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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 Identity  September 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-Being  January 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 |