



<b>Health Grade 6</b> <b>(Affirm Personal Standards)</b> <b>Understanding, Skills, and Confidences (USC)</b>				
<b>OUTCOMES</b>	<b>1 – Little Evidence</b> With help, I understand parts of the simpler ideas and do a few of the simpler skills.	<b>2 – Partial Evidence</b> I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	<b>3 – Sufficient Evidence</b> I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	<b>4- Extensive Evidence</b> 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.
<b>USC 6.1</b> <b>I can analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).</b>	• I can <b>recognize</b> examples of personal standards <b>OR</b> identity.	• I can <b>represent</b> my own definition of personal standards <b>OR</b> identity.	• I can <b>represent</b> my own definition of personal standards <b>AND</b> identity.	• I can <b>propose</b> connections between affirming personal standards and developing identity.
	• I can <b>identify</b> how a <b>FEW</b> of the following factors influence my personal standards: <ul style="list-style-type: none"> <li>- Cultural norms</li> <li>- Societal norms</li> <li>- Family values</li> <li>- Peer pressures</li> <li>- Mass media</li> <li>- Traditional knowledge</li> <li>- White privilege</li> <li>- Legacy of colonization</li> <li>- Heterosexual privilege</li> </ul>	• I can <b>illustrate</b> how <b>MANY</b> of the following factors influence my personal standards: <ul style="list-style-type: none"> <li>- Cultural norms</li> <li>- Societal norms</li> <li>- Family values</li> <li>- Peer pressures</li> <li>- Mass media</li> <li>- Traditional knowledge</li> <li>- White privilege</li> <li>- Legacy of colonization</li> <li>- Heterosexual privilege</li> </ul>	• I can <b>illustrate</b> how <b>MOST</b> of the following factors influence my personal standards: <ul style="list-style-type: none"> <li>- Cultural norms</li> <li>- Societal norms</li> <li>- Family values</li> <li>- Peer pressures</li> <li>- Mass media</li> <li>- Traditional knowledge</li> <li>- White privilege</li> <li>- Legacy of colonization</li> <li>- Heterosexual privilege</li> </ul>	• I can <b>assess</b> whether my current attitudes/behaviours affirm my personal standards, <b>AND</b> suggest possible changes.
	• <b>With help</b> , I can <b>describe</b> the influence of personal standards on decision making.	• I can <b>describe</b> the influence of personal standards on decision making.	• I can <b>explain</b> the influence of personal standards on the decisions I make.	• I can <b>propose</b> events or factors that cause people to make decisions that conflict with their personal standards.
Comments				



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<b>USC 6.2</b> I can evaluate the importance of establishing and maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).	• I can <b>recognize examples</b> of <b>ALMOST ALL</b> of the following: diversity, prejudice, stereotype <b>OR</b> bias.	• I can <b>represent</b> an understanding of <b>ALMOST ALL</b> of the following: diversity, prejudice, stereotype <b>OR</b> bias.	• I can <b>represent</b> a comprehensive understanding of <b>ALL</b> of the following: diversity, prejudice, stereotype <b>AND</b> bias.	• I can <b>describe the impact</b> of diversity, prejudice, stereotypes <b>AND</b> biases, on relationships that exist in our school <b>AND</b> community.
	• I can <b>identify</b> characteristics of healthy relationships.	• I can <b>propose</b> how stereotypes, prejudices <b>OR</b> biases, related to culture, religion, family structures, sexual orientations <b>OR</b> abilities, might impact healthy relationships.	• I can <b>propose</b> how stereotypes, prejudices <b>AND</b> biases, related to culture, religion, family structures, sexual orientations <b>AND</b> abilities, might impact healthy relationships.	• I can <b>compare</b> the benefits and challenges of maintaining healthy relationships with people who may or may not have differing values, beliefs, standards or perspectives.
	• I can <b>identify</b> examples of stereotypes OR biases in our community.	• I can <b>illustrate</b> what our community might be like if everyone was exactly the same <b>OR</b> if stereotypes and biases did not exist.	• I can <b>illustrate</b> what our community might be like if everyone was exactly the same <b>AND</b> if stereotypes and biases did not exist.	• I can <b>propose</b> how preconceptions about people (including class, gender and culture) can be false, limiting and harmful to our community.
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<b>USC 6.3</b> <b>I can demonstrate an understanding of how non-curable infections, including HIV and Hepatitis C infection, are transmitted and how these infections influence the health (i.e., physical, mental, emotional, spiritual) and the identities of self, family, and community.</b>	<ul style="list-style-type: none"> <li>I can <b>recognize</b> ways that infectious diseases are transmitted <b>OR</b> ways to prevent/reduce the risk of infection.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> ways that non-curable infectious diseases, (including Hepatitis C <b>OR</b> AIDS), are transmitted <b>OR</b> ways to prevent/reduce the risk of infection.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> ways that non-curable infectious diseases, (including Hepatitis C <b>AND</b> AIDS), are transmitted <b>AND</b> strategies to prevent/reduce the risk of infection.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose</b> possible impacts of the myths and assumptions related to how non-curable infections (including HIV/AIDS and Hepatitis C) are transmitted.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>recognize</b> physical, emotional, <b>OR</b> spiritual impacts of non-curable diseases (including HIV and Hepatitis C), on self, family <b>OR</b> community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> physical, emotional, <b>OR</b> spiritual impacts of non-curable diseases (including HIV and Hepatitis C), on self, family <b>OR</b> community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> physical, emotional, <b>AND</b> spiritual impacts of non-curable diseases (including HIV and Hepatitis C), on self, family <b>AND</b> community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>form an opinion</b> on the statement: non-curable infections (including HIV), affect people more than they infect.</li> </ul>
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<b>USC 6.4</b> <b>I can assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.</b>	• I can <b>identify</b> situations that may be stressful for Grade 6 students.	• I can <b>represent</b> responses (physical, mental <b>OR</b> emotional, positive <b>OR</b> negative), to situations that may be stressful for Grade 6 students.	• I can <b>represent</b> responses (physical, mental <b>AND</b> emotional, both positive <b>AND</b> negative,) to situations that may be stressful for my peers.	• I can <b>propose</b> the impact of stressful situations <b>AND</b> responses (both positive <b>AND</b> negative) on self <b>AND</b> others.
	• I can <b>recognize</b> healthy <b>OR</b> unhealthy ways of managing stress.	• I can <b>represent</b> healthy <b>OR</b> unhealthy ways of managing/responding to stress.	• I can <b>represent</b> healthy <b>AND</b> unhealthy ways of managing /responding to stress.	• I can <b>propose</b> short-term and long-term consequences of how one chooses to manage/ respond to stress.
Comments				
<b>USC 6.5</b> <b>I can analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on my identify and</b>	• I can <b>identify</b> connections between how we look, how we feel and how we behave.	• I can <b>explain</b> the influence of one's own <b>OR</b> other's perceptions of how we look on how we feel <b>OR</b> how we behave.	• I can <b>explain</b> the influence of one's own <b>AND</b> other's perceptions of how we look on how we feel <b>AND</b> how we behave.	• I can <b>propose</b> possible impacts of the mass media & advertising on influencing perceptions about appearance and body image.



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<b>well-being, and the identity and well-being of my, family, and community.</b>	<ul style="list-style-type: none"> <li>I can <b>recognize</b> how personal standards <b>OR</b> perceptions related to body image, can impact the health of self, family <b>OR</b> community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>illustrate</b> how personal standards <b>OR</b> perceptions related to body image, impact the health of self, family <b>OR</b> community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>illustrate</b> how personal standards <b>AND</b> perceptions related to body image, impact the health of self, family <b>AND</b> community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>assess</b> how my personal standards and perceptions about body image impact me, my family <b>AND</b> my community.</li> </ul>
Comments				
<b>USC 6.6</b> <b>I can develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.</b>	<ul style="list-style-type: none"> <li>I can <b>identify</b> safety risks of common/local adolescent activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the safety risks of common/local adolescent activities <b>OR</b> the intent of safety rules, regulations, or laws for these activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the safety risks of common/local adolescent activities <b>AND</b> the intent of safety rules, regulations, or laws for these activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose the impact</b> of the rules, regulations, and laws related to safety for common local adolescent activities.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>recognize</b> possible physical, social <b>OR</b> emotional consequences of not understanding <b>OR</b> not following safety rules, regulations or laws.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> possible physical, social <b>OR</b> emotional consequences of not understanding <b>OR</b> not following safety rules, regulations or laws.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> possible physical, social <b>AND</b> emotional consequences of not understanding <b>AND</b> not following safety rules, regulations or laws.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> the role of rights and responsibilities associated with rules, regulations and laws related to safety practices.</li> </ul>



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	<ul style="list-style-type: none"> <li>I can <b>identify</b> my personal standards about individual rights <b>OR</b> responsibility for safety <b>OR</b> safe environments</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>illustrate</b> my personal standards about individual rights <b>OR</b> responsibility for safety <b>OR</b> safe environments.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>illustrate</b> my personal standards about individual rights <b>AND</b> responsibility for safety <b>AND</b> safe environments.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose</b> situations when personal standards about individual responsibility for safety may be challenged.</li> </ul>
Comments				
<b>USC 6.7</b> <b>I can 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 are targeted.</b>	<ul style="list-style-type: none"> <li>I can identify the target audience, product or purpose of a variety of health promotions.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how marketing and promotional vehicles/strategies used by companies/industries (including Tobacco, Alcohol, Diabetes OR HIV) encourage youth to buy OR challenge personal standards.</li> </ul>	<ul style="list-style-type: none"> <li>I can evaluate how marketing and promotional vehicles/strategies used by companies/industries (including Tobacco, Alcohol, Diabetes AND HIV) encourage youth to buy AND challenge personal standards.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare strategies used by industries and agencies that encourage health-enhancing behaviours, to those that encourage health-compromising behaviours.</li> </ul>
	<ul style="list-style-type: none"> <li>I can identify examples of health advertisements that target young people.</li> </ul>	<ul style="list-style-type: none"> <li>I can propose why young people are a valuable market for health-enhancing OR health-compromising agencies.</li> </ul>	<ul style="list-style-type: none"> <li>I can propose why young people are a valuable market for both health-enhancing AND health-compromising agencies.</li> </ul>	<ul style="list-style-type: none"> <li>I can assess the impact of health-enhancing AND health-compromising agencies on my personal choices and standards .</li> </ul>
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