


SUBJECT: Career Education (& Health integrated) These 2 courses will be taught during the same block to cover both throughout the term. Mrs. Irrgang will teach all the Physical Education Component of Health & Physical Education.		 Adventist Education <small>A JOURNEY TO EXCELLENCE</small> <small>British Columbia Conference</small>	<i>Seventh-day Adventist Church</i> <i>(British Columbia Conference)</i> <i>Office of Education</i>
UNIT: Choices, Decisions, Goals & Healthy Living			
GRADE: 4 & 5	DURATION OF UNIT: Term 1 (Sept. – Dec.)	TEACHER: Alysia Carlson	
FAITH FOCUS: <ul style="list-style-type: none"> God designed a plan for healthful living that leads to optimum spiritual, physical, mental, and emotional health. 			
MoE BIG IDEAS: Health <ul style="list-style-type: none"> Personal choices and social and environmental factors influence our health and well-being. Career Education <ul style="list-style-type: none"> Public identity is influenced by personal choices and decisions. Exploring our strengths and abilities can help us identify our goals. 			
BIG GUIDING QUESTION/SMART GOAL: <ul style="list-style-type: none"> Why does God want human beings to choose to have a healthy mind and body? What goals and decisions am I already responsible for making and how do they affect the quality of my life? 			
KEY VOCABULARY: Goals, choices, physical, mental, spiritual, emotional, optimum, social, environmental factors, influence, media, peer pressure, resources			
CORE COMPENTENCIES: Positive Personal & Cultural Identity <ul style="list-style-type: none"> I am aware of myself as different from others. I am aware of different aspects of myself. I can identify people, places, and things that are important to me. I can describe different aspects of my identity. I have pride in who I am. I understand that I am a part of larger communities. 			
ANTI-BULLYING/HARASSMENT FOCUS:			

- This term we will focus on our own choices and the responsibility we have to make good choices, to be kind, and to be supportive of others around us as they do the same.

FIRST PEOPLES PRINCIPLES OF LEARNING/AWARENESS:

- Learning ultimately support the well-being of self, family, community, land, and those who came before us.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

SUPPORTING NAD STANDARDS:

- *Healthy Lifestyle Choices:* S.3-5.HS.7 Construct a model that illustrates the various influences that impact personal health.
- *Healthy Lifestyle Choices:* S.3-5.HS.8 Conduct an investigation to evaluate the accuracy/ influence of the media on health.
- *Healthy Lifestyle Choices:* S.3-5.HS.9 Construct a model that demonstrates the ability to use decision-making skills to enhance health.
- *Healthy Lifestyle Choices:* S.3-5.HS.10 Select a personal health goal, evaluate health resources to develop and implement a plan aimed at achieving the goal, and monitor progress toward the goal.

CURRICULAR COMPETENCIES: (Direct from MoE Learning Outcomes)

Students are expected to be able to do the following:

Health

- Participate daily in physical activity at moderate to vigorous intensity levels
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community
- Explain the relationship of healthy eating to overall health and well-being
- Identify and describe factors that influence healthy choices
- Examine and explain how health messages can influence behaviours and decisions
- Identify and apply strategies for pursuing personal healthy-living goals

CONTENT: (Direct from MoE Learning Outcomes)

Students are expected to know the following:

Health

- factors that influence self-identity, including body image and social media
- media messaging and body image
- benefits of physical activity and exercise
- practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention
- food portion sizes and number of servings
- communicable and non-communicable illnesses

Career Education

- goal-setting strategies

<p>Career Education</p> <ul style="list-style-type: none"> • Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time • Recognize the need for others who can support their learning and personal growth • Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences • Demonstrate respect for differences in the classroom • Use innovative thinking when solving problems • Set realistic short- and longer-term learning goals, define a path, and monitor progress • Make connections between effective work habits and success • Demonstrate safe behaviours in a variety of environments • Question self and others about the role of technology in the changing workplace • Appreciate the influence of peer relationships, family, and community on personal choices and goals 	<ul style="list-style-type: none"> • problem-solving and decision-making strategies • emergent leadership skills
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DAILY LESSON ACTIVITIES:	ASSESSMENT & EVIDENCE:	SUPPORTING RESOURCES:
<p>Week 1: Being Proactive & Responsible Interactive PowerPoint</p> <p>Week 2: SMART Goals Interactive PowerPoint</p> <p>Week 3: Tattling Vs. Reporting Interactive PowerPoint</p> <p>Week 4: Win-Win Solution PowerPoint & Worksheet</p> <p>Week 5: Setting & Reaching Goals Interactive PowerPoint</p> <p>Week 6: Prioritizing – Interactive PowerPoint</p>	<p>quizzes, class discussions, class activities, projects</p>	<ul style="list-style-type: none"> • <i>British Columbia Health and Career Education Grade 4</i> by Journeys in Learning • <i>BrainPop.com</i> • <i>Character Education PowerPoint #2</i> by Eve Coates – Teach the Whole Child

Week 7: Balancing Life Interactive PowerPoint		
Week 8: Nutrition (BrainPop Video, Quiz & Activities)		
Week 9: Canada's New Food Guide Pages (worksheets)		
Week 10: Fitness (BrainPop Video, Quiz & Activities)		
Week 11: Communicable & Non-Communicable Disease (BrainPop – watch videos of each and do activities)		

INSTRUCTIONAL SUPPORT IDEAS: (ELL and IEP students)

- Students who require extra support will be allowed to work at the EA's table to receive additional support on assignments and activities while still enjoying the whole class atmosphere and being included as part of the group. Assignments will be scaffolded for students as their needs require.

ENRICHMENT AND EXTENSION IDEAS: (Students meeting level 4 on proficiency scales)

- Make videos on BrainPop to teach others about how to be make healthy choices

UNIT PROFICIENCY SCALE for Unit

Score 4.0 Extending	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. Student demonstrates exceptional conceptual understanding through innovative transference of knowledge and skills to situations not already modeled and practiced. Student not only fully grasps concepts but can teach them to others.
Score 3.0 Proficient	The student demonstrates mastery of class-level skills and processes with no major errors or omissions. Student demonstrates conceptual understanding through transference of knowledge and skills to situations not already modeled and practiced. Works independently most of the time.

Score 2.0 Developing	Student demonstrates partial understanding by applying knowledge and skills to situations similar to those previously modeled and practiced. Requires a significant amount of teacher support to achieve success.
Score 1.0 Emerging	The student demonstrates limited understanding and attempts to apply knowledge and skills to situations the same as those modeled and practiced. Requires a lot of teacher support with limited success.