



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