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Health Grade 5							
	(Facing Obstacles and Embracing Opportunities)						
	Understa	anding, Skills, and Coi	nfidences (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 5.1 I can analyze my	•I can identify the serving size, calories AND nutritional values on food labels.	• I can explain the importance of reading and understanding food labels including serving size, calories OR nutritional values, for making healthy food choices.	• I can explain the importance of reading and understanding food labels including serving size, calories AND nutritional values, for making healthy food choices.	• I can compare the health benefits of processed versus non-processed foods, using food labels to support my argument.			
eating practices.	• I can record my food consumption for five days, including servings, time AND location.	• I can record AND draw conclusions from my food consumption for five days, including servings, time OR location.	• I can record AND draw conclusions from my food consumption for five days, including servings, time AND location.	•I can propose several changes I might make to my daily food consumption to influence healthy eating habits.			



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USC 5.2 I can understand	• I can recognize physical changes, primary OR secondary, that occur during puberty.	• I can describe primary OR secondary changes that occur during puberty.	• I can describe primary AND secondary changes that occur during puberty.	• I can compare the physical changes that occur during puberty in males and females, including menstruation and spermatogenesis.	
the responsibilities associated with the physical, social, spiritual, and emotional changes of puberty.	• I can recognize social, emotional OR spiritual changes that occur during puberty.	• I can describe social, emotional OR spiritual changes that occur during puberty.	• I can describe social, emotional AND spiritual changes that occur during puberty.	• I can propose strategies for managing the social, emotional AND spiritual changes that occur during puberty.	
	•I can identify personal responsibilities OR healthy practices associated with physical, social, spiritual OR emotional changes during puberty.	• I can describe personal responsibilities OR healthy practices associated with physical, social, spiritual OR emotional changes during puberty.	• I can describe personal responsibilities AND healthy practices associated with physical, social, spiritual AND emotional changes during puberty.	• I can propose the impact of a significant and trusted adult when managing the changes and responsibilities associated with puberty.	



USC 5.3 I can analyze how infectious diseases (including HIV and Hepatitis C) and non-infectious illeaseas (diagaceas)• I can identify examples of infectious OR non-infectious, OR illness OR disease.• I can give examples to show the differences between infectious AND non-infectious, OR illness AND disease.• I can give examples to show the differences between infectious AND non-infectious, OR illness AND disease.• I can give examples to show the differences between infectious AND non-infectious, OR illness AND disease.• I can give examples to show the differences between infectious AND non-infectious, OR illness AND disease.• I can compare example infectious, OR illness AND disease.• I can recognize physical, mental, emotional OR spiritual affects of illness and disease on iffects of illness and disease on• I can explain the physical, mental, emotional OR spiritual affects of illness (including HIV affects of illness and disease on• I can explain the physical, mental, emotional OR spiritual affects of illness (including HIV• I can explain the physical, mental, emotional AND spiritual affects of illness and die) from certain illness and die) from certain illness and die) from certain illness and die) from certain illness and			ficaltin Grade 5		Julic 2020	
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Sell, failing OK community. OK nepatitis c) and disease on a disease (including fire and disease and others can ap	-	self, family OR community.	OR Hepatitis C) and disease on	disease (including HIV and	disease and others can appear	
Challenge holistic self, family OR community. Hepatitis C) on self, family AND quite healthy, or can be c well-being. community. community. community.	well-being.	[Sen, ramily OR community.		quite healthy, or can be cured.	



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Health Grade 5 (Facing Obstacles and Embracing Opportunities) Understanding, Skills, and Confidences (USC)					
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USC 5.4 I can analyze the connections between personal identity and personal well-	•I can recognize examples of stereotyping, prejudice OR discrimination.	• I can represent , with examples , definitions of, stereotyping, prejudice OR discrimination.	•I can represent , with examples , definitions of stereotyping, prejudice AND discrimination.	•I can explain the impact of stereotyping, prejudice AND discrimination on self and others.	
being, and establish	•I can identify an understanding of self-image.	•I can explain how one's self- image is influenced by self OR others.	• I can explain how one's self- image is influenced by self AND others.	•I can propose how messages in the media may impact one's self-image.	
strategies to develop and support a positive self-image.	• I can recognize what one can think, say, OR do to develop/support a positive self- image in self OR others.	• I can describe what one can think, say, OR do to develop/support a positive self- image in self OR others.	• I can describe what one can think, say, AND do to develop/support a positive self- image in self AND others.	• I practise strategies for expressing feelings and supporting a positive self- image in myself AND others.	



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USC 5.5 I can analyze the impact of violence and the cycle of abuse on my holistic well-being and the well-being of my family, and my community.	• I can identify A FEW of the different types of abuse, (physical, sexual, emotional, mental, spiritual OR economic).	• I can explain MOST of the different types of abuse, (physical, sexual, emotional, mental, spiritual OR economic).	• I can explain ALL of the different types of abuse, (physical, sexual, emotional, mental, spiritual AND economic).	• I can compare the different types of abuse (physical, sexual, emotional, mental, spiritual AND economic).			
	• I can identify qualities of healthy relationships OR warning signals of unhealthy/abusive relationships.	• I can represent qualities of healthy relationships OR warning signals of unhealthy/abusive relationships.	• I can represent qualities of healthy relationships AND warning signals of unhealthy/abusive relationships.	I can form an opinion on why abuse is more common in some communities than in others.			
	 I can recognize possible short OR long term consequences (physical, mental, emotional OR spiritual) of violence/abuse on self OR others. 	 I can propose possible short OR long term consequences (physical, mental, emotional OR spiritual) of violence/abuse on self OR others. 	• I can propose possible short AND long term consequences (physical, mental, emotional AND spiritual) of violence/abuse on self AND others.	 I can explain the role of the "cycle of abuse" in unhealthy/abusive relationships, and propose how it might be stopped. 			



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USC 5.6	 I can recognize examples of 	• I can represent the influence	• I can represent the influence	• I can form an opinion on why		
I can assess peer	positive and negative peer	of positive OR negative peer	of positive AND negative peer	the influence of peer pressure		
influence and	pressure (internal, indirect OR	pressure (internal, indirect OR	pressure (internal, indirect	is so powerful, especially for		
demonstrate a	direct).	direct) on the decisions we	AND direct) on the decisions	adolescents AND how/why it		
readiness to		make.	we make.	changes as one gets older.		
prevent and/or	• I can identify possible	• I can represent possible	• I can represent possible	• I can assess the influence of		
avoid potentially	strategies to avoid OR reduce	strategies to avoid OR reduce	strategies to avoid AND reduce	my own thoughts, feelings AND		
dangerous	the risk of potentially	the risk of potentially	the risk of potentially	actions on my peers.		
situations	dangerous/unhealthy/unsafe	dangerous/unhealthy/unsafe	dangerous/unhealthy/unsafe			
involving peer	situations involving peer pressure, including lying,	situations involving peer pressure, including lying,	situations involving peer pressure, including lying,			
pressure (including	substance use OR bullying.	substance use OR bullying.	substance use AND bullying.			
lying, substance	substance use On bunying.	substance use ON bunying.	Substance use AND bunying.			
use, and bullying).						
use, and bunying).						



		ficaltit Grade 5		June 2020	
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USC 5.7 I can assess the	• With help, I can show the skills and confidences to admit when I am wrong AND recognize ways to rectify mistakes or wrong doing.	• I can show the skills and confidences to admit when I am wrong AND recognize ways to rectify mistakes or wrong doing.	• I can show the skills and confidences to admit when I am wrong AND propose ways to rectify mistakes or wrong doing.	• I can compare the impact of "owning" and not "owning" personal thoughts, words AND actions.	
importance of regulating myself and taking responsibility for my actions.	•I can recognize examples where individuals do OR do not self-regulate.	•I can represent scenarios where individuals do OR do not self-regulate.	• I can represent scenarios where individuals do AND do not self-regulate.	• I can propose influences on self-regulation.	
	• I can recognize that all choices/decisions have consequences.	• I can explain the impact on self OR others, when individuals do OR do not self-regulate.	• I can explain the impact on self AND others, when individuals do AND do not self- regulate.	• I can reflect on my own self- regulation actions, and their impact on self AND others.	
Comments					