



Health Grade 2 (Discovering Connections Between Self and Wellness) 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 <b>achieve the outcome.</b>	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.
<b>USC 2.1</b> I can demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.	<ul style="list-style-type: none"><li>I can <b>recognize</b> how particular thoughts influence how I feel <b>OR</b> how I act.</li><li>I can <b>identify</b> ways to appropriately share thoughts, feelings <b>OR</b> actions.</li></ul>	<ul style="list-style-type: none"><li>I can <b>illustrate</b> the “cause-effect” relationship between how I think, how I feel <b>OR</b> how I act.</li><li>I can <b>show</b> ways to appropriately share thoughts, feelings <b>OR</b> actions.</li></ul>	<ul style="list-style-type: none"><li>I can <b>illustrate</b> the “cause-effect” relationship between how I think, how I feel <b>AND</b> how I act.</li><li>I can <b>show</b> ways to appropriately share thoughts, feelings <b>AND</b> actions.</li></ul>	<ul style="list-style-type: none"><li>I can <b>compare</b> how different thoughts influence how I feel <b>AND</b> act.</li><li>I can <b>compare</b> ways to appropriately share thoughts, feelings <b>AND</b> actions.</li></ul>
Comments				

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<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. I <b>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 2.2</b> <b>Determine how healthy snacking practices influence personal health.</b>	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>give examples</b> of healthy and unhealthy snacks.</li> <li>• I can <b>recognize</b> a few benefits of healthy snacking <b>OR</b> snacking patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>give examples</b> of healthy and unhealthy snacks.</li> <li>• I can <b>describe</b> many benefits of healthy snacks <b>OR</b> snacking patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> why a snack is healthy or unhealthy.</li> <li>• I can <b>describe</b> many benefits of healthy snacks <b>AND</b> snacking patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> a variety of healthy and unhealthy snacks.</li> <li>• I can <b>propose</b> changes I might make to my own snack choices <b>AND</b> snacking patterns.</li> </ul>
Comments				
<b>USC 2.3</b> <b>I can develop an understanding of how health may be affected by illness and disease.</b>	<ul style="list-style-type: none"> <li>• I can <b>identify</b> what being sick sounds like, feels like, <b>OR</b> looks like.</li> <li>• I can <b>recognize</b> ways I might get sick <b>OR</b> healthy habits that may keep me from getting sick.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>demonstrate</b> what being sick looks like, sounds like <b>OR</b> feels like.</li> <li>• I can <b>describe</b> ways I might get sick <b>OR</b> healthy habits that may keep me from getting sick.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> what being sick looks like, sounds like <b>AND</b> feels like.</li> <li>• I can <b>describe</b> ways I might get sick <b>AND</b> healthy habits that may keep me from getting sick.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> how a “healthy day” differs from a “sick day.”</li> <li>• I can <b>propose</b> ways to take care of self and others when sick.</li> </ul>
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<b>USC 2.4</b> I can examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.	<ul style="list-style-type: none"><li>I can <b>recognize</b> what it looks like <b>OR</b> sounds like to show respect for self, other people, living things, possessions <b>OR</b> the environment.</li></ul>	<ul style="list-style-type: none"><li>I can <b>show</b> what it looks like <b>OR</b> sounds like to show respect for self, other people, living things, possessions <b>OR</b> the environment.</li></ul>	<ul style="list-style-type: none"><li>I can <b>show</b> what it looks like <b>AND</b> sounds like to show respect for self, other people, living things, possessions <b>AND</b> the environment.</li></ul>	<ul style="list-style-type: none"><li>I can <b>explain</b> the importance of showing respect for self, other people, living things, possessions <b>AND</b> the environment.</li></ul>
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<b>USC 2.5</b> <b>I can recognize potential safety risks in community “play areas” and determine safe practices/behaviours to identify, assess, and reduce the risks.</b>	<ul style="list-style-type: none"> <li>I can <b>recognize</b> safe behaviours <b>OR</b> general safety rules in community play areas.</li> <li>I can <b>identify</b> healthy <b>OR</b> unhealthy behaviours with respect to safety in play areas.</li> <li>I can <b>recognize</b> ways to identify, assess <b>OR</b> reduce the risk of potentially dangerous situations in play areas.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> safe behaviours <b>OR</b> general safety rules in community play areas.</li> <li>I can <b>represent</b> healthy <b>OR</b> unhealthy behaviours with respect to safety in play areas.</li> <li>I can <b>show</b> ways to identify, assess <b>OR</b> reduce the risk of potentially dangerous situations in play areas.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> safe behaviours <b>AND</b> safety rules in community play areas (e.g. parks, playgrounds, school yard).</li> <li>I can <b>represent</b> healthy <b>AND</b> unhealthy behaviours with respect to safety in play areas.</li> <li>I can <b>show</b> ways to identify, assess <b>AND</b> reduce the risk of potentially dangerous situations in play areas.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the importance/consequences of practicing/not practicing safe behaviours and safety rules in community play areas.</li> <li>I can <b>propose</b> possible healthy <b>AND</b> unhealthy risks in play areas.</li> <li>I can <b>compare many</b> ways to identify, assess <b>AND</b> reduce the risk of potentially dangerous situations.</li> </ul>
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<b>USC 2.6</b> <b>I can examine how communities benefit from the diversity of their individual community members.</b>	<ul style="list-style-type: none"><li>I can <b>identify</b> ways that I am special and unique, including physical and inherited attributes, abilities <b>OR</b> personal qualities.</li><li><b>With help</b>, I can <b>recognize</b> a few benefits of diversity in communities.</li></ul>	<ul style="list-style-type: none"><li>I can <b>represent</b> ways that I am special and unique, including physical and inherited attributes, abilities <b>OR</b> personal qualities.</li><li>I can <b>recognize</b> benefits of diversity in communities.</li></ul>	<ul style="list-style-type: none"><li>I can <b>represent</b> ways that I am special and unique, including physical and inherited attributes, abilities <b>AND</b> personal qualities.</li><li>I can <b>describe</b> the benefits of a community where everyone is different.</li></ul>	<ul style="list-style-type: none"><li>I can <b>compare</b> ways that I am special and unique with others.</li><li>I can <b>propose</b> what our community would be like if everyone was the same.</li></ul>
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