

CALM 10 Course Outline MHHS
Clair Hockley (Room 207) & Neil Lamont (Room 120)
P2S Tuesdays

Introduction and Overview of the Course

Welcome to CALM (Career and Life Management). The curriculum outcomes and rationale are listed on the subsequent pages.

Course and Classroom Expectations for Students:

- Consider: What is my role as a learner? What am I learning? What about us as a community? What are we learning?
- In all things respect – one's self, others, property, time, etc.
- Be ready for class. This means each student should be on time, have the appropriate materials ready and be prepared to work.
- Students must assume some responsibility for their own education. That means handouts must be obtained from the teacher or the Google Classroom, get notes for missed work and be prepared for examinations.
- Submit work on time.
- Neatness is always a factor. Work must be assessable.
- If you are experiencing any problems in or with the class, please communicate that with your teacher as soon as possible.
- Students are expected to work diligently, participate in class, and attend all classes.
- There will be homework. One must practice the skills taught and entertained in class. Grade 10 requires a substantial amount of reading, much of which must be done outside of class time.
- We will use Google Classroom extensively for posting and submitting assignments.

NB: Cell phone use – with permission only. If one is tempted to use his / her phone inappropriately, it should be left in one's locker. If anyone needs assistance with using a phone appropriately, I will provide that assistance. Students will be asked to surrender said phone and be subject to additional consequences.

Students are encouraged to ask for additional help when needed. I am available at the school during P2S, at lunch and after hours if students need assistance or have any questions. Please make arrangements to see me and I will make sure to accommodate your needs.

Controversial Issues: It is an expectation that students will become familiar with societal issues often broached in literature and the study of social issues and current events. Sometimes students may be asked to take and defend a position on an issue present in the textual material in the course of study. If issues challenge religious or personal convictions, students are asked to meet with the teacher to discuss the possibility of alternative topics and/or selected material and/or assessment. Parents please note: It is always the goal to ask students to think critically; it is never the intention of the teacher to convince students to choose a particular perspective, and efforts will be made to provide a balanced approach when applicable. If parents have any concerns, please contact teacher directly.

Parents/Guardians: Please contact teachers regarding any questions or concerns you may have. We all have the same goal in this process, to help your child succeed and move forward on their journey of learning. We will answer any questions you may have promptly and can be contacted by email (preferred) or by phoning the school. If your child is going to be absent, please contact the school so arrangements can be made for missed work. Communication home will occur in the form of a weekly email update regarding assignments, due dates, and tests. I can be reached by email at: hockleyc@lrsd.ab.ca / lamontn@lrsd.ab.ca (depending on your lead teacher) or at the school by phone: 403-627-4414.

In this course, we will explore the components of the curriculum through the fourteen key components as follows:

Components	Approximate Timeframe
Overview of components.	September / October
Individual / small group (2) major project proposal on a key course component.	October
Major Project development and Completion	November to February
Project Evaluations	March / April
Summative Reflections	May
Final Exam	June

Assessment Breakdown:

Project Proposal	10%
Major Project	40%
Project Evaluations	15%
Summative Reflections	20%
Final Exam	15%
Total	100%

This long-range plan / timeframe may be altered to meet the needs of the students and / or available resources. However, students and the school administration will be consulted before any changes occur.

Evaluation: All assignments are evaluated on the stated objectives (written or oral) and with the rubric developed for the outcomes being assessed. Each outcome is assessed multiple times, so the student has the opportunity for mastery. In consideration for those students who diligently hand their work in on time and out of respect for the work required in marking those assignments, **LATE ASSIGNMENTS are NOT ACCEPTED** unless prior arrangements are made (as per LRSD Administration Policy #360 regarding assessment).

CAREER AND LIFE MANAGEMENT RATIONALE AND PHILOSOPHY

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta.

CALM Furthers the Alberta Learning Mission

In CALM, students continue to work toward becoming “responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society”

CALM is a vital component of comprehensive school health education. It emphasizes knowledge, attitudes, behaviours, competencies and values, and provides students with opportunities to enhance their capacities in problem solving, critical thinking and reflection. Students require an understanding of self as the basis for making healthy choices, having healthy interactions with others and using resources wisely, as well as for lifelong career development. They also require information, planning tools and processes to make decisions and develop action plans for effective life management. This health-promoting course provides opportunities for students to gain knowledge and insight, and to acquire essential life skills; it is relevant to the needs of students, now and in the future, and stimulates creativity, encouraging them to learn and providing them with important learning skills.

The CALM course approaches health issues in a coherent and holistic way. It is designed to improve students’ theoretical understanding of health issues and their ability to apply knowledge and skills to personal situations. In CALM, student participation is emphasized.

CALM is the Core of Senior High School Health Literacy

Health literacy is the capacity to access, interpret and apply health information and services to make healthy choices. The CALM course works to develop health literacy, which includes the key components of critical thinking, effective communication, self-directed learning and responsible citizenship.

CALM Uses the Dimensions of Well-being as a Framework

Well-being stems from having the emotional/ psychological, intellectual, social, spiritual and physical dimensions of one’s life in harmony with each other. These dimensions may not appear to be of equal importance to an individual throughout life; however, all dimensions need to be recognized for their contribution to overall well-being. Balance among the dimensions is dynamic and constantly changing. The dimensions are interdependent and interrelated, and they can work in concert to improve overall health and well-being.

COURSE DELIVERY

Credit Allocation: Senior high school Career and Life Management (CALM) is required for graduation with an Alberta High School Diploma.

CALM is a 3-credit course. All three general outcomes of the course must be addressed.

COURSE STRUCTURE AND ORGANIZATION

General Outcomes

The aim of the CALM course is articulated through three general outcomes:

General Outcome 1: Personal Choices

- Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

General Outcome 2: Resource Choices

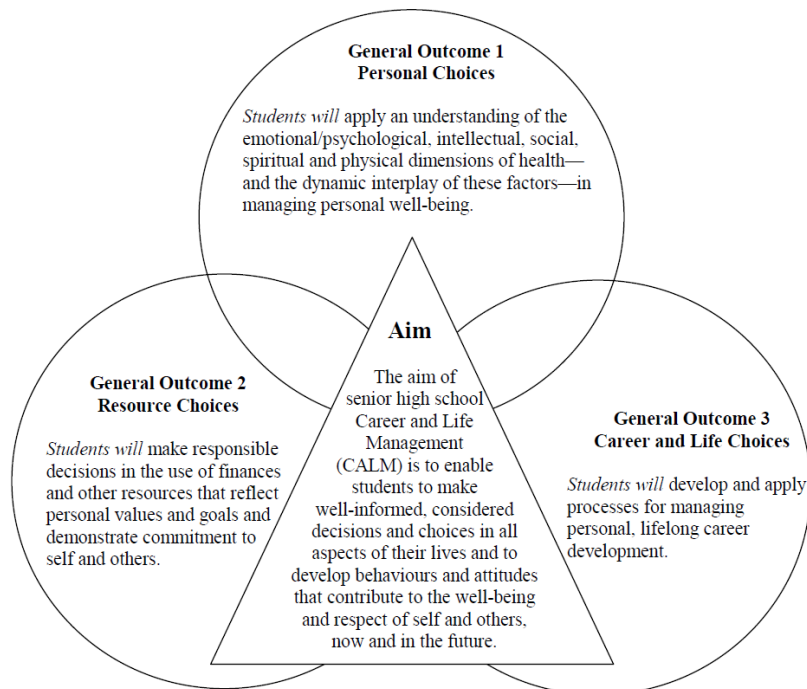
- Students will make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

General Outcome 3: Career and Life Choices

- Students will develop and apply processes for managing personal, lifelong career development.

These three general outcomes serve as the foundation of the CALM course, and each general outcome is to be addressed.

The general outcomes are interrelated and interdependent. For example, processes for responsible decision making regarding the use of resources are also related to career choices. All choices influence and are influenced by the interrelationship of the dimensions of well-being. For student learning, an understanding of these interconnections is crucial, since life decisions often involve the intricate dynamics of balance between many areas simultaneously.



GENERAL AND SPECIFIC OUTCOMES

General Outcome 1: Personal Choices

Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

Specific Outcomes

Students will:

P1. analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life

- describe the combination of factors that contribute to personal well-being
- examine the determinants of health and their effect on lifestyle choices
- explain the holistic nature of well-being
- demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles
- describe the importance of balance in life and the changing/dynamic nature of this balance

P2. evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health

- appreciate the value of positive attitudes about self when making choices
- analyze poor choices or lack of ability to pursue healthy choices and decisions
- assess the effects of substance use and abuse—tobacco, alcohol, drugs—on health
- evaluate the impact of situations of risk and risks in combination
- describe how peer pressure and the expectations of others influence choices
- develop and implement a personal plan to improve one aspect of well-being

P3. develop and assess personal strategies to enhance creative thinking skills

- explain the thinking process
- analyze the effect of positive attitude on thinking
- apply creative thinking strategies
- describe how learning expands problem-solving capabilities

P4. develop approaches/tactics for creative problem solving and decision making

- describe the existence of self and the importance of self-confidence
- assess own well-being and own ability to cope with challenges and overcome obstacles
- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life
- discuss living and liking life's challenges

P5. apply a variety of strategies for lifelong learning

- identify characteristics of effective learners
- apply skills for learning, studying and being assessed
- practise skills and strategies for managing time and dealing with procrastination
- distinguish among learning styles, and develop strategies to adapt to various learning situations
- apply relevant brain-based learning research to develop effective learning strategies

- describe the relationship between continual personal change and growth in the thinking and learning process - lifelong learning

P6. determine practices and behaviours that contribute to optimal physical well-being

- describe how individuals have control over physical and other dimensions of well-being
- analyze safety/risk-taking behaviours, nutritious choices, fitness and exercise as contributors to physical well-being
- develop and implement health action plans

P7. analyze a variety of strategies to achieve and enhance emotional and spiritual well-being

- describe the components of emotional/ spiritual well-being
- explain how feelings affect moods and behaviours
- examine personal responsibility and acceptance for the multiplicity and range of feelings and how they are expressed— personal responsibility for constructive expression
- discuss possible consequences of not constructively dealing with emotions— anger, depression, suicide
- describe external influences on emotional/spiritual expression

P8. develop and assess strategies for anticipating, identifying, managing and embracing change

- recognize that change and stress are inevitable in life
- develop strategies for managing stress; and investigate the benefits and limitations of stress and the negative, stressful and harmful responses to stress
- explain role conflict and role transition
- identify skills for continual change and growth, including ongoing communication with self
- examine the dynamic nature of balance and the ongoing importance of balance

P9. demonstrate and apply effective communication, conflict resolution and team-building skills

- examine methods of communication, barriers to communication and strategies to enhance communication
- describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict
- apply skills to deal with negative peer pressure and negative views of others

P10. examine various attitudes, values and behaviours for developing meaningful interpersonal relationships

- explain our need for relationships
- identify positive elements of relationships; i.e., trust, integrity, respect, responsibility
- describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships
- describe how roles and role expectations change with age, growth and changes in life
- generate a list of ways to provide support to others
- identify strategies for dealing with significant change and loss in a relationship and for ending a relationship
- develop strategies for identifying unhealthy relationships and for dealing with exploitation and violence in relationships

P11. examine the relationship between commitment and intimacy in all its levels

- identify expectations and commitments in various relationships
- examine a range of behaviours for handling sexual involvement
- describe how personal values play a role in relationships
- explain the role of trust and ways to establish trust in a relationship

- develop strategies for dealing with jealousy

P12. examine aspects of healthy sexuality and responsible sexual behaviour

- explain the ongoing responsibility for being sexually healthy
- examine a range of behaviours and choices regarding sexual expression
- describe sexually healthy actions and choices for one's body, including abstinence
- analyze strategies for choosing responsible and respectful sexual expression
- describe the ways in which personal values influence choices
- assess the consequences of being sexually active

P13. investigate how science, technology and media affect wellness

- examine the benefits and limitations of these sources of developments and discoveries
- explain the media role and influence over personal emotional/spiritual expression, peer pressure and the use of alcohol and drugs
- apply current wellness issues in the community, province, country and world relative to developments in science and technology
- list ways to learn about new developments and be an informed consumer

P14. evaluate resources and support systems for each dimension of health and well-being for self and others

- examine support systems for assessing and maintaining health and well-being
- identify support systems and resources for unhealthy relationships and strategies for contacting/using them
- explain ways to learn responsible consumer strategies and actions of responsible citizenship

The model we like:

