


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 style="text-align: right;"><i>Seventh-day Adventist Church</i> <i>(British Columbia Conference)</i> <i>Office of Education</i></p>
UNIT: Understanding Ourselves, Work Habits, & Safety		
GRADE: 4 & 5	DURATION OF UNIT: Term 2 (April - June)	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"> Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. Career Education <ul style="list-style-type: none"> Good learning and work habits contribute to short- and long-term personal and career success. 		
BIG GUIDING QUESTION/SMART GOAL: <ul style="list-style-type: none"> Why is it important to understand ourselves? How will practicing good work habits now impact my future career? 		
KEY VOCABULARY: mental health, emotions, coping strategies, support services, safety, work habits		
CORE COMPENTENCIES: Personal Awareness & Responsibility <ul style="list-style-type: none"> I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions. I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being. I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions. I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals. I recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements. I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions. 		
ANTI-BULLYING/HARASSMENT FOCUS:		

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- This term we will focus on mental health and how the words we say can have lasting impacts for good or for bad in others, so we need to focus on saying kind and uplifting things and encouraging those around us.

FIRST PEOPLES PRINCIPLES OF LEARNING/AWARENESS:

- Learning involves recognizing the consequences of one’s actions.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

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.3 Analyze patterns of accidental injuries in different locations; develop a specific action plan designed to reduce accidents; evaluate the success of the plan.
- *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.4 Develop a model that demonstrates effective verbal and nonverbal communication skills to enhance health and reduce health risks

CURRICULAR COMPETENCIES: (Direct from MoE Learning Outcomes)

Students are expected to be able to do the following:

Health

- Describe and assess strategies for promoting mental well-being, for self and others
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others
- Explore and describe strategies for managing physical, emotional, and social changes during puberty
- Explore and describe how personal identities adapt and change in different settings and situations

CONTENT: (Direct from MoE Learning Outcomes)

Students are expected to know the following:

Health

- factors influencing use of psychoactive substances, and potential harms
- physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships

Career Education

- safety hazards and rules at school, at home, and in the community

<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: Bicycle Safety (BrainPop Video & Activities)</p> <p>Week 2: Getting Help (BrainPop Video & Activities) Grade 5: Puberty Education</p> <p>Week 3: Behaviour (BrainPop Video & Activities) Grade 5: Puberty Education</p> <p>Week 4: Self Esteem (BrainPop Video & Activities) Grade 5: Puberty Education</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

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<p>Week 5: Depression (BrainPop Video & Activities) Grade 5: Puberty Education</p> <p>Week 6: Mourning (BrainPop Video & Activities) Grade 5: Puberty Education</p> <p>Week 7: Addiction (BrainPop Video & Activities)</p> <p>Week 8: Substance Abuse (BrainPop Video & Activities)</p> <p>Week 9: Alcohol (BrainPop Video & Activities)</p> <p>Week 10: Smoking (BrainPop Video & Activities)</p> <p>Week 11: Water Safety (BrainPop Video & Activities)</p>		
<p>INSTRUCTIONAL SUPPORT IDEAS: (ELL and IEP students)</p> <ul style="list-style-type: none"> 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. 		
<p>ENRICHMENT AND EXTENSION IDEAS: (Students meeting level 4 on proficiency scales)</p> <ul style="list-style-type: none"> Make videos on BrainPop to teach others about mental health and include a variety of aspects and challenges. 		
<p>UNIT PROFICIENCY SCALE for Unit</p>		
<p>Score 4.0 Extending</p>	<p>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.</p>	

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.