

<p style="text-align: center;"> Health Grade 2 (Discovering Connections Between Self and Wellness) Understanding, Skills, and Confidences (USC) </p>				
OUTCOMES	<p>1 - Beginning The student is having difficulty demonstrating an understanding of the concept.</p>	<p>2 – Approaching The student is developing an understanding of the concept.</p>	<p>3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.</p>	<p>4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.</p>
<p>USC 2.1 I can demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.</p>	<ul style="list-style-type: none"> • I can recognize how particular thoughts influence how I feel OR how I act. • I can identify ways to appropriately share thoughts, feelings OR actions. 	<ul style="list-style-type: none"> • I can illustrate the “cause-effect” relationship between how I think, how I feel OR how I act. • I can show ways to appropriately share thoughts, feelings OR actions. 	<ul style="list-style-type: none"> • I can illustrate the “cause-effect” relationship between how I think, how I feel AND how I act. • I can show ways to appropriately share thoughts, feelings AND actions. 	<ul style="list-style-type: none"> • I can compare how different thoughts influence how I feel AND act. • I can compare ways to appropriately share thoughts, feelings AND actions.
<p>Comments</p>				

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