

Column1	Column2	Column3	Column4	Column5	Column6	Column7	Column8	Column9	Column10	Column11	Column12
	<b>BC (2016) and Yukon follows BC as of Jan 23, 2017</b> <a href="https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/physical-health-education_learning_standards.pdf">https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/physical-health-education_learning_standards.pdf</a> <a href="http://www.education.gov.yk.ca/curriculum.html#Changes_to_Yukons_curriculum">http://www.education.gov.yk.ca/curriculum.html#Changes_to_Yukons_curriculum</a>	<b>Alberta (2002)</b> <a href="http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&amp;ProgramId=317413#">http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&amp;ProgramId=317413#</a>	<b>SK (2010)</b> <a href="https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp">https://curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp</a>	<b>Manitoba (2010)</b> <a href="http://www.edu.gov.mb.ca/k12/cur/physlth/gradelists.html">http://www.edu.gov.mb.ca/k12/cur/physlth/gradelists.html</a> (Back off Tobacco, comprehensive program)	<b>Ontario (2015)</b> <a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf">http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf</a> <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf</a>	<b>Quebec</b> There are no provincial standards set in Quebec, Various school boards in Quebec cover an embedded education section in various capacities under the Healthy Lifestyles component in school for drug and alcohol prevention.	<b>NB (2014)</b> <a href="http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/Health-Grade6.pdf">http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/Health-Grade6.pdf</a> <a href="http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/PhysicalEducationAndHealth-Grade9-10.pdf">http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/PhysicalEducationAndHealth-Grade9-10.pdf</a>	<b>PEI (2009)</b> Each of the grade levels has the site attached at the bottom for easy reference	<b>Nova Scotia (2014)</b> <a href="http://www.ednet.ns.ca/files/curriculum/LOFs-7-9-Jan7-2014-web.pdf">http://www.ednet.ns.ca/files/curriculum/LOFs-7-9-Jan7-2014-web.pdf</a>	<b>NFL and Labrador (2002)</b> <a href="http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/health/adolescence/Adolescence%20Healthy%20Lifestyles.pdf">http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/health/adolescence/Adolescence%20Healthy%20Lifestyles.pdf</a> . Healthy Living 1200 Guide. <a href="http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/physed/healthyliving/SectionIII(c).PDF">http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/physed/healthyliving/SectionIII(c).PDF</a>	<b>NWT (1995) and Nunavut (1995)</b> <a href="https://www.ece.gov.nt.ca/sites/www.ece.gov.nt.ca/files/resources/health_studies_grade_4.pdf">https://www.ece.gov.nt.ca/sites/www.ece.gov.nt.ca/files/resources/health_studies_grade_4.pdf</a> <a href="http://www.gov.nu.ca/education/information/curriculum-learning-resources-0">http://www.gov.nu.ca/education/information/curriculum-learning-resources-0</a>
Grade 4	Potential effects of psychoactive substance use, and strategies for preventing personal harm	W-4.6 Examine and evaluate the health risks associated with smoking and various forms of tobacco	USC4.5 Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others. Demonstrate an awareness of the influence on self when connecting with others who behave appropriately/inappropriately	Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs) in the community	Substance Use, C1.4 Tobacco C2.3 Decisions about C3.2 Short- and long-term Addictions, smoking [CT] effects of smoke and Related Behaviours, identify substances (e.g., nicotine, carbon monoxide, tar) found in tobacco products and smoke (e.g., cigarettes, cigars, pipe tobacco, chewing tobacco,		1.5 describes strategies to avoid the use of harmful substances. <a href="http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/PersonalWellness3-5.pdf">http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/PersonalWellness3-5.pdf</a> .	Examine and evaluate the health risks associated with smoking and other forms of tobacco use (W-4.5) <a href="https://www.princeedwardisland.ca/sites/default/files/publications/eelc_health_4.pdf">https://www.princeedwardisland.ca/sites/default/files/publications/eelc_health_4.pdf</a>	3.1 Demonstrate an awareness of the various forms of gambling, and consider risks associated with gambling and gaming online	Not online at this time, being updated	Drugs • specific drugs in commonly used substances • medical and non-medical drugs • effect of drugs on the brain • reasons for using/not using drugs • personal responsibility for decisions about use of drugs • use and misuse of
Grade 5	Factors influencing use of psychoactive substances, and potential harms	W-5.6 Examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness; e.g., physical, emotional, social	USC5.6 Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).	Distinguish between medicinal and non-medicinal substances and their appropriate use . Identify peer, cultural, media and social influences related to substance use and abuse.Apply strategies .Identify and assess strategies for	Substance Use, C1.2 Short- and long-term C2.3 Refusal skills – alcohol C3.3 Decision to drink. Addictions, effects of alcohol use and other behaviours [S] alcohol, influences [CT] and Related Behaviours.C1.2		1.5 discuss the factors that may influence substance use or misuse. <a href="http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/PersonalWellness3-5.pdf">http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/PersonalWellness3-5.pdf</a> .	Examine and evaluate the impact of caffeine, alcohol, and drugs on personal health/wellness (W-5.5) <a href="https://www.princeedwardisland.ca/sites/default/files/publications/eelc_health_5.pdf">https://www.princeedwardisland.ca/sites/default/files/publications/eelc_health_5.pdf</a>	1.7 Demonstrate an understanding of the impact caffeine has on the body, health, and performance	Not online at this time, being updated	Drugs • specific drugs in commonly used substances • tobacco affects the body • drug myths • community resources for drug information • peer pressure/advertising
Grade 6	Strategies for managing personal and social risks related to psychoactive substances and potentially addictive behaviours	W-6.6 Examine and evaluate the risk factors associated with exposure to blood-borne diseases—HIV, AIDS, hepatitis B/C; e.g., sharing needles, body piercing, tattooing, helping someone who is bleeding, being sexually active	USC6.7 Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviours and determine how and why certain groups of consumers (e.g., youth as ‘replacement’ smokers) are targeted.	Distinguish between medicinal and non-medicinal substances and their appropriate use . Identify peer, cultural, media and social influences related to substance use and abuse. Apply strategies for preventing or avoiding uncomfortable or dangerous situations. Describe effects and consequences of substance use	Substance Use, Addictions, and Related Behaviours C1.1 Effects of cannabis, illicit drugs. C1.2 Supports – substance use, addictive behaviours C2.4 Strategies, safe choices, influences, tobacco, alcohol,cannabis T]Substance Use, Addictions, and Related Behaviours. C1.1 describe the range of effects associated with using cannabis and other illicit drugs (e.g., crack, cocaine, Ecstasy, crystal		C3) define what is meant by addictive behaviour and discuss why some individuals are more prone to addictions	Analyse how laws, regulations, and rules contribute to health and safety practices (W-6.6) • *The focus of this outcome is tobacco regulations. • As a class, brainstorm a list of health and safety issues that have related laws or regulations. • Review the federal Tobacco Act (Appendix). • As a class, discuss how, in order for a law or regulation to be effective, it must be enforceable. Discuss the challenge of enforcing many	3.3 Respond to marketing and advertising of and communication about the use of alcohol, tobacco, gambling, caffeine, medicines, food and natural/alternative health products and communicate these ideas within the school community	Not online at this time, being updated	Drugs • personal responsibility for decisions about drug use • values related to drug use • drug myths • peer pressure/advertising influence decisions about drug use Alcohol • factors which determine the effects of alcohol • social effects of alcohol misuse • effects of alcohol on young people Well-Being • individual activities which promote well-
Grade 7	Describe and assess strategies for managing problems related to mental well-being and substance use, for others	W-7.6 Analyze social factors that may influence avoidance and/or use of particular substances	USC7.6 Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).	Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants).Apply decision-making/ problem-solving strategies in case scenarios that focus on	Substance Use, C1.2 Mental health, substances, C2.3 Body image, substance C3.2 Implications of Addictions, support [PS] use [PS, CT] substance use and addictions and Related [CT] Behaviours. Substance Use, Addictions, and Related Behaviours C1.2 demonstrate an understanding of linkages between mental health problems and problematic substance use and identify school		C1) Identify and describe the negative effects of alcohol and drugs C2) identify, describe and practise refusal skills in order to take personal responsibility C3) identify and analyse influences, especially from peers and media/promotions, that impact on choices regarding healthy or unhealthy behaviours (eg. smoking, drinking, dieting)	• Analyse social factors that may influence avoidance and/or use of particular substances (W-7.5)Depressants slow down a person’s heart rate, lower blood pressure, and relax muscles. They can also alter moods. Stimulants are drugs that increase a person’s heart rate and blood pressure. Hallucinogens alter a person’s perceptions. They can cause	7.4 Examine influences that impact one’s decision-making abilities about alcohol use. 7.19 recognize there are potential harms arising from use of alcohol, caffeine, and gambling along a continuum of use.7.22 recognize the characteristics of supportive environments within various community contexts	Smoking and alcohol- To understand that tobacco contains an addictive drug and other chemicals that effect the health. To identify reasons why people choose to smoke or not to smoke. To be aware of the immediate and long term effects of cigarette smoking both physical, social and psychological. To understand the effects of second hand smoke and side-stream smoke. To understand the	Drugs • methods of taking drugs • different categories of drugs • traditional medicine Alcohol • different types of alcohol • metabolism of alcohol • effects of alcohol • reasons for using/not using alcohol Cannabis • cannabis and the body

Grade 8	Describe and assess strategies for managing problems related to mental well-being and substance use, for others. Media and social influences related to psychoactive substance use and potentially addictive behaviours	W-8.6 Analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving	None indicated in program	Differentiate between the use and abuse (i.e., prescribed/unprescribed drugs; own medicine/someone else's medication, correct/incorrect dosage, addiction) of medicinal and nonmedicinal substances (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs). Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical.	Substance Use, C1.3 Warning signs, C2.3 Mental health, stress Addictions, consequences management [PS] and Related Behaviours. Substance Use, Addictions, and Related Behaviours C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (e.g., changes in behaviour, gradual withdrawal from social circles, a drop in academic performance) and the		C1) Understand what an addiction is and how it can make a person keep doing something unhealthy or destructive C2) practice positive decisionmaking as it relates to self and others C3) identify and value themselves as positive role models C4) recognize that most adolescents do not engage in unhealthy	Personal Health Students will be expected to <ul style="list-style-type: none"> <li>• identify several risks associated with use of alcohol, cannabis, and other drugs (W-9.1)</li> <li>• identify several signs and stages of dependence on a substance (W-9.2)</li> <li>• identify several strategies for helping a friend who is having problems with alcohol or other drugs (W-9.3)</li> <li>• identify ways</li> </ul>	8.16 Examine the impacts of substance use and gambling, both legally sanctioned and illegal activities have on communities.	Alcohol and other drugs. Students are provided with opportunities to consider the influence of advertising on drinking habits, to examine values related to alcohol use and to identify alternatives to drinking. See attached PDF for further details. <a href="http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/health/adolescence/Adolescence%20Healthy%20Lifestyles.pdf">http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/health/adolescence/Adolescence%20Healthy%20Lifestyles.pdf</a>	Drugs <ul style="list-style-type: none"> <li>• dangers of combining drugs</li> <li>• advertising influences decisions about drug use</li> </ul> Alcohol <ul style="list-style-type: none"> <li>• historical use of alcohol</li> <li>• use, misuse, abuse of alcohol community resources for alcohol problems</li> <li>• teenage alcohol problems</li> <li>• fetal alcohol syndrome</li> </ul>
Grade 9	Physical, emotional, and social aspects of psychoactive substance use and potentially addictive behaviours	W-9.6 Analyze addictions; e.g., stages, kinds, and resources available to treat addictions	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. a. Evaluate personal knowledge in terms of what is known and what needs to be learned about addictions. b. Determine situations where youth may feel pressured /tempted to smoke, chew tobacco, drink, gamble, or use drugs. c. Evaluate and respond to sources of, and information about, addictions. d. Determine and practise the communication skills necessary to clarify personal standards regarding addictions. e. Examine possible consequences of addictions on the health of self, family, and community. f. Investigate how addictions affect the well-being of the environment. g. Distinguish between the responsible and irresponsible use of traditional, prescription, and over-the-counter drugs (including tobacco). h. Assess family and community norms and expectations regarding addictions. i. Assess community supports and services related to addictions. j. Evaluate laws pertaining to tobacco use, alcohol use, drug use, and gambling. k. Explore and describe the strengths within own family and cultural heritage, and of the struggles and challenges family and ancestors have faced related to addictions.	Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs), and the possible effects on self and/or others. Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs) and potential consequences for personal health and well-being (e.g., cause behavioural changes; create social problems; cause Fetal Alcohol Syndrome and/or Fetal Alcohol Effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief to patient). Identify community agencies and resources available to support (e.g., addictions counselling services) the prevention of substance use and abuse. Describe responsible behaviours for a healthy pregnancy (e.g., receive prenatal care; avoid use of alcohol, tobacco	Substance Use, Addictions, and Related Behaviours C1.3 Resilience – protective and risk factors (PS, CT). C3.4 Social influences; decision-making, communication skills [IS, CT]. Substance Use, Addictions, and Related Behaviours. C1.3 demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions [PS, CT]. Substance Use, Addictions, and Related Behaviours C3.4 describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences [IS, CT]		1.K.5 Explain the effects of substances on the body and the consequences of their misuse. The types of drugs include: stimulants, depressants, hallucinogens, cannabis, and anabolic steroids. Also, drugs should include tobacco, alcohol, marijuana and any other illegal drug.	Identify possible negative consequences of substance use and abuse (W-8.6) • demonstrate an understanding of the effect of harmful involvement with alcohol, cannabis, and other drugs on a family (W-8.7.). <a href="http://www.gov.pe.ca/photos/original/ed_heas8_0708.pdf">http://www.gov.pe.ca/photos/original/ed_heas8_0708.pdf</a>	9.18 Examine the social, legal, and financial impacts of alcohol, other substances, and gambling along a continuum of use 9.19 recognize and respond to physical health dangers and emergency situations related to alcohol and other substance use among their peers 9.20 identify school and community-based resources and health services available to assist themselves or a friend if help or information in the area of sexual health, mental health, alcohol, and other substance use or gambling is needed, and practise how to make initial contact with such a service/resource	Impacts of substances, emergency analyse the impacts of substance use/abuse on personal aesthetics and behaviour. (H-GCO5, KSCO1) Identify and analyse the impact of substance use/abuse on personal well-being. (H-GCO5, KSCO1). Substances and You Substances and Society Demonstrate an understanding of what constitutes socially responsible behaviour towards substance use within the home, school and community. (H-GCO5, KSCO3) Identify the impacts of substance use/abuse on society. (H-GCO5, KSCO3) Identify cultural links between substance use/abuse and spiritualism. (H-GCO5, KSCO3) Analyse moral and ethical issues related to substance use/abuse. (H-GCO5, KSCO3) Identify challenges in dealing with substance use and abuse. (H-GCO5, KSCO1) Develop a personal plan for the management of substance use. (H-GCO5, KSCO2; GCO8, KSCO1). Technology, the Media and Substances Life Choices and Controlling Substances	Drugs <ul style="list-style-type: none"> <li>• drug groups</li> <li>• side effects of drugs</li> <li>• drugs and the law</li> </ul> Alcohol <ul style="list-style-type: none"> <li>• alcohol and the law</li> <li>• The Young Offenders' Act</li> <li>• local control of alcohol Well-Being</li> <li>• personal attitudes towards drug use</li> </ul>