

<b>Health Grade 8</b> <b>(Action Plan)</b> <b>Understanding, Skills, and Confidences (USC)</b>				
<b>OUTCOMES</b>	<b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.	<b>2 – Approaching</b> The student is developing an understanding of the concept.	<b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.	<b>4- Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>USC 8.1</b> I can analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.	• I can <b>identify</b> some examples of supportive persons <b>OR</b> networks within my community.	• I can <b>explain</b> the functions of support persons <b>OR</b> networks within my community.	• I can <b>explain</b> the functions of support persons <b>AND</b> networks within my community.	• I can <b>compare</b> the functions of informal and formal community supports.
	• I can <b>recognize</b> traits <b>OR</b> skills of a supportive person.	• I can <b>represent</b> traits <b>OR</b> skills of an effective support person.	• I can <b>represent</b> traits <b>AND</b> skills of an effective support person.	• I can <b>assess</b> my own traits <b>AND</b> skills as an effective support person.
	• I can <b>identify</b> examples of empowerment (“helping others to help themselves”) <b>OR</b> learned dependence.	• I can <b>describe</b> , with examples, help that supports greater independence (empowerment) <b>OR</b> that which creates dependence (learned dependence).	• I can <b>describe</b> , with examples, help that supports greater independence (empowerment) <b>AND</b> that which creates dependence (learned dependence).	• I can <b>reflect</b> on my own experiences with dependence <b>AND</b> empowerment, both as a support person <b>AND</b> when receiving support.
Comments				

<p style="text-align: center;"><b>Health Grade 8</b> <b>(Supporting Others)</b> <b>Understanding, Skills, and Confidences (USC)</b></p>				
<b>OUTCOMES</b>	<p><b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.</p>	<p><b>2 – Approaching</b> The student is developing an understanding of the concept.</p>	<p><b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.</p>	<p><b>4- Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.</p>
<p><b>USC 8.2</b> <b>I can analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.</b></p>	<ul style="list-style-type: none"> <li>I can <b>identify</b> family roles <b>AND A FEW</b> family structures (nuclear, mixed, childless, foster, same-sex, single parent, extended).</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> family roles <b>OR</b> how these roles are established within <b>MANY</b> family structures (nuclear, mixed, childless, foster, same-sex, single parent, extended).</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> family roles <b>AND</b> how these roles are established within <b>SEVERAL</b> family structures (nuclear, mixed, childless, foster, same-sex, single parent, extended).</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> various family roles and <b>propose</b> how and why they are established within various family structures.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>identify</b> some family responsibilities associated with family roles.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> family responsibilities associated with family roles <b>OR</b> the expectations that family members have on one another.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> family responsibilities associated with family roles <b>AND</b> the expectations that family members have on one another.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>assess</b> my personal beliefs of roles and responsibilities and <b>propose</b> the impact this has on the expectations I have of my family members.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can <b>identify</b> examples of inequity, bias <b>OR</b> discrimination related to family structures, roles <b>OR</b> responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>identify and challenge</b> examples of inequity, bias <b>OR</b> discrimination related to family structures, roles <b>OR</b> responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>identify and challenge</b> examples of inequity, bias <b>AND</b> discrimination related to family structures, roles <b>AND</b> responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>reflect</b> on my personal prejudices and biases <b>AND</b> their influence on assumptions about families.</li> </ul>
<p>Comments</p>				

<b>Health Grade 8</b> <b>(Supporting Others)</b> <b>Understanding, Skills, and Confidences (USC)</b>				
<b>OUTCOMES</b>	<b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.	<b>2 – Approaching</b> The student is developing an understanding of the concept.	<b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.	<b>4- Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>USC 8.3</b> 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).	• I can <b>give examples</b> of formal <b>OR</b> informal supports needed/wanted by individuals infected with/affected by non-curable infections/diseases (including HIV <b>OR</b> Hepatitis C).	• I can <b>describe</b> the impact of formal <b>OR</b> informal supports needed/wanted by individuals infected with <b>OR</b> affected by non-curable infections/diseases (including HIV <b>OR</b> Hepatitis C).	• I can <b>describe</b> the impact of formal <b>AND</b> informal supports needed/wanted by individuals infected with <b>AND</b> affected by non-curable infections/diseases (including HIV <b>AND</b> Hepatitis C).	• I can <b>form an opinion</b> on supports needed to reduce some of the behaviours associated with acquiring non-curable infections/diseases (e.g. needle exchanges, safer sex practices, etc.)
	• I can <b>recognize</b> consequences of having <b>OR</b> not having supports, formal <b>OR</b> informal on self, family <b>OR</b> community	• I can <b>explain</b> the consequences of having <b>OR</b> not having supports, formal <b>OR</b> informal on self, family <b>OR</b> community.	• I can <b>explain</b> the consequences of having <b>AND</b> not having supports, both formal <b>AND</b> informal on self, family <b>AND</b> community.	• I can <b>propose</b> how misinformation and/or lack of understanding/education may influence the kinds of supports available for people infected with/affected by non-curable infections.
Comments				

<b>Health Grade 8</b> <b>(Supporting Others)</b> <b>Understanding, Skills, and Confidences (USC)</b>				
<b>OUTCOMES</b>	<b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.	<b>2 – Approaching</b> The student is developing an understanding of the concept.	<b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.	<b>4-Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>USC 8.4</b> <b>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.</b>	<ul style="list-style-type: none"> <li>I can <b>identify</b> some way that violence impacts the self, families, <b>OR</b> communities.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the impact of physical, emotional, spiritual <b>OR</b> sexual abuse on self, families <b>AND</b> communities.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the impact of physical, emotional, spiritual <b>AND</b> sexual abuse on self, families <b>AND</b> communities.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose</b> factors that might contribute to abuse and neglect.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>recognize</b> ways to protect oneself from abuse <b>OR</b> support others who may be experiencing abuse.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>demonstrate</b> ways to protect oneself from abuse <b>OR</b> support others (including those experiencing abuse <b>OR</b> those who behave in violent ways) in abusive situations.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>demonstrate</b> ways to protect oneself from abuse <b>AND</b> support others (including those experiencing abuse <b>AND</b> those who behave in violent ways) in abusive situations.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> reasons for victims to keep violence a secret, <b>AND</b> the impact this has on self, family and community.</li> </ul>
Comments				

<p style="text-align: center;"><b>Health Grade 8</b> <b>(Supporting Others)</b> <b>Understanding, Skills, and Confidences (USC)</b></p>				
<b>OUTCOMES</b>	<p><b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.</p>	<p><b>2 – Approaching</b> The student is developing an understanding of the concept.</p>	<p><b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.</p>	<p><b>4- Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.</p>
<p><b>USC 8.5</b> <b>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.</b></p>	<ul style="list-style-type: none"> <li>I can <b>identify</b> personal habits and practices that are motivated by wanting to be happy with how we look.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the motivation for <b>OR</b> the consequences of being satisfied <b>OR</b> dissatisfied with how we look.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the motivation for <b>AND</b> the consequences of being satisfied <b>AND</b> dissatisfied with how we look.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>form an opinion</b> on the pressures/techniques used to influence judgement and values about the way we look.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>identify</b> examples of body image satisfaction, body image behaviour, body image investment <b>OR</b> body image perception.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> the impact of different attitudes <b>OR</b> behaviours (body image satisfaction, body image behaviour, body image investment <b>OR</b> body image perception) on my quality of life <b>OR</b> the life of my family.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> the impact of different attitudes <b>AND</b> behaviours (body image satisfaction, body image behaviour, body image investment <b>AND</b> body image perception) on my quality of life <b>AND</b> the life of my family.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> a variety of pressures/influences that promote realistic <b>AND</b> unrealistic images of desirable body shape and weight.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>identify the concepts</b> of self-esteem and body-image.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>identify</b> the connections between body image and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>illustrate the connections</b> between body image satisfaction or dissatisfaction and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>assess the impact</b> of body image satisfaction or dissatisfaction on my own identify and self-esteem.</li> </ul>
<p>Comments</p>				

<p style="text-align: center;"><b>Health Grade 8</b> <b>(Supporting Others)</b> <b>Understanding, Skills, and Confidences (USC)</b></p>				
<b>OUTCOMES</b>	<p><b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.</p>	<p><b>2 – Approaching</b> The student is developing an understanding of the concept.</p>	<p><b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.</p>	<p><b>4- Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.</p>
<p><b>USC 8.6</b> <b>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.</b></p>	<ul style="list-style-type: none"> <li>I can <b>identify</b> changes needed to protect the environment and the health of the people, in my family and my community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the connections between the health of the environment and the health of the people <b>OR</b> practices/activities that pose a threat to both the environment and the health of the people.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the connections between the health of the environment and the health of the people <b>AND</b> practices/activities that pose a threat to both the environment and the health of the people.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose</b> how my family and community’s behaviour regarding caring for the environment, might affect the well-being of others and other things.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>identify</b> at least <b>TWO</b> perspectives on what is believed to be healthy/sustainable for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> at least <b>TWO</b> perspectives on what is believed to be healthy/sustainable for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> at least <b>THREE</b> perspectives on what is believed to be healthy/sustainable for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain the impact</b> of (positive or negative) past <b>OR</b> present practices that focus on sustainability for the health of people and the environment.</li> </ul>
<p>Comments</p>				

<b>Health Grade 8</b> <b>(Supporting Others)</b> <b>Understanding, Skills, and Confidences (USC)</b>				
<b>OUTCOMES</b>	<b>1 - Beginning</b> The student is having difficulty demonstrating an understanding of the concept.	<b>2 – Approaching</b> The student is developing an understanding of the concept.	<b>3 – Meeting</b> The student consistently demonstrates an understanding of the concept or has achieved the concept.	<b>4- Exemplary</b> The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
<b>USC 8.7</b> I can assess the social, cultural and environmental influences on and supports for sexual health knowledge, attitudes, behaviours and decisions.	• I can <b>recognize</b> sexual attitudes/norms that exist in the community.	• I can <b>propose</b> how social, cultural <b>OR</b> environmental attitudes/norms might influence sexual health knowledge, behaviours <b>OR</b> decisions.	• I can <b>propose</b> how social, cultural <b>AND</b> environmental attitudes/norms might influence sexual health knowledge, behaviours <b>AND</b> decisions.	• I can <b>compare</b> the sexual attitudes/norms of adults to those of youth in the community.
	• I can <b>identify</b> sexual health supports <b>OR</b> services in my community.	• I can <b>describe</b> ways to respond to social, cultural, <b>OR</b> environmental influences <b>OR</b> how to support myself/others in decisions related to sexual health.	• I can <b>describe</b> ways to respond to social, cultural, <b>AND</b> environmental influences <b>AND</b> how to support myself/others in decisions related to sexual health.	• I can <b>explain</b> how access to sexual health supports and services influence personal and community sexual health.
Comments				