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| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Roles and Responsibilities**(Ongoing throughout the year)  | \* Practising **respectful**, **ethical, inclusive** behaviour prepares us for the expectations of the workplace.\* **Safe environments** depend on everyone following **safety rules**. | \* Appreciate the importance of **respect, inclusivity, and other positive behaviours** in diverse, collaborative learning, and work environments\* Demonstrate **safety skills** in an experiential learning environment | \* **Self- Assessment** (includes inventories of preferences, skills, personal attitudes values, and interests) \* **Problem- Solving and Decision- Making Strategies****\* Global Citizenship** | \*Establishing **Routine**\* Classroom Agreement: **Positive** **Environments**\* How to be a Caring Classmate\*Peer/group discussions\***Organization** and Responsibilities: Keeping desks, classroom and classroom materials clean and organized.\***Cooperation** games &workshops\*Creating Positive Environments: **Conflict Resolution** \*Process of **Self-Reflection****\*Hayat High 5: Stop and Think****\*** Fire Procedure\* Science integration (WHMIS) | \* School Handbooks\* Games: Charades, road safety, guess who, fire safety, etc.\* WHMIS handbook | \* Formative Assessment (Ongoing group and one on one discussion)\*Projects/ presentations (summative)\* Teacher observation:- Daily Feedback with students (formative) | - Responsibility - Contract- Peer- Self-reflection- Procedure- Ethical- Inclusive- Collaboration- Cooperation- WHMIS |
| **Unit 1:** Self-Awareness and Personal IdentitySeptember 10th – November 7th | \* Our attitudes toward careers are influenced by our **view of ourselves** as well as by our friends, family, and community.\* Our personal digital identity forms part of our public identity. | \* Recognize their **personal preferences, skills, strengths, and abilities** and connect them to possible career choices\* Question self and others about how their **personal public identity (**digital presence/footprint, diction, body language, representing self and communities), can have both **positive and negative** consequences | \* **Self- Assessment** (includes inventories of preferences, skills, personal attitudes values, and interests) \* **Cultural** and **Social**  **Awareness** \* Role of mentors, family, community, school, and personal network in decision making | \* Multiple Intelligences \* All about me\* Attributes of Self\*Heroes and their attributes\* Exploring identity project | \* Teacher- created resources\* Online resources\* Access to Chromebooks\* Video: [My Digital Life](http://www.learnalberta.ca/content/coac/movieLauncher.html?movie=smil/my_digital_life.mp4)\* Video: [Facebook Follies](http://www.learnalberta.ca/content/coac/movieLauncher.html?movie=smil/facebook_follies.mp4) | \* **Self- Assessment** (includes inventories of preferences, skills, personal attitudes values, and interests) \* Formative Assessment (Ongoing group and one on one discussion)\*Projects/ presentations (summative)\* Teacher observation:- Daily Feedback with students (formative) |  - Attribute- Identity- Strengths- Challenges- Consequences- Preference |
| **Unit 2:** Goal Setting and Self- Efficacy November 12th – December 20th  | \* Leadership represents good planning, **goal-setting,** and collaboration. | \* Set **realistic** short- and longer-term **learning goals**, define a path, and monitor progress | \* Goal setting strategies\* **Self- Assessment** (includes inventories of preferences, skills, personal attitudes values, and interests) \* Factors affecting types of jobs in the community | \* SMART Goals (academic and personal)\* Identifying personal skills, and skill areas, for development in the future\* Self-monitoring strategies | \* Teacher- created resources\* Online resources\* Access to Chromebooks  | \* **Self- Assessment** (includes inventories of preferences, skills, personal attitudes values, and interests) \* Formative Assessment (Ongoing group and one on one discussion)\*Projects/ presentations (summative)\* Teacher observation:- Daily Feedback with students (formative) | - SMART Goal- Self-Efficacy- Specific- Measurable- Attainable-Relevant- Timely- Monitor |
| **Unit 3:** Health and Well-BeingJanuary 6th – April 4th(Science Fair preparation will utilize some of this time) | \* Our attitudes toward careers are influenced by our **view of ourselves** as well as by our friends, family, and community.\* Our personal digital identity forms part of our public identity. | \* Recognize the influence of peers, family, and communities on career choices and attitudes toward work. (**Habits** of **mind and motivation** are strongly influenced by models, both **positive and negative**.)\* Apply **project management skills** to support career development  | \* **Self- Assessment** (includes inventories of preferences, skills, personal attitudes values, and interests) \* **Project management**(taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process)\* **Technology** in learning and working  | \* Health and Well-Being project\* Food Diaries | \* Teacher- created resources\* Online resources\* Access to Chromebooks | \* **Self- Assessment** (includes inventories of preferences, skills, personal attitudes values, and interests) \* Formative Assessment (Ongoing group and one on one discussion)\*Projects/ presentations (summative)\* Teacher observation:- Daily Feedback with students (formative) | - Habit-Well-being- Lifestyle- Balance- Diet- Food Groups- Generation-Maintain-Manage- Portion-Psychology- Prevention |
| **Unit 4:** Community Outreach and Leadership Opportunities(Ongoing throughout the year)Project-focus:April 14th – May 23rd (Graduation preparation will utilize some of this time) | \* **Leadership** represents **good planning,** goal-setting, and **collaboration.**\***New experiences,** both within and outside of school, expand our career skill set and options. | \* Examine the importance of **service learning** and the responsibility of individuals to **contribute to the community** and the world\* Demonstrate **leadership skills** through **collaborative activities** in the school and community\* Apply **project management skills** to support career development  | \* **Self- Assessment** (includes inventories of preferences, skills, personal attitudes values, and interests) \* **Project management**(taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process) \* **Leadership**\* **Local and global needs** and **opportunities**(social justice, environmental stewardship, sustainability, effective use of resources, etc. )- Social Studies integration**\* Global Citizenship**\* Volunteer Opportunities | \* **Role Modelling:** Reading/Computer Buddies (Ongoing throughout the year)\* Kindness Campaign\* Activity-based leadership opportunities\* HUBS Food Sale\* Canadian Pen Pals \* Educational field trips exploring alternative environments (eg: Kidzmondo) | \* Teacher- created resources\* Online resources\* Access to Chromebooks | \* **Self- Assessment** (includes inventories of preferences, skills, personal attitudes values, and interests) \* Formative Assessment (Ongoing group and one on one discussion)\*Projects/ presentations (summative)\* Teacher observation:- Daily Feedback with students (formative) | - Role Model- Contributions- Volunteer- Participation- Values- Purpose- Integrity- Confidence-Determination |