

<p align="center"><b>Health Grade 9 (Action Plan) Understanding, Skills, and Confidences (USC)</b></p>				
<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.
<p><b>USC 9.1</b> I can develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.</p>	<ul style="list-style-type: none"> <li>I can <b>identify</b> local decisions <b>OR</b> promotions that promote health.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> the impact (self, family, community <b>OR</b> environment) of at least <b>ONE</b> health promotions on health-enhancing behaviours, in our community <b>OR</b> elsewhere.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> the impact (self, family, community <b>AND</b> environment) of at least <b>TWO</b> health promotions on health-enhancing behaviours, in our community <b>AND</b> elsewhere.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> the impact (self, family, community <b>AND</b> environment) of at least <b>TWO</b> health promotions on health-enhancing behaviours, in our community <b>AND</b> elsewhere.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>identify</b> a variety of leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the leadership skills needed <b>OR</b> used in health promotion (e.g. community action, developing personal skills, creating supportive environments, building healthy policies) <b>OR</b> healthy decisions.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the leadership skills needed <b>AND</b> used in health promotion (e.g. community action, developing personal skills, creating supportive environments, building healthy policies) <b>AND</b> healthy decisions.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the importance of leadership skills on health promotion <b>AND</b> healthy decisions.</li> </ul>
<p>Comments</p>				
<p><b>USC 9.2</b> I can analyze how the well-being of self, family, community, and the environment is enhanced by a</p>	<ul style="list-style-type: none"> <li>I can <b>identify</b> situations in the community where personal safety may be in jeopardy.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> safe <b>OR</b> unsafe practices in the community that endanger <b>OR</b> enhance the well-being of young people.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>represent</b> safe <b>AND</b> unsafe practices in the community that endanger <b>AND</b> enhance the well-being of young people <b>AND</b> propose why these practices occur.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose</b> how unsafe situations affect the physical, mental, emotional and spiritual well-being of self <b>AND</b> others.</li> </ul>

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<b>comprehensive, community approach to safety.</b>	<ul style="list-style-type: none"> <li>I can <b>give examples</b> of safety promotions/strategies in the community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> the benefits and challenges of safety promotions/strategies in the community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> the benefits and challenges of safety promotions/strategies in the community, including comprehensive community approaches.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the impact of comprehensive community approaches to safety on self <b>AND</b> others.</li> </ul>
Comments				
<b>USC 9.3</b> <b>I can interpret, critique, and question the stigma associated with individuals, families, and communities living with/affected by non-curable infections/diseases, including HIV/AIDS and Hepatitis C and for those who advocate for them.</b>	<ul style="list-style-type: none"> <li>I can <b>identify</b> stigmas associated with those infected with <b>OR</b> those who advocate for those living with non-curable infections/diseases, including HIV.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the impact of the stigmas associated with those infected with <b>OR</b> those who associate/advocate for those living HIV/AIDS and Hepatitis C on the individual, the family <b>OR</b> the community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the impact of the stigmas associated with those infected with <b>AND</b> those who associate/advocate for those living HIV/AIDS and Hepatitis C on the individual, the family <b>AND</b> the community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>assess</b> health promotion strategies that reinforce and/or address the stigma associated with HIV/AIDS.</li> </ul>
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<b>Health Grade 9</b> <b>(Promoting Health)</b> <b>Understanding, Skills, and Confidences (USC)</b>				
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<b>USC 9.4</b> I can analyze the norms and expectations (e.g. community, cultural) associated with romantic relationships as a means to effectively plan for related health promotion.	<ul style="list-style-type: none"> <li>I can <b>identify</b> similarities and differences that exist among cultural norms and expectations regarding romantic relationships.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> how family, cultural <b>OR</b> community norms <b>OR</b> expectations influence romantic/dating relationships.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> how family, cultural <b>AND</b> community norms <b>AND</b> expectations influence romantic/dating relationships.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose</b> strategies required for healthy dating /romantic relationships, including setting and agreeing to limits, strategies for support and addressing violence.</li> </ul>
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<b>USC 9.5</b> <b>I can evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g. fundraising, feasts, canteen sales, extra-curricular events) in the community (e.g. home, school, arena, youth center).</b>	<ul style="list-style-type: none"> <li>I can <b>identify</b> examples of healthy food policies in the school <b>AND</b> the community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> healthy food policies in the school <b>OR</b> community based on established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>evaluate</b> healthy food policies in the school <b>AND</b> community using established criteria <b>AND</b> Canada’s Food Guide.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>propose</b> influences on the development <b>AND</b> implementation of food policies in the school <b>AND</b> community.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With frequent guidance,</b> I can <b>develop</b> a plan, individually <b>OR</b> with others in a group <b>OR</b> class initiative, that outlines the necessary actions <b>OR</b> priorities to develop a new <b>OR</b> revise an existing food policy in our community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>develop</b> a plan, individually <b>OR</b> with others in a group <b>OR</b> class initiative, that outlines the necessary actions <b>OR</b> priorities to develop a new <b>OR</b> revise an existing food policy in our community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>develop a detailed</b> plan, individually <b>OR</b> with others in a group <b>OR</b> class initiative, that outlines the necessary actions <b>AND</b> priorities to develop a new <b>OR</b> revise an existing food policy in our community.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>show evidence of implementing</b> a plan, to develop a new <b>OR</b> revise an existing food policy in our community.</li> </ul>
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<b>USC 9.6</b> I can analyze the health, economic, and social supports and challenges of addictions (e.g. tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.	I can <b>identify</b> the possible health, economic <b>OR</b> social challenges of <b>A FEW</b> of the following addictions on self, family <b>OR</b> community: - Tobacco - Shopping - Alcohol - Gambling - Internet - Drugs	I can <b>represent</b> the possible health, economic <b>OR</b> social challenges of <b>MANY</b> of the following addictions on self, family <b>OR</b> community: - Tobacco - Shopping - Alcohol - Gambling - Internet - Drugs	I can <b>represent</b> the possible health, economic <b>AND</b> social challenges of <b>SEVERAL</b> of the following addictions on self, family <b>AND</b> community: - Tobacco - Shopping - Alcohol - Gambling - Internet - Drugs	I can <b>form an opinion</b> on the negative effects of addictions on the well-being of the environment.
	I can <b>identify</b> community supports/services related to <b>A FEW</b> of the following addictions: - Tobacco - Shopping - Alcohol - Gambling - Internet - Drugs	I can <b>describe</b> community supports/services related to <b>MANY</b> of the following addictions: - Tobacco - Shopping - Alcohol - Gambling - Internet - Drugs	I can <b>describe</b> community supports/services related to <b>SEVERAL</b> of the following addictions: - Tobacco - Shopping - Alcohol - Gambling - Internet - Drugs	I can <b>explain</b> the benefits and challenges of accessing community supports/services related to addictions.
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<b>USC 9.7</b>  <b>I can analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues.</b>	<ul style="list-style-type: none"> <li>• I can <b>recognize a few</b> warning signs of suicide <b>OR</b> factors that may increase the risk for suicide.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> warning signs of suicide <b>OR</b> the factors that may increase the risk for suicide.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain, in detail,</b> a variety of warning signs of suicide <b>AND</b> the factors that may increase the risk for suicide.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>form an opinion</b> on the trends of teen suicide in Saskatchewan and Canada.</li> </ul>
	<ul style="list-style-type: none"> <li>• I can <b>give examples</b> of tragic death.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> the impact of suicide <b>OR</b> tragic death on the well-being of the individual, family <b>OR</b> community.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> the impact of suicide <b>AND</b> tragic death on the well-being of the individual, family <b>AND</b> community.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>propose</b> the healing (mental, emotional, spiritual) that is necessary for self, family and community when a tragic death/suicide occurs.</li> </ul>
	<ul style="list-style-type: none"> <li>• I can <b>identify</b> strategies <b>OR</b> promotions to reduce suicide <b>OR</b> tragic deaths.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> strategies <b>OR</b> promotions to reduce suicide (self <b>OR</b> others) <b>OR</b> tragic deaths.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> strategies <b>AND</b> promotions to reduce suicide (self <b>AND</b> others) <b>AND</b> tragic deaths.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> the benefits and challenges of accessing supports/services related to suicide and tragic death.</li> </ul>
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<b>USC 9.8</b> I can assess the ways self, family and community facilitate healthy living for people with chronic illness.	<ul style="list-style-type: none"> <li>• I can <b>identify examples</b> of physical <b>AND</b> mental chronic illness.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> the causes, symptoms, treatment <b>OR</b> prognosis of physical <b>OR</b> mental chronic illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>represent</b> the causes, symptoms, treatment <b>AND</b> prognosis of physical <b>AND</b> mental, chronic illnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> the similarities and differences of a variety of physical <b>AND</b> mental chronic illnesses.</li> </ul>
	<ul style="list-style-type: none"> <li>• I can <b>recognize</b> the challenges that exist for individuals <b>OR</b> families living with chronic illness.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> the challenges that exist for individuals <b>OR</b> families living with chronic illness.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> the challenges that exist for individuals <b>AND</b> families living with chronic illness.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>propose</b> solutions/supports for individuals <b>AND</b> families living with chronic illness.</li> </ul>
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<b>USC 9.9</b> <b>I can develop and demonstrate the personal insight, motivation and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours</b>	<ul style="list-style-type: none"> <li>I can <b>identify</b> sexual health choices that reduce the risk of health compromising consequences.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> attitudes <b>OR</b> behaviours that may interfere with <b>OR</b> enhance sexual health.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> attitudes <b>AND</b> behaviours that may interfere with <b>AND</b> enhance sexual health, including alcohol and drugs.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>form an opinion</b> on abstinence as the healthiest and safest sexual health choice for young people.</li> </ul>
	<ul style="list-style-type: none"> <li>I can <b>identify</b> personal standards that influence sexual health decisions.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> strategies for committing to personal standards when making decisions to enhance sexual health <b>OR</b> prevent/reduce sexual health problems.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>describe</b> strategies for committing to personal standards when making decisions to enhance sexual health <b>AND</b> prevent/reduce sexual health problems.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the benefits and challenges of asserting one’s personal commitment <b>AND</b> taking action to enhance sexual health (including raising, discussing and negotiating sexual health issues with partners).</li> </ul>
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