

<p align="center">Health Grade 3 (Investigating Health Knowledge and Information) Understanding, Skills, and Confidences (USC)</p>				
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.
<p>USC 3.1 I can determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body and immune system.</p>	<ul style="list-style-type: none"> I can identify the basic function of the immune system. 	<ul style="list-style-type: none"> I can represent my understanding of immunity, including MANY of: <ul style="list-style-type: none"> - Function of the immune system - Germs - Viruses - Vaccinations - Antibodies 	<ul style="list-style-type: none"> I can represent my understanding of immunity, including ALMOST ALL of: <ul style="list-style-type: none"> - Function of the immune system - Germs - Viruses - Vaccinations - Antibodies 	<ul style="list-style-type: none"> I can propose what happens if the immune system is not healthy/not working properly.
	<ul style="list-style-type: none"> I can identify healthy foods OR essential nutrients. 	<ul style="list-style-type: none"> I can explain how healthy foods OR nutrients affect my mind, body OR the immune system. 	<ul style="list-style-type: none"> I can explain how healthy foods AND nutrients affect my mind, body AND immune system. 	<ul style="list-style-type: none"> I can draw conclusions about my own food choices for possible consequences on the mind AND body.
	<ul style="list-style-type: none"> I can identify how physical activity affects my mind, body OR the immune system, with help. 	<ul style="list-style-type: none"> I can explain how physical activity affects my mind, body OR the immune system. 	<ul style="list-style-type: none"> I can explain how physical activity affects my mind, body AND immune system. 	<ul style="list-style-type: none"> I can draw conclusions about my own physical activity choices for possible consequence on the mind AND body.
<p>Comments</p>				

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Health Grade 3 (Investigating Health Knowledge and Information) Understanding, Skills, and Confidences (USC)				
OUTCOMES	1 –Beginning With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Approaching I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Meeting I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4-Exemplary I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
	USC 3.2 I can examine the spiritual dimension of the “inner self” and determine the importance of nurturing it.	<ul style="list-style-type: none"> I can identify my own ideas of what an inner self might be. 	<ul style="list-style-type: none"> I can represent my own ideas of what an inner self is OR situations in which one may choose to reveal their “inner self” to others. 	<ul style="list-style-type: none"> I can represent my own ideas of what an inner self is AND situations in which one may choose to reveal their “inner self” to others.
<ul style="list-style-type: none"> I can identify the difference between helpful and actions that might be harmful to my inner self. 		<ul style="list-style-type: none"> I can explain many thoughts, feelings, and actions that might nourish the inner self OR many that might damage it. 	<ul style="list-style-type: none"> I can explain several thoughts, feelings, and actions that might nourish the inner self AND several that might damage it. 	<ul style="list-style-type: none"> I can assess whether my own feelings, thoughts, and actions nourish my inner self, or damage it.
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USC 3.3 Determine how the misuse of helpful and the	<ul style="list-style-type: none"> I can recognize helpful OR harmful substances. 	<ul style="list-style-type: none"> I can give examples of helpful OR harmful substances. 	<ul style="list-style-type: none"> I can give examples of helpful AND harmful substances. 	<ul style="list-style-type: none"> I can describe how certain substances (e.g. tobacco) may be used for ceremonial purposes in certain cultures, but

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use of harmful substances (including tobacco) affect the health of self and others.				considered harmful in others.
	<ul style="list-style-type: none"> • With help, I can identify healthy substances that could possibly become harmful. 	<ul style="list-style-type: none"> • I can identify healthy substances that could possibly become harmful. 	<ul style="list-style-type: none"> • I can describe situations when helpful substances may become harmful. 	<ul style="list-style-type: none"> • I can clarify the difference between the healthy and unhealthy use of a helpful substance.
	<ul style="list-style-type: none"> • I can recognize the impact of using harmful substances on the self OR others. 	<ul style="list-style-type: none"> • I can describe the impact of using harmful substances on the self OR others. 	<ul style="list-style-type: none"> • I can describe the impact of using harmful substances on the self AND others. 	<ul style="list-style-type: none"> • I can compare the impact of a variety of harmful substances on the self AND others.
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USC 3.4 I can understand what it means to contribute to my health and the health of my family and my home.	<ul style="list-style-type: none"> I can recognize characteristics of healthy homes OR healthy families. 	<ul style="list-style-type: none"> I can describe characteristics of healthy homes OR healthy families. 	<ul style="list-style-type: none"> I can describe characteristics of healthy homes AND healthy families. 	<ul style="list-style-type: none"> I can form an opinion on whether an individual can be healthy in an unhealthy home.
	<ul style="list-style-type: none"> I can identify ways I can OR my family members can contribute to the physical, mental, emotional OR spiritual health of our family and home. 	<ul style="list-style-type: none"> I can represent ways I can OR my family members can contribute to the physical, mental, emotional OR spiritual health of our family and home. 	<ul style="list-style-type: none"> I can represent ways I can AND my family members can, contribute to the physical, mental, emotional AND spiritual health of our family and home. 	<ul style="list-style-type: none"> I can explain the impact of communication on the health of the family and the home.
Comments				

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USC 3.5 I can evaluate safe behaviours and practices to increase my safety and the safety of others while at home.	<ul style="list-style-type: none"> I can identify potential safety risks at home. 	<ul style="list-style-type: none"> I can describe several potential safety risks at home AND ways to identify OR assess those risks. 	<ul style="list-style-type: none"> I can describe several potential safety risks at home AND ways to identify AND assess those risks. 	<ul style="list-style-type: none"> I can categorize a variety of potential safety risks at home as preventable, avoidable or reducible.
	<ul style="list-style-type: none"> I can recognize ways to prevent, avoid OR reduce the safety risk of potentially dangerous situations at home. 	<ul style="list-style-type: none"> I can represent ways to prevent, avoid OR reduce the safety risk of potentially dangerous situations at home. 	<ul style="list-style-type: none"> I can represent ways to prevent, avoid AND reduce the safety risk of potentially dangerous situations at home. 	<ul style="list-style-type: none"> I can show evidence of implementing safety practices to prevent, avoid OR reduce potentially dangerous situations at home.
Comments				
USC 3.6 I can tell the difference between examples of real violence and fictional violence (e.g., cartoons, world wrestling entertainment, video games). I can determine the influence of	<ul style="list-style-type: none"> I can recognize examples of physical, sexual OR emotional violence or abuse. 	<ul style="list-style-type: none"> I can describe examples of physical, sexual OR emotional violence or abuse. 	<ul style="list-style-type: none"> I can describe examples of physical, sexual AND emotional violence and abuse. 	<ul style="list-style-type: none"> I can compare examples of physical, sexual AND emotional violence and abuse.
	<ul style="list-style-type: none"> I can identify real violence OR fictional violence. 	<ul style="list-style-type: none"> I can describe real violence OR fictional violence. 	<ul style="list-style-type: none"> I can describe, with examples, real violence AND fictional violence. 	<ul style="list-style-type: none"> I can propose what impact mass media might have on our beliefs about real and fictional violence.
	<ul style="list-style-type: none"> I can recognize the influence of violence OR fictional violence on the 	<ul style="list-style-type: none"> I can explain the influence of violence on the mind OR body. 	<ul style="list-style-type: none"> I can explain the influence of violence on the mind AND body. 	<ul style="list-style-type: none"> I can assess how real AND fictional violence impacts my health and well-being.

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OUTCOMES	1 – Beginning	2 – Approaching	3 –Meeting	4- Exemplary
		With help, I understand parts of the simpler ideas and do a few of the simpler skills.	I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.
both on health and well-being.	mind OR body.			
Comments				