



Health Grade 8 (Supporting Others) 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 8.1 I can analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.	<ul style="list-style-type: none"> I can identify some examples of supportive persons OR networks within my community. 	<ul style="list-style-type: none"> I can explain the functions of support persons OR networks within my community. 	<ul style="list-style-type: none"> I can explain the functions of support persons AND networks within my community. 	<ul style="list-style-type: none"> I can compare the functions of informal and formal community supports.
	<ul style="list-style-type: none"> I can recognize traits OR skills of a supportive person. 	<ul style="list-style-type: none"> I can represent traits OR skills of an effective support person. 	<ul style="list-style-type: none"> I can represent traits AND skills of an effective support person. 	<ul style="list-style-type: none"> I can assess my own traits AND skills as an effective support person.
	<ul style="list-style-type: none"> I can identify examples of empowerment (“helping others to help themselves”) OR learned dependence. 	<ul style="list-style-type: none"> I can describe, with examples, help that supports greater independence (empowerment) OR that which creates dependence (learned dependence). 	<ul style="list-style-type: none"> I can describe, with examples, help that supports greater independence (empowerment) AND that which creates dependence (learned dependence). 	<ul style="list-style-type: none"> I can reflect on my own experiences with dependence AND empowerment, both as a support person AND when receiving support.
Comments				



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USC 8.2 I can analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.	<ul style="list-style-type: none"> I can identify family roles AND A FEW family structures (nuclear, mixed, childless, foster, same-sex, single parent, extended). 	<ul style="list-style-type: none"> I can explain family roles OR how these roles are established within MANY family structures (nuclear, mixed, childless, foster, same-sex, single parent, extended). 	<ul style="list-style-type: none"> I can explain family roles AND how these roles are established within SEVERAL family structures (nuclear, mixed, childless, foster, same-sex, single parent, extended). 	<ul style="list-style-type: none"> I can compare various family roles and propose how and why they are established within various family structures.
	<ul style="list-style-type: none"> I can identify some family responsibilities associated with family roles. 	<ul style="list-style-type: none"> I can explain family responsibilities associated with family roles OR the expectations that family members have on one another. 	<ul style="list-style-type: none"> I can explain family responsibilities associated with family roles AND the expectations that family members have on one another. 	<ul style="list-style-type: none"> I can assess my personal beliefs of roles and responsibilities and propose the impact this has on the expectations I have of my family members.
	<ul style="list-style-type: none"> With help, I can identify examples of inequity, bias OR discrimination related to family structures, roles OR responsibilities. 	<ul style="list-style-type: none"> I can identify and challenge examples of inequity, bias OR discrimination related to family structures, roles OR responsibilities. 	<ul style="list-style-type: none"> I can identify and challenge examples of inequity, bias AND discrimination related to family structures, roles AND responsibilities. 	<ul style="list-style-type: none"> I can reflect on my personal prejudices and biases AND their influence on assumptions about families.
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USC 8.3 I can investigate and analyze the impact of in/formal supports and services (including testing/diagnostic services) available to individuals, families, and communities infected with/affected by non-curable infections/diseases (including HIV and Hepatitis C).	<ul style="list-style-type: none"> I can give examples of formal OR informal supports needed/wanted by individuals infected with/affected by non-curable infections/diseases (including HIV OR Hepatitis C). 	<ul style="list-style-type: none"> I can describe the impact of formal OR informal supports needed/wanted by individuals infected with OR affected by non-curable infections/diseases (including HIV OR Hepatitis C). 	<ul style="list-style-type: none"> I can describe the impact of formal AND informal supports needed/wanted by individuals infected with AND affected by non-curable infections/diseases (including HIV AND Hepatitis C). 	<ul style="list-style-type: none"> I can form an opinion on supports needed to reduce some of the behaviours associated with acquiring non-curable infections/diseases (e.g. needle exchanges, safer sex practices, etc.)
	<ul style="list-style-type: none"> I can recognize consequences of having OR not having supports, formal OR informal on self, family OR community 	<ul style="list-style-type: none"> I can explain the consequences of having OR not having supports, formal OR informal on self, family OR community. 	<ul style="list-style-type: none"> I can explain the consequences of having AND not having supports, both formal AND informal on self, family AND community. 	<ul style="list-style-type: none"> I can propose how misinformation and/or lack of understanding/education may influence the kinds of supports available for people infected with/affected by non-curable infections.
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USC 8.4 I can demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse and neglect) on the well-being of and the supports needed for self, family, and community.	<ul style="list-style-type: none"> I can identify some way that violence impacts the self, families, OR communities. 	<ul style="list-style-type: none"> I can describe the impact of physical, emotional, spiritual OR sexual abuse on self, families AND communities. 	<ul style="list-style-type: none"> I can describe the impact of physical, emotional, spiritual AND sexual abuse on self, families AND communities. 	<ul style="list-style-type: none"> I can propose factors that might contribute to abuse and neglect.
	<ul style="list-style-type: none"> I can recognize ways to protect oneself from abuse OR support others who may be experiencing abuse. 	<ul style="list-style-type: none"> I can demonstrate ways to protect oneself from abuse OR support others (including those experiencing abuse OR those who behave in violent ways) in abusive situations. 	<ul style="list-style-type: none"> I can demonstrate ways to protect oneself from abuse AND support others (including those experiencing abuse AND those who behave in violent ways) in abusive situations. 	<ul style="list-style-type: none"> I can explain reasons for victims to keep violence a secret, AND the impact this has on self, family and community.
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USC 8.5 I can assess how body image satisfaction or dissatisfaction and over-reliance on appearance as a source of identity and self-esteem affects the quality of my life and the life of family.	<ul style="list-style-type: none"> I can identify personal habits and practices that are motivated by wanting to be happy with how we look. 	<ul style="list-style-type: none"> I can explain the motivation for OR the consequences of being satisfied OR dissatisfied with how we look. 	<ul style="list-style-type: none"> I can explain the motivation for AND the consequences of being satisfied AND dissatisfied with how we look. 	<ul style="list-style-type: none"> I can form an opinion on the pressures/techniques used to influence judgement and values about the way we look.
	<ul style="list-style-type: none"> I can identify examples of body image satisfaction, body image behaviour, body image investment OR body image perception. 	<ul style="list-style-type: none"> I can represent the impact of different attitudes OR behaviours (body image satisfaction, body image behaviour, body image investment OR body image perception) on my quality of life OR the life of my family. 	<ul style="list-style-type: none"> I can represent the impact of different attitudes AND behaviours (body image satisfaction, body image behaviour, body image investment AND body image perception) on my quality of life AND the life of my family. 	<ul style="list-style-type: none"> I can compare a variety of pressures/influences that promote realistic AND unrealistic images of desirable body shape and weight.
	<ul style="list-style-type: none"> I can identify the concepts of self-esteem and body-image. 	<ul style="list-style-type: none"> I can identify the connections between body image and self-esteem. 	<ul style="list-style-type: none"> I can illustrate the connections between body image satisfaction or dissatisfaction and self-esteem. 	<ul style="list-style-type: none"> I can assess the impact of body image satisfaction or dissatisfaction on my own identify and self-esteem.
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USC 8.6 I can examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for my well-being and the well-being of others and the environment.	<ul style="list-style-type: none"> I can identify changes needed to protect the environment and the health of the people, in my family and my community. 	<ul style="list-style-type: none"> I can describe the connections between the health of the environment and the health of the people OR practices/activities that pose a threat to both the environment and the health of the people. 	<ul style="list-style-type: none"> I can describe the connections between the health of the environment and the health of the people AND practices/activities that pose a threat to both the environment and the health of the people. 	<ul style="list-style-type: none"> I can propose how my family and community's behaviour regarding caring for the environment, might affect the well-being of others and other things.
	<ul style="list-style-type: none"> I can identify at least TWO perspectives on what is believed to be healthy/sustainable for the environment. 	<ul style="list-style-type: none"> I can compare at least TWO perspectives on what is believed to be healthy/sustainable for the environment. 	<ul style="list-style-type: none"> I can compare at least THREE perspectives on what is believed to be healthy/sustainable for the environment. 	<ul style="list-style-type: none"> I can explain the impact of (positive or negative) past OR present practices that focus on sustainability for the health of people and the environment.
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USC 8.7 I can assess the social, cultural and environmental influences on and supports for sexual health knowledge, attitudes, behaviours and decisions.	<ul style="list-style-type: none"> I can recognize sexual attitudes/norms that exist in the community. 	<ul style="list-style-type: none"> I can propose how social, cultural OR environmental attitudes/norms might influence sexual health knowledge, behaviours OR decisions. 	<ul style="list-style-type: none"> I can propose how social, cultural AND environmental attitudes/norms might influence sexual health knowledge, behaviours AND decisions. 	<ul style="list-style-type: none"> I can compare the sexual attitudes/norms of adults to those of youth in the community.
	<ul style="list-style-type: none"> I can identify sexual health supports OR services in my community. 	<ul style="list-style-type: none"> I can describe ways to respond to social, cultural, OR environmental influences OR how to support myself/others in decisions related to sexual health. 	<ul style="list-style-type: none"> I can describe ways to respond to social, cultural, AND environmental influences AND how to support myself/others in decisions related to sexual health. 	<ul style="list-style-type: none"> I can explain how access to sexual health supports and services influence personal and community sexual health.
Comments				