  |

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| **Grade 7** |  |
| **Science** |  |
| **Life Science: Interactions within Ecosystems (IE)** |  |
| [IE7.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=411&XML=science_7.xml) Relate key aspects of Indigenous knowledge to their understanding of ecosystems. |  |
| [IE7.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=412&XML=science_7.xml) Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities. |  |
| [IE7.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=413&XML=science_7.xml) Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems. |  |
| [IE7.4](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=414&XML=science_7.xml) Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem. |  |
| **Earth and Space Science: Earth’s Crust and Resources (EC)** |  |
| [EC7.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=442&XML=science_7.xml) Identify locations and processes used to extract Earth’s geological resources and examine the impacts of those locations and processes on society and the environment. |  |
| [EC7.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=443&XML=science_7.xml) Investigate the characteristics and formation of the surface geology of Saskatchewan, including soil, and identify correlations between surface geology and past, present, and possible future land uses. |  |
| **Social Studies** |  |
| **Interactions and Interdependence of Nations** |  |
| [IN7.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=411&XML=social_studies_7.xml) Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries. |  |
| [IN7.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=412&XML=social_studies_7.xml) Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries. |  |
| [IN7.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=413&XML=social_studies_7.xml) Analyze the relationship of technology to globalization. |  |
| **Dynamic Relationships** |  |
| [DR7.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=422&XML=social_studies_7.xml) Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries. |  |
| [DR7.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=423&XML=social_studies_7.xml) Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries. |  |
| **Resources and Wealth** |  |
| [RW7.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=441&XML=social_studies_7.xml) Explain the role of barter, trade, and sharing in traditional economies in Canada and the circumpolar and Pacific Rim countries. |  |
| [RW7.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=442&XML=social_studies_7.xml) Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries. |  |
| [RW7.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=443&XML=social_studies_7.xml) Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries. |  |
| **Health** |  |
| **Decision Making (DM)** |  |
| [DM7.8](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=421&XML=health_education_7.xml) Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. |  |
| **Action Planning (AP)** |  |
| [AP7.10](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=431&XML=health_education_7.xml) Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. |  |

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| **Grade 8** |  |
| **Social Studies** |  |
| **Resources and Wealth** |  |
| [RW8.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=441&XML=social_studies_8.xml) Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism. |  |
| [RW8.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=442&XML=social_studies_8.xml) Assess the implications of personal consumer choices. |  |
| [RW8.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=443&XML=social_studies_8.xml) Critique the approaches of Canada and Canadians to environmental stewardship and sustainability. |  |
| **Science** |  |
| **Earth and Space Science: Water Systems on Earth (WS)** |  |
| [WS8.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=441&XML=science_8.xml) Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems. |  |
| [WS8.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=442&XML=science_8.xml) Examine how wind, water, and ice have shaped and continue to shape the Canadian landscape. |  |
| [WS8.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=443&XML=science_8.xml) Analyze natural factors and human practices that affect productivity and species distribution in marine and fresh water environments. |  |
| **Health** |  |
| **Understanding, Skills and Confidences (USC)** |  |
| [USC8.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=411&XML=health_education_8.xml) Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours. |  |
| [USC8.6](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=416&XML=health_education_8.xml) Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment. |  |

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| **Grade 9** |  |
| **Science** |  |
| **Life Science: Reproduction and Human Development (RE)** |  |
| [RE9.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=411&XML=science_9.xml) Examine the process of and influences on the transfer of genetic information and the impact of that understanding on society past and present. |  |
| [RE9.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=412&XML=science_9.xml) Observe and describe the significance of cellular reproductive processes, including mitosis and meiosis. |  |
| [RE9.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=413&XML=science_9.xml) Describe the processes and implications of sexual and asexual reproduction in plants and animals. |  |
| [RE9.4](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=414&XML=science_9.xml) Analyze the process of human reproduction, including the influence of reproductive and contraceptive technologies. |  |
| **Social** |  |
| **Resources and Wealth** |  |
| [RW9.1](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=441&XML=social_studies_9.xml) Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied. |  |
| [RW9.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=442&XML=social_studies_9.xml) Appraise the significance of trade and transportation in the development of the societies studied. |  |
| [RW9.3](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=443&XML=social_studies_9.xml) Determine the influence of technologies of past societies studied on contemporary society. |  |
| **Health** |  |
| **Understanding, Skills and Confidences (USC)** |  |
| [USC9.2](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=412&XML=health_education_9.xml) Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety. |  |
| [USC9.5](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=415&XML=health_education_9.xml) Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g., fundraising, feasts, canteen sales, extra-curricular events) in the community (e.g., home, school, arena, youth center). |  |
| [USC9.6](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=416&XML=health_education_9.xml) Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment. |  |
| **Decision Making (DM)** |  |
| [DM9.10](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=421&XML=health_education_9.xml) Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infection/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health. |  |
| [DM9.11](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=422&XML=health_education_9.xml) Analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, addictions, tragic death and suicide, chronic illness, and sexual health. |  |
| **Action Planning (AP)** |  |
| [AP9.12](https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/?view=431&XML=health_education_9.xml) Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health. |  |