

Health Grade 6 (Action Plan) Understanding, Skills, and Confidences (USC)				
OUTCOMES	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
USC 6.1 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).	<ul style="list-style-type: none"> • I can recognize examples of personal standards OR identity. 	<ul style="list-style-type: none"> • I can represent my own definition of personal standards OR identity. 	<ul style="list-style-type: none"> • I can represent my own definition of personal standards AND identity. 	<ul style="list-style-type: none"> • I can propose connections between affirming personal standards and developing identity.
	<ul style="list-style-type: none"> • I can identify how a FEW of the following factors influence my personal standards: <ul style="list-style-type: none"> - Cultural norms - Societal norms - Family values - Peer pressures - Mass media - Traditional knowledge - White privilege - Legacy of colonization - Heterosexual privilege 	<ul style="list-style-type: none"> • I can illustrate how MANY of the following factors influence my personal standards: <ul style="list-style-type: none"> - Cultural norms - Societal norms - Family values - Peer pressures - Mass media - Traditional knowledge - White privilege - Legacy of colonization - Heterosexual privilege 	<ul style="list-style-type: none"> • I can illustrate how MOST of the following factors influence my personal standards: <ul style="list-style-type: none"> - Cultural norms - Societal norms - Family values - Peer pressures - Mass media - Traditional knowledge - White privilege - Legacy of colonization - Heterosexual privilege 	<ul style="list-style-type: none"> • I can assess whether my current attitudes/behaviours affirm my personal standards, AND suggest possible changes.
	<ul style="list-style-type: none"> • With help, I can describe the influence of personal standards on decision making. 	<ul style="list-style-type: none"> • I can describe the influence of personal standards on decision making. 	<ul style="list-style-type: none"> • I can explain the influence of personal standards on the decisions I make. 	<ul style="list-style-type: none"> • I can propose events or factors that cause people to make decisions that conflict with their personal standards.
Comments				

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Health Grade 6 (Affirm Personal Standards) Understanding, Skills, and Confidences (USC)				
OUTCOMES	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exceeding The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
USC 6.2 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,	• I can recognize examples of ALMOST ALL of the following: diversity, prejudice, stereotype OR bias.	• I can represent an understanding of ALMOST ALL of the following: diversity, prejudice, stereotype OR bias.	• I can represent a comprehensive understanding of ALL of the following: diversity, prejudice, stereotype AND bias.	• I can describe the impact of diversity, prejudice, stereotypes AND biases, on relationships that exist in our school AND community.
	• I can identify characteristics of healthy relationships.	• I can propose how stereotypes, prejudices OR biases, related to culture, religion, family structures, sexual orientations OR abilities, might impact healthy relationships.	• I can propose how stereotypes, prejudices AND biases, related to culture, religion, family structures, sexual orientations AND abilities, might impact healthy relationships.	• I can compare the benefits and challenges of maintaining healthy relationships with people who may or may not have differing values, beliefs, standards or perspectives.
	• I can identify examples of stereotypes OR biases in our community.	• I can illustrate what our community might be like if everyone was exactly the same	• I can illustrate what our community might be like if everyone was exactly the same	• I can propose how preconceptions about people (including class, gender and

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faiths, family structures, sexual orientations, and cognitive/physical abilities).		OR if stereotypes and biases did not exist.	AND if stereotypes and biases did not exist.	culture) can be false, limiting and harmful to our community.
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USC 6.3 I can demonstrate an understanding of how non-	• I can recognize ways that infectious diseases are transmitted OR ways to prevent/reduce the risk of infection.	• I can explain ways that non-curable infectious diseases, (including Hepatitis C OR AIDS), are transmitted OR ways to prevent/reduce the risk of	• I can explain ways that non-curable infectious diseases, (including Hepatitis C AND AIDS), are transmitted AND strategies to prevent/reduce	• I can propose possible impacts of the myths and assumptions related to how non-curable infections (including HIV/AIDS and

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<p>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.</p>		infection.	the risk of infection.	Hepatitis C) are transmitted.
	<ul style="list-style-type: none"> I can recognize physical, emotional, OR spiritual impacts of non-curable diseases (including HIV and Hepatitis C), on self, family OR community. 	<ul style="list-style-type: none"> I can describe physical, emotional, OR spiritual impacts of non-curable diseases (including HIV and Hepatitis C), on self, family OR community. 	<ul style="list-style-type: none"> I can describe physical, emotional, AND spiritual impacts of non-curable diseases (including HIV and Hepatitis C), on self, family AND community. 	<ul style="list-style-type: none"> I can form an opinion on the statement: non-curable infections (including HIV), affect people more than they infect.
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<p>USC 6.4 I can assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.</p>	<ul style="list-style-type: none"> I can identify situations that may be stressful for Grade 6 students. 	<ul style="list-style-type: none"> I can represent responses (physical, mental OR emotional, positive OR negative), to situations that may be stressful for Grade 6 students. 	<ul style="list-style-type: none"> I can represent responses (physical, mental AND emotional, both positive AND negative,) to situations that may be stressful for my peers. 	<ul style="list-style-type: none"> I can propose the impact of stressful situations AND responses (both positive AND negative) on self AND others.
	<ul style="list-style-type: none"> I can recognize healthy OR unhealthy ways of managing stress. 	<ul style="list-style-type: none"> I can represent healthy OR unhealthy ways of managing/responding to stress. 	<ul style="list-style-type: none"> I can represent healthy AND unhealthy ways of managing /responding to stress. 	<ul style="list-style-type: none"> I can propose short-term and long-term consequences of how one chooses to manage/ respond to stress.
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<p>USC 6.5 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 identity and well-being, and the identity and well-being of my, family, and community.</p>	<ul style="list-style-type: none"> I can identify connections between how we look, how we feel and how we behave. 	<ul style="list-style-type: none"> I can explain the influence of one’s own OR other’s perceptions of how we look on how we feel OR how we behave. 	<ul style="list-style-type: none"> I can explain the influence of one’s own AND other’s perceptions of how we look on how we feel AND how we behave. 	<ul style="list-style-type: none"> I can propose possible impacts of the mass media & advertising on influencing perceptions about appearance and body image.
	<ul style="list-style-type: none"> I can recognize how personal standards OR perceptions related to body image, can impact the health of self, family OR community. 	<ul style="list-style-type: none"> I can illustrate how personal standards OR perceptions related to body image, impact the health of self, family OR community. 	<ul style="list-style-type: none"> I can illustrate how personal standards AND perceptions related to body image, impact the health of self, family AND community. 	<ul style="list-style-type: none"> I can assess how my personal standards and perceptions about body image impact me, my family AND my community.
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USC 6.6 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.	<ul style="list-style-type: none"> I can identify safety risks of common/local adolescent activities. 	<ul style="list-style-type: none"> I can describe the safety risks of common/local adolescent activities OR the intent of safety rules, regulations, or laws for these activities. 	<ul style="list-style-type: none"> I can describe the safety risks of common/local adolescent activities AND the intent of safety rules, regulations, or laws for these activities. 	<ul style="list-style-type: none"> I can propose the impact of the rules, regulations, and laws related to safety for common local adolescent activities.
	<ul style="list-style-type: none"> I can recognize possible physical, social OR emotional consequences of not understanding OR not following safety rules, regulations or laws. 	<ul style="list-style-type: none"> I can represent possible physical, social OR emotional consequences of not understanding OR not following safety rules, regulations or laws. 	<ul style="list-style-type: none"> I can represent possible physical, social AND emotional consequences of not understanding AND not following safety rules, regulations or laws. 	<ul style="list-style-type: none"> I can compare the role of rights and responsibilities associated with rules, regulations and laws related to safety practices.
	<ul style="list-style-type: none"> I can identify my personal standards about individual rights OR responsibility for safety OR safe environments 	<ul style="list-style-type: none"> I can illustrate my personal standards about individual rights OR responsibility for safety OR safe environments. 	<ul style="list-style-type: none"> I can illustrate my personal standards about individual rights AND responsibility for safety AND safe environments. 	<ul style="list-style-type: none"> I can propose situations when personal standards about individual responsibility for safety may be challenged.
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USC 6.7 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.	<ul style="list-style-type: none"> I can identify the target audience, product or purpose of a variety of health promotions. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can compare strategies used by industries and agencies that encourage health-enhancing behaviours, to those that encourage health-compromising behaviours.
	<ul style="list-style-type: none"> I can identify examples of health advertisements that target young people. 	<ul style="list-style-type: none"> I can propose why young people are a valuable market for health-enhancing OR health-compromising agencies. 	<ul style="list-style-type: none"> I can propose why young people are a valuable market for both health-enhancing AND health-compromising agencies. 	<ul style="list-style-type: none"> I can assess the impact of health-enhancing AND health-compromising agencies on my personal choices and standards .
Comments				