

| Big idea | Dates | Competencies/Content | Teaching strategies | Materials & resources | Assessment plan |
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| Confidence develops through the process of self-discovery. | Year Long | <ul style="list-style-type: none"> • Risk taking and its role in self exploration. • identify and appreciate their personal attributes, skills, interests, and accomplishments • set and achieve realistic learning goals for themselves | <ul style="list-style-type: none"> • Expose students to new experiences and activities • Provide opportunities for students to make oral presentations in the classroom, to small groups, or to other classes/teachers. • Explore the concept of identity – what makes us who we are? (Connect with Rights of the Child materials) • Explore what makes us the same and what makes us different. Emphasize acceptance and respect. • Explore local culture, customs and traditions. (Qatar Day, etc) | <ul style="list-style-type: none"> • books • videos • rights of the child resources • Social diversity books • members of the students' families • members of the community | <ul style="list-style-type: none"> • observation • rubrics • checklists • Self-reflections/learning journals |

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| Strong communities are the result of being connected to family and community and working together toward common goals. | Term 1 and 2 | <ul style="list-style-type: none"> • cultural and social awareness • roles and responsibilities at home, at school and in the local community • Recognize the importance of positive relationships in their lives | <ul style="list-style-type: none"> • identify sources of support at home, at school, and in the community • Create and support activities that help to build friendships (i.e. buddy bench) | <ul style="list-style-type: none"> • family members • videos • books on communities • cross-curricular activities with health • | <ul style="list-style-type: none"> • observation • rubrics • checklists • Self-reflections/learning journals |
| Effective collaboration relies on clear, respectful communication. | Year long | <ul style="list-style-type: none"> • Recognize the importance of positive relationships in their lives • Share ideas, information, personal feelings and knowledge with others • work respectfully and constructively with others to achieve common goals | <ul style="list-style-type: none"> • cross curricular activities with health • writing activities • journaling • think pair share activities • small group activities • large group activities • classroom projects (i.e. class mural) | <ul style="list-style-type: none"> • books • videos • paper • paint | <ul style="list-style-type: none"> • observation • rubrics • checklists • Self-reflections/learning journals |
| Everything we learn helps us to develop skills. | Year Long | <ul style="list-style-type: none"> • recognize the importance of learning in their lives and future careers • demonstrate effective work habits and organizational skills appropriate to their level of development | <ul style="list-style-type: none"> • Modeling/supporting strategies to support students in becoming more independent when completing daily tasks • Discuss ways to improve current | <ul style="list-style-type: none"> • books • videos | <ul style="list-style-type: none"> • observation • rubrics • checklists • Self-reflections/learning journals |

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| | | | <p>practices and then model these</p> <ul style="list-style-type: none"> • self-reflection journals | | |
| Communities include many different roles requiring many different skills. | Term 3 | <ul style="list-style-type: none"> • jobs in the local community • identify and appreciate the roles and responsibilities of people in their schools, families and communities • recognize the basic skills required in a variety of jobs in the community • identify and appreciate the roles and responsibilities of people in their schools, families and communities | <ul style="list-style-type: none"> • Kidzmondo field trip and field trip reflection • Guest speakers that work in various occupations • Watch videos that explore occupations that might be lesser known. • Discuss the role, responsibilities and tools of various community helpers. Identify skills that might be needed in that occupation. • Writing activities • Roleplay | <ul style="list-style-type: none"> • Kidzmondo • books • videos • community members • parents and other family members | <ul style="list-style-type: none"> • observation • rubrics • checklists • Self-reflections/learning journals |
| Learning is a lifelong enterprise. | Year long | <ul style="list-style-type: none"> • Goal setting strategies • recognize the importance of learning in their lives and future careers | <ul style="list-style-type: none"> • Discuss what a goal is. • identify steps required to help | <ul style="list-style-type: none"> • Goal setting templates • anchor charts | <ul style="list-style-type: none"> • observation • rubrics • checklists |

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| | | <ul style="list-style-type: none">• set and achieve realistic learning goals for themselves | achieve short term goals | | <ul style="list-style-type: none">• Self-reflections/learning journals |
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