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<p><input type="checkbox"/> K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.</p>	<p><input type="checkbox"/> K.5.S2.B.1 Determine different ways to promote active living (e.g., display “Canada’s Physical Activity Guide to Healthy Active Living” poster...) for different age groups (i.e., infants, children, youth, adults, seniors).</p>	<p><input type="checkbox"/> K.5.S2.B.2 Explain the concept of active living and the factors (i.e., benefits of physical activity, experiences, interests, abilities; financial, cultural, demographic, safety issues; personal circumstances) that may affect making personal choices.</p>	<p><input type="checkbox"/> K.5.S2.B.3 Examine ways (e.g., fitness aids, improved equipment and facilities for training...) technology may enhance and support a physically active lifestyle.</p>
<p>K A</p>	<p>K B</p>	<p>K B</p>	<p>K B</p>

 	 	 	 
<input type="checkbox"/> K.5.S2.C.1a Determine the nutritional value of a variety of foods (e.g., fast foods, fad diets, snack foods...) using <i>Canada's Food Guide to Healthy Eating</i> (CFGHE) and other resources.	<input type="checkbox"/> K.5.S2.C.1b Explain the importance of daily food choices for health promotion at various life stages (e.g., fetal development, childhood, adolescence, senior years...) and for the prevention of chronic disease (e.g., heart disease, cancer, type II diabetes, osteoporosis...).	<input type="checkbox"/> K.5.S2.C.2 Analyze factors (e.g., food and fluid intake, rest, supplements, ergogenic aids...) affecting optimal physical performance.	<input type="checkbox"/> K.5.S2.D.1 Analyze issues (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends...) concerning the use and abuse of legal and illegal substances (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/performance-enhancing substances, street drugs...).
K C	K C	K C	K D

S2 	S2 	S2 	S2 
<input type="checkbox"/> K.5.S2.D.2 Evaluate the legal aspects and consequences of substance use and abuse and addiction (e.g., drinking and driving, street drugs, inhalants...).	<input type="checkbox"/> K.5.S2.D.3 Examine current statistics on substance use as it affects healthy living, locally and nationally.	<input type="checkbox"/> K.5.S2.E.1a Review the anatomy and physiology of the reproductive system of human beings	<input type="checkbox"/> K.5.S2.E.1b Identify and assess the advantages and/or disadvantages of different contraceptive methods (e.g., abstinence, condom use, foams, the pill, diaphragm, intrauterine device...).
K	D	K	E

<p>S2</p> 	<p>S2</p> 	<p>S2</p> 	<p>S2</p> 
<p><input type="checkbox"/> K.5.S2.E.1c Describe the importance of and conditions for a healthy pregnancy (e.g., avoid alcohol, tobacco, poor nutrition...).</p>	<p><input type="checkbox"/> K.5.S2.E.2 Analyze the components (e.g., communication, decision making, sharing, managing sexual feelings and desires...) in different case scenarios for building and maintaining healthy relationships (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...).</p>	<p><input type="checkbox"/> K.5.S2.E.3a Examine sexuality as it is portrayed in the media (e.g., fashion magazines, music videos, advertisements, movies, songs...).</p>	<p><input type="checkbox"/> K.5.S2.E.3b Examine the influences (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) on making decisions for responsible sexual behaviour.</p>
<p>K E</p>	<p>K E</p>	<p>K E</p>	<p>K E</p>

 	 	 	 
<input type="checkbox"/> K.5.S2.E.3c Review personal responsibilities and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sexual-related health issues	<input type="checkbox"/> K.5.S2.E.4a Explain health issues related to H.I.V./A.I.D.S (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of body fluids...).	<input type="checkbox"/> K.5.S2.E.4b Describe ways to prevent STIs to promote the health of society (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...).	<input type="checkbox"/> S.5.S2.A.2 Design an action plan for active living on a daily basis for self and/or others (e.g., friend, sibling, senior citizen...).
K	E	K	S

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