


<p>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.</p> <p>UNIT: Healthy Relationships</p>		 <p><i>Seventh-day Adventist Church</i> <i>(British Columbia Conference)</i> <i>Office of Education</i></p>
<p>GRADE: 4 & 5</p>	<p>DURATION OF UNIT: Term 2 (Jan. – March)</p>	<p>TEACHER: Alysia Carlson</p>
<p>FAITH FOCUS:</p> <ul style="list-style-type: none"> • God designed a plan for healthful living that leads to optimum spiritual, physical, mental, and emotional health. 		
<p>MoE BIG IDEAS:</p> <p>Health</p> <ul style="list-style-type: none"> • Developing healthy relationships helps us feel connected, supported, and valued. <p>Career Education</p> <ul style="list-style-type: none"> • Leadership requires listening to and respecting the ideas of others. • Family and community relationships can be a source of support and guidance when solving problems and making decisions. 		
<p>BIG GUIDING QUESTION/SMART GOAL:</p> <ul style="list-style-type: none"> • Why does God want us to make responsible choices? • Why is it so important to treat others with respect and to stand up for someone who is being mistreated? 		
<p>KEY VOCABULARY: conflict, mean behaviour, bullying, harassment, respect, bystander, victim, bully, support services, abuse, exploitation, generational roles</p>		
<p>CORE COMPENTENCIES: Social Awareness and Responsibility</p> <ul style="list-style-type: none"> • I can be aware of others and my surroundings. • In familiar settings, I can interact with others and my surroundings respectfully. • I can interact with others and the environment respectfully and thoughtfully. • I can take purposeful action to support others and the environment. • I can advocate and take action for my communities and the natural world. I expect to make a difference. • I can initiate positive, sustainable change for others and the environment. 		

July 11, 2021

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:

- *Health Resources:* s S.3-5.HS.6 Analyze and communicate the reliability of health information, products, and local services.
- *Health Promotion:* S.3-5.HS.4 Develop a model that demonstrates effective verbal and nonverbal communication skills to enhance health and reduce health risks.
- *Health Promotion:* S.3-5.HS.2 Construct an argument that spiritual, emotional, intellectual, physical, and social health are interrelated and dependent on one another
- *Health Promotion:* S.3-5.HS.1 Make observations to construct an evidence-based link between healthy behaviors and personal health.

CURRICULAR COMPETENCIES: (Direct from MoE Learning Outcomes)

Students are expected to be able to do the following:

Health

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Describe and apply strategies that promote a safe and caring environment

CONTENT: (Direct from MoE Learning Outcomes)

Students are expected to know the following:

Health

- sources of health information and support services
- strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

Career Education

- cultural and social awareness
- generational roles and responsibilities

<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 		
DAILY LESSON ACTIVITIES:	ASSESSMENT & EVIDENCE:	SUPPORTING RESOURCES:
<p>Week 1: Bullying vs. Conflict Interactive PowerPoint</p> <p>Week 2: Preventing Bullying Interactive PowerPoint</p> <p>Week 3: Understanding Others Interactive PowerPoint</p> <p>Week 4: Working Together PowerPoint & Worksheet</p> <p>Week 5: 4-Step Apology Interactive PowerPoint</p> <p>Week 6: Bullying Video & Activities (BrainPop)</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: Peer Pressure Video & Activities (BrainPop)		
Week 8: Cyber Bullying (BrainPop Video & Activities)		
Week 9: Conflict Resolution (BrainPop Video & Activities)		
Week 10: Ethics (BrainPop Video & Activities)		
Week 11: Adulthood (BrainPop Video & 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 prevent bullying and promote healthy relationships

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.