

<p align="center">Health Grade 7 (Action Plan) 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 7.1 I can establish and use strategies to commit to and act upon personal standards for various aspects of daily living over which an individual has control.</p>	<ul style="list-style-type: none"> I can identify examples of personal standards. 	<ul style="list-style-type: none"> I can describe when personal standards may be reinforced OR when they may be challenged. 	<ul style="list-style-type: none"> I can describe when personal standards may be reinforced AND when they may be challenged. 	<ul style="list-style-type: none"> I can explain the importance of ‘resiliency’ in personal standards and commitment.
	<ul style="list-style-type: none"> I can identify factors (positive OR negative) that might influence our personal standards/decisions. 	<ul style="list-style-type: none"> I can explain the connection between commitment to personal standards and healthy decision making OR factors (positive OR negative) that might influence our personal standards/decisions. 	<ul style="list-style-type: none"> I can explain the connection between commitment to personal standards and healthy decision making AND factors (positive AND negative) that might influence our personal standards/decisions. 	<ul style="list-style-type: none"> I can form an opinion on possible discrepancies between what people say they commit to and what people actually “show they commit to.”
<p>Comments</p>				

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USC 7.2 I can examine critically and use blood-borne pathogen information, including HIV and Hepatitis C, for the purpose of committing to behaviours that do not put one at risk of infection.	<ul style="list-style-type: none"> • I can represent information (primary OR secondary, expert OR non expert sources) about A FEW of the following: <ul style="list-style-type: none"> - Transmission of HIV and Hepatitis C - Signs and symptoms of HIV and Hepatitis C infection - Body’s immune system and it’s destruction by the HI virus - AIDS syndrome caused by HIV infection - The impact of people’s perceptions on decisions/actions related to HIV/AIDS • I can recognize behaviours that may increase OR those that may decrease the risk of blood-borne infections. 	<ul style="list-style-type: none"> • I can find AND represent information (primary OR secondary, expert OR non expert sources) about MANY of the following: <ul style="list-style-type: none"> - Transmission of HIV and Hepatitis C - Signs and symptoms of HIV and Hepatitis C infection - Body’s immune system and it’s destruction by the HI virus - AIDS syndrome caused by HIV infection - The impact of people’s perceptions on decisions/actions related to HIV/AIDS • I can explain behaviours that may increase OR those that may decrease the risk of blood-borne infections. 	<ul style="list-style-type: none"> • I can find AND represent information (primary AND secondary, expert AND non expert sources) about SEVERAL of the following: <ul style="list-style-type: none"> - Transmission of HIV and Hepatitis C - Signs and symptoms of HIV and Hepatitis C infection - Body’s immune system and it’s destruction by the HI virus - AIDS syndrome caused by HIV infection - The impact of people’s perceptions on decisions/actions related to HIV/AIDS • I can explain behaviours that may increase AND those that may decrease the risk of blood-borne infections. 	<ul style="list-style-type: none"> • I can compare AND represent information (primary AND secondary, expert AND non expert sources) about SEVERAL of the following: <ul style="list-style-type: none"> - Transmission of HIV and Hepatitis C - Signs and symptoms of HIV and Hepatitis C infection - Body’s immune system and it’s destruction by the HI virus - AIDS syndrome caused by HIV infection - The impact of people’s perceptions on decisions/actions related to HIV/AIDS • I can explain the impact of people’s beliefs in myths and assumptions related to the transmission of blood-borne infections.
Comments				

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Health Grade 7 (Committing Self) Understanding, Skills, and Confidences (USC)				
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USC 7.3 I can commit to personal safety practices while acquiring basic first aid knowledge and skills.	<ul style="list-style-type: none"> I can recognize possible situations at home OR at school that may require basic first aid. 	<ul style="list-style-type: none"> I can explain possible situations at home OR at school that may require basic first aid. 	<ul style="list-style-type: none"> I can explain possible situations at home AND at school that may require basic first aid. 	<ul style="list-style-type: none"> I can propose which basic first aid skills would be most valuable to acquire according to my personal needs.
	<ul style="list-style-type: none"> I can identify how personal safety practices can help to keep self/ others safe OR the consequences of practising OR not practising personal safety. 	<ul style="list-style-type: none"> I can describe how personal safety practices can help to keep self/ others safe OR the consequences of practising OR not practising personal safety. 	<ul style="list-style-type: none"> I can describe how personal safety practices can help to keep self/others safe AND the consequences of practising AND not practising personal safety. 	<ul style="list-style-type: none"> I can explain the importance of “thinking ahead” to weigh the impact of my actions on the safety of self AND others.
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USC 7.4 I can demonstrate a personalized and coherent understanding of nurturing harmony in relationships (with self, others, and the environment), and apply effective strategies to re/establish	<ul style="list-style-type: none"> I can identify examples of disagreements OR conflict. 	<ul style="list-style-type: none"> I can represent my understanding of disagreements OR conflict. 	<ul style="list-style-type: none"> I can represent my understanding of disagreements AND conflict. 	<ul style="list-style-type: none"> I can propose the impact of conflict on the health(physical, mental, emotional, spiritual) on self AND others.
	<ul style="list-style-type: none"> I can demonstrate the basics of at least ONE strategy for re-establishing harmony OR for resolving/managing conflict, not limited to: <ul style="list-style-type: none"> - Negotiation - Mediation - Anger Management 	<ul style="list-style-type: none"> I can demonstrate the basics of at least TWO strategies for re-establishing harmony OR for resolving/managing conflict, not limited to: <ul style="list-style-type: none"> - Negotiation - Mediation - Anger Management 	<ul style="list-style-type: none"> I can demonstrate the basics of at least THREE strategies for re-establishing harmony AND for resolving/managing conflict, in a variety of contexts, not limited to: <ul style="list-style-type: none"> - Negotiation - Mediation 	<ul style="list-style-type: none"> I can compare my personal strategies for dealing with conflict, with strategies discussed in class.

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harmony when conflict arises.	- Compromise - Consensus Building	- Compromise - Consensus Building	- Anger Management - Compromise - Consensus Building	
Comments				
USC 7.5 I can evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g. content labels).	<ul style="list-style-type: none"> I can identify examples of persuasion, propaganda, loaded words OR unsubstantiated claims. 	<ul style="list-style-type: none"> I can explain the techniques used to influence what foods people purchase OR what foods are believed to be healthy, including persuasion, propaganda, loaded words OR unsubstantiated claims. 	<ul style="list-style-type: none"> I can explain the techniques used to influence what foods people purchase AND what foods are believed to be healthy, including persuasion, propaganda, loaded words AND unsubstantiated claims. 	<ul style="list-style-type: none"> I can assess the role of persuasion, propaganda, loaded words AND instantiated claims, in my own healthy food choices and beliefs.
	<ul style="list-style-type: none"> I can identify the sodium, sugar, fat AND calorie content on food products. 	<ul style="list-style-type: none"> I can compare food labels (sodium, sugar, fat OR calorie content) for similar 	<ul style="list-style-type: none"> I can compare food labels (sodium, sugar, fat AND calorie content) for similar 	<ul style="list-style-type: none"> I can assess the impact of reading food labels on my own and others food

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		food products.	food products.	choices.
	<ul style="list-style-type: none"> I can compare my personal food consumption for a few days with the recommendations in Canada’s Food Guide. 	<ul style="list-style-type: none"> I can compare my personal food consumption for several days with the recommendations in Canada’s Food Guide. 	<ul style="list-style-type: none"> I can compare my personal food consumption for at least one week with the recommendations in Canada’s Food Guide. 	<ul style="list-style-type: none"> I can draw conclusions about my personal food choices and habits.
Comments				
<p>USC 7.6 I can demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g. alcohol and drugs, exclusionary behaviours, family expectations,</p>	<ul style="list-style-type: none"> I can identify examples of positive OR negative peer pressure. 	<ul style="list-style-type: none"> I can explain examples of positive OR negative peer pressure faced by MANY of the following (different genders, socio-economic backgrounds, family structures, sexual orientations, ages OR cultures) AND the consequences of following OR resisting it. 	<ul style="list-style-type: none"> I can explain examples of positive AND negative peer pressure faced by SEVERAL of the following (different genders, socio-economic backgrounds, family structures, sexual orientations, ages OR cultures) AND the consequences of following AND resisting it. 	<ul style="list-style-type: none"> I can compare the concepts of peer pressure and harassment.

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academic pressures, rules/laws).				
	<ul style="list-style-type: none"> I can identify strategies to resist peer pressure in A FEW of: <ul style="list-style-type: none"> - Alcohol and drugs - Exclusionary Behaviours - Family Expectations - Academic Pressures - Rules/Laws 	<ul style="list-style-type: none"> I can represent assertive strategies to resist peer pressure in a variety of situations including MANY of: <ul style="list-style-type: none"> - Alcohol and drugs - Exclusionary Behaviours - Family Expectations - Academic Pressures - Rules/Laws 	<ul style="list-style-type: none"> I can represent assertive strategies to resist negative peer pressure in a variety of situations including ALMOST ALL of: <ul style="list-style-type: none"> - Alcohol and drugs - Exclusionary Behaviours - Family Expectations - Academic Pressures - Rules/Laws 	<ul style="list-style-type: none"> I can represent the impact of passive, assertive and aggressive behaviours in a variety of peer pressure situations.
Comment				
<p>USC 7.7 I can investigate and express an understanding of possible discrepancies in morals (e.g. beliefs, ethics, virtues, understanding of</p>	<ul style="list-style-type: none"> I can identify examples of my own morals. 	<ul style="list-style-type: none"> I can explain how my identity OR moral code is influenced by others who are the same OR different than me. 	<ul style="list-style-type: none"> I can explain how my identity AND moral code is influenced by others who are the same AND different than me. 	<ul style="list-style-type: none"> I can explain how norms, trends and values in society influence my beliefs and my relationships with others.
	<ul style="list-style-type: none"> I can identify examples of 	<ul style="list-style-type: none"> I can describe the impact 	<ul style="list-style-type: none"> I can describe the impact 	<ul style="list-style-type: none"> I can propose situations

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right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community and the environment.	how my morals may differ with others.	of possible differences in morals (beliefs, ethics, virtues, understanding of right/wrong) on the well-being of self, family, community OR the environment.	of possible differences in morals (beliefs, ethics, virtues, understanding of right/wrong) on the well-being of self, family, community AND the environment.	where I may be required to assert my personal beliefs in the face of opposition.
Comments				