



Health Grade 4 (Sharing What It Means to Be Healthy) Understanding, Skills, and Confidences (USC)				
OUTCOMES	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
USC 4.1 I can assess what healthy eating and physical activity mean for pre/adolescence.	<ul style="list-style-type: none"> I can identify healthy food choices OR eating practices for youth my age, using Canada’s Food Guide. 	<ul style="list-style-type: none"> I can explain the importance of healthy food choices OR eating practices for youth my age, using Canada’s Food Guide. 	<ul style="list-style-type: none"> I can explain the importance of healthy food choices AND eating practices for youth my age, using Canada’s Food Guide. 	<ul style="list-style-type: none"> I can propose personal changes that I need to make to my food choices/practices for better nutrition.
	<ul style="list-style-type: none"> I can identify health benefits of regular activity OR health risks for inactivity for youth my age. 	<ul style="list-style-type: none"> I can explain health benefits of regular activity OR health risks for inactivity for youth my age. 	<ul style="list-style-type: none"> I can explain health benefits of regular activity AND health risks of inactivity for youth my age. 	<ul style="list-style-type: none"> I can propose personal changes that I need to make related to physical activity and inactivity.
	<ul style="list-style-type: none"> I can recognize factors that influence healthy eating OR physical activity. 	<ul style="list-style-type: none"> I can describe personal, family, community OR cultural factors that influence healthy eating OR physical activity. 	<ul style="list-style-type: none"> I can describe personal, family, community AND cultural factors that influence healthy eating AND physical activity. 	<ul style="list-style-type: none"> I can propose the consequences (both positive AND negative) of following AND resisting peer norms/ trends related to eating AND physical activity.
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USC 4.2 I can illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).	<ul style="list-style-type: none"> I can recognize health challenges as short term/long term OR as serious/not serious. 	<ul style="list-style-type: none"> I can categorize a variety of health challenges as short term/long term OR as serious/not serious. 	<ul style="list-style-type: none"> I can categorize a variety of health challenges as short term/long term AND as serious/not serious. 	<ul style="list-style-type: none"> I can propose the impact of short term/long term and serious/not serious health challenges on the mind, body and spirit.
	<ul style="list-style-type: none"> I can identify historical, contemporary OR complementary practices in preventing OR managing AT LEAST ONE of the following health challenges: <ul style="list-style-type: none"> - Mental health/illness - HIV/AIDS - Hepatitis C - Diabetes 	<ul style="list-style-type: none"> I can describe historical, contemporary OR complementary practices in preventing OR managing SOME of the following health challenges: <ul style="list-style-type: none"> - Mental health/illness - HIV/AIDS - Hepatitis C - Diabetes 	<ul style="list-style-type: none"> I can describe historical, contemporary AND complementary practices in preventing AND managing SEVERAL of the following health challenges: <ul style="list-style-type: none"> - Mental health/illness - HIV/AIDS - Hepatitis C - Diabetes 	<ul style="list-style-type: none"> I can propose the benefits/challenges of historical, contemporary AND complementary practices in preventing AND managing health challenges.
	<ul style="list-style-type: none"> I can recognize impacts on our society when threats to health (physical OR mental) are not prevented OR managed. 	<ul style="list-style-type: none"> I can describe impacts on our society when threats to health (physical OR mental) are not prevented OR managed. 	<ul style="list-style-type: none"> I can describe impacts on our society when threats to health (physical AND mental) are not prevented AND managed. 	<ul style="list-style-type: none"> I can propose strategies to reduce the prevalence and impact of potential health challenges to our current society.
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USC 4.3 Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.	<ul style="list-style-type: none"> I can identify the characteristics of a healthy OR unhealthy relationship. 	<ul style="list-style-type: none"> I can identify the characteristics of a healthy AND unhealthy relationship. 	<ul style="list-style-type: none"> I can compare the characteristics of a healthy AND unhealthy relationship. 	<ul style="list-style-type: none"> I explain the impacts of healthy AND unhealthy relationships to a healthy mind, body and spirit.
	<ul style="list-style-type: none"> I can identify healthy ways to develop, maintain OR repair a relationship. 	<ul style="list-style-type: none"> I can illustrate healthy ways to develop, maintain OR repair a relationship. 	<ul style="list-style-type: none"> I can illustrate healthy ways to develop, maintain AND repair a relationship. 	<ul style="list-style-type: none"> I can reflect on my personal behaviours that might make others feel included AND those that might cause feelings of rejection.
	<ul style="list-style-type: none"> I can give examples of peer pressure, communication strategies AND assumptions. 	<ul style="list-style-type: none"> I can explain how various factors such as peer pressure, communication strategies OR assumptions can affect relationships. 	<ul style="list-style-type: none"> I can explain how various factors including peer pressure, communication strategies AND assumptions can affect relationships. 	<ul style="list-style-type: none"> I can form an opinion on the role of peer pressure, communication strategies AND assumptions on my personal relationships.
	<ul style="list-style-type: none"> I can identify what effective OR ineffective disagreement look like, sound like, OR feel like. 	<ul style="list-style-type: none"> I can represent what effective OR ineffective disagreements look like, sound like OR feel like. 	<ul style="list-style-type: none"> I can represent what effective AND ineffective disagreements look like, sound like AND feel like. 	<ul style="list-style-type: none"> I can explain the impact of effective AND ineffective disagreements on relationships.
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USC 4.4 Determine basic personal responsibility for safety and protection in various environments / situations.	<ul style="list-style-type: none"> I can recognize cyber safety risks OR strategies for safe internet use. 	<ul style="list-style-type: none"> I can describe cyber safety risks OR strategies for safe internet use. 	<ul style="list-style-type: none"> I can describe cyber safety risks AND strategies for safe internet use (including cyber safety etiquette). 	<ul style="list-style-type: none"> I can explain the impact of unsafe internet use.
	<ul style="list-style-type: none"> I can recognize behaviours that jeopardize people’s safety OR those that increase people’s safety. 	<ul style="list-style-type: none"> I can describe behaviours that jeopardize people’s safety OR those that increase people’s safety, in a variety of situations. 	<ul style="list-style-type: none"> I can describe behaviours that may jeopardize people’s safety AND those that increase people’s safety in a variety of situations. 	<ul style="list-style-type: none"> I can assess behaviours and activities to identify those that involve greater safety risks.
	<ul style="list-style-type: none"> I can identify laws, behaviours OR community rules/regulations that are in place to minimize risks, 	<ul style="list-style-type: none"> I can represent laws, behaviours OR community rules/regulations that are in place to minimize/prevent risks. 	<ul style="list-style-type: none"> I can represent laws, behaviours AND community rules/regulations that are in place to minimize/prevent risks. 	<ul style="list-style-type: none"> I can form an opinion on laws, behaviours AND community rules/regulations that are in place to minimize/prevent risks.
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USC 4.5 Examine how identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.	<ul style="list-style-type: none"> I can recognize examples of self-concept, self-esteem AND self-determination. 	<ul style="list-style-type: none"> I can represent my personal understanding of identity using self-concept (personal thoughts), self-esteem (personal feelings) OR self-determination (personal actions) to support my definition. 	<ul style="list-style-type: none"> I can represent my personal understanding of identity using self-concept (personal thoughts), self-esteem (personal feelings) AND self-determination (personal actions) to support my definition. 	<ul style="list-style-type: none"> I can propose several internal AND external factors that may influence my personal identity.
	<ul style="list-style-type: none"> I can identify examples of positive OR negative peer influence. 	<ul style="list-style-type: none"> I can describe the impact of positive OR negative peer influence on self-concept, self-esteem OR self-determination. 	<ul style="list-style-type: none"> I can describe the impact of positive AND negative peer influence on self-concept, self-esteem AND self-determination. 	<ul style="list-style-type: none"> I can explain the impact of others' behaviour (appropriate AND inappropriate) on my personal identity.
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USC 4.6 Assess healthy stress management strategies (e.g., relaxation skills, stress control skills, guided imagery, expressing feelings, exercising).	<ul style="list-style-type: none"> I can give examples of stressful situations. 	<ul style="list-style-type: none"> I can illustrate my personal understanding of stress OR responses to stressful situations. 	<ul style="list-style-type: none"> I can illustrate my personal understanding of stress AND several responses to stressful situations. 	<ul style="list-style-type: none"> I can propose why people may respond differently to stressful situations.
	<ul style="list-style-type: none"> I can identity healthy strategies for managing stress, including divorce, death OR loss. 	<ul style="list-style-type: none"> I can represent a variety of healthy strategies for managing stress. Including divorce, death OR loss. 	<ul style="list-style-type: none"> I can represent a variety of healthy strategies for managing stress, including divorce, death AND loss. 	<ul style="list-style-type: none"> I can assess my strategies for managing stress, and propose changes I might make to cope with stress.
Comments				