***Student Learning Plan:***

***A Planning Tool for Teachers and Home Facilitators in the SCIDES program***

* Please review this plan in detail.
* Get to know what each subject in this grade looks like.
* Fill out the learning plan to the best of your ability.
* List the units or resources you already have in mind for the year.
* **Digitally sign and return the document to SCIDES as part of your registration.**
* Your teacher will call you to review the plan and make adjustments.

***2016-17 Student Learning Plan***

***Student Name:*** ***Date:***

Your signature indicates that you understand and accept that this learning plan for your child is a working document for this school year. It is subject to change by your teacher as adaptations are made for your child, or curricular changes are required to meet Ministry of Education requirements.

**Please return the signed copy of this student learning plan to your teacher.**

Type name of ***Parent/Guardian*** to indicate signature:       ***Date:***

For full details and elaborations of outcomes, please visit **https://curriculum.gov.bc.ca/curriculum**

For Performance Standards, please visit <https://www.bced.gov.bc.ca/perf_stands/>

***Home instructors are expected to:***

**Establish a routine**

A workday should be no different than that of a regular school (approximately 5 hours per day). The flexibility in distance learning should only be in the what (subject), where (location), and when (time of day).

**Provide Feedback**

Immediate feedback is paramount to learning. For this reason, it is vital that the Home Facilitator is actively involved in their child’s education at all times. You are the teacher in the home. As such, you need to be guiding your child in correcting and/or improving work as he or she is doing it (and explain why), rather than waiting for feedback from your child’s teacher, as it is not timely (which is a necessary ingredient to learning).

**Be prepared**

Avoid winging it. Prior to the next day’s lesson, preview the work your child will be covering. Don’t do it with your child at your elbow. A good time is when your child is in bed. Anticipate what might cause your child difficulty. Have solutions in place before your child starts the lessons. Ensure that all the necessary resources and supplies are on hand so the lesson flows without interruption.

**Record Daily Physical Activity**

Daily Physical Activity monthly calendars or logs need to be completed and submitted for assessment. Students must participate and record a minimum of 30 minutes of activity, 5 times a week. Blocks of time for activity should be at least 10 minutes at a time, totaling a minimum of 30 minutes per day. Students may include module or extracurricular activities. Calendars are used to assess part of the Physical and Health Education program.

###### ***Resources available to you:***

###### **Online programs:**

###### RAZ kids or Reading A-Z

* Mathletics
* Canadian Reader, Where in the World (pdf), Our Little Earth (monthly emails)
* Online texts: World Book, Science Power, National Geographic Kids
* SCIDES homeroom, art lesson page and resource page in Moodle

Your teacher subscribes to some online sites which will require a password to enter. This allows you access to materials or activities which will supplement your program. You must contact your teacher for a user name and password if you plan to use any online programs.

**Modules and Home Instructor Guides**

Themed modules and a Home Instructor’s Guide are available to use for directed lessons. It is important to do the oral activities under *Before Reading*, *Reading the Selection*, or *After Reading*. These activities are designed to provide and reinforce the necessary reflective tools to assist your child in making meaning from what they have read. Your teacher will let you know what you must submit each term. **The Primary Website (**[*http://www.openschool.bc.ca/primary/index.html*](http://www.openschool.bc.ca/primary/index.html)*)* is well worth visiting. It has pictures, articles and games related to the theme of the modules your child will be learning from. However, please be aware that it is no longer updated and some links do not work. Additional units may be added to your modules, by your teacher, based on the learning outcomes set out by the ministry.

**Funding for Curricular Activities**

Financial assistance is provided to students registering in a number of community activities that help support the prescribed Ministry of Education learning outcomes. This may include such activities as music lessons, swimming lessons, league sport registration, dance and art instruction, etc. Your teacher must approve all activities in advance and will assist you in making the application.

**Resource and program planning for the year**

Please review the learning outcomes in each curricular subject area to understand the learning your child is expected to show this year. In discussion with your teacher, you can begin to list the resources you will use to meet these outcomes. Then together, you will choose one of the three program options best suited for you.

I will work with my teacher to **create my own program** (program materials listed throughout) and submit a portfolio of learning each term to show development.

I will use a **blend** of the integrated module program and some of my own supplies (listed throughout) to supplement. My teacher will direct me to submit work in a portfolio each term to show development.

I will use the **integrated module program** and teacher created supplements. My teacher will direct me to submit work in a portfolio each term to show development.

**Sign (on page 1) and return this plan to your teacher upon registration.**

In **Language Arts**, students will understand and explore these **Big Ideas:**

* Language and **stories** can be a source of creativity and joy.
* **Stories** help us learn about ourselves and our families.
* **Stories** can be told through pictures and words.
* Everyone can be a reader and can create **stories**.
* Everyone has a unique **story**.
* Playing with language helps us discover how language works.
* Listening and speaking builds our understanding and helps us learn.

**Students will be able to:**

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| **Oral Language**   * use **play** to explore language (puppets, centres, games) * develop **listening skills: focusing** on the speaker, **taking turns** * **express** feeling and opinions **orally** * develop **speaking skills**: adjust **volume, pace, tone, and articulation** * **ask questions** related to the topic * make personal **connections** and **reflect** on learning * make relevant **contributions** to discussion * **share work** in a variety of ways | **Writing**   * use **early writing skills** to create simple descriptions and simple sentences, add some detail, and structure a story (beginning, middle, end) * print and recognize all **uppercase and lowercase letters** of the alphabet * **print left-to-right** * use **space** * use proper **spelling,** **punctuation and capitalization** * form **plural** of familiar words * **create and share** work in a variety of ways (notes, stories, presentations, orally, drama, pictures) | **Reading**   * recognize the **elements of story** (setting, character, events, details) * understand that **story teaches** us about connection to self, family, community, including texts in First Nation’s culture * **create** stories * use **poetic and figurative** language (literary elements and devices) * use **vocabulary to talk about text** (book, page, chapter, author, title, illustrator, pictures) * make **predictions and connections** * make **meaning** using pictures, patterns, memory, and prior knowledge * **decode words** using patterns and phonics * **retell** some elements of story in own words (main idea and detail) * **monitor** reading (by asking: does it look right, sound right, and make sense?) * **self-correct** errors consistently * recognize **sight words** * develop skills in **phonics** (letter sound correspondence; hear and create rhyming words; hear separate words; hear syllables as “chunks”; and segment and blend phonemes (e.g., *c* / *a* / *t*) into words) |

**Resources /Plans /Activities you will use for Language Arts:**

**Suggested activities/resources:** Integrated modules; review a book orally ; spelling, printing and phonics lessons; sight word books and stories; novel study or reading power unit; fairy tale unit; poetry; Reading A-Z stories and assessments; journal writing.

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| **Term One** | **Term Two** | **Term Three** |
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In **Mathematics**, students will understand these **Big Ideas:**

* Number represents and describes quantity and **numbers to 20** can be broken down into 10’s and 1’s.
* Computational fluency comes from a strong sense of number. **Addition and subtraction** can be modelled concretely, pictorially, and mentally, using strategies involving counting and making 10.
* We use **patterns** to represent identified regularities and to form generalizations.
* We can describe, measure, and compare **spatial relationships** (where objects are in relationship with something else).
* Analyzing **data** and chance help us to compare and interpret using concrete graphs to show one-to-one correspondence.

**Students will explore these skills and ideas:**

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| **Numbers to 20**   * **count** (forwards and backwards) * base 10 **(place value 10s, 1s)** * **compare/sequence/order** * **skip count** by 2, 5 * **count visually** ( I see 5, I see 4 and 10) * **add and subtract to 20** * more than/less than * show **equal and not equal**   **Probability/Data**   * explore the **likelihood of familiar life events** (e.g., never, sometimes, always, more likely, less likely) * create, describe, and compare concrete **graphs** | **Shape and Space**   * **sort and compare** 2D shapes and 3D objects using a single attribute; explain the rule * **build and describe** 3D objects (e.g., shaped like a can) * **replicate** 2D and 3D shapes * use **positional language** (beside, on top of, under, and in front of)   **Patterns**   * **repeat patterns** with multiple elements * identifying the **core**  (AB, ABC, etc) * identify **patterns and sorting rules** * **translate patterns** (an orange blue pattern could be translated to a circle square pattern) * **predict an element in repeating patt**erns (what will come next) * investigate **numerical patterns** (e.g., skip-counting by 2s or 5s on a hundred chart) | **Measurement**   * **direct measurement**   + use units that are **non-uniform** or not consistent in size (e.g., children’s hands, pencils)   + use units that **uniform** or consistent in size e.g., interlocking cubes, standard paper clips). * use a **baseline** for comparison * use **multiple copies of a unit** * **repeat a single unit for measuring** (e.g., to measure the length of a string with only one cube, a student iterates the cube over and over, keeping track of how many cubes long the string is)   **Money** (financial literacy)   * **values and names of Canadian coins** (nickels, dimes, quarters, loonies, and toonies ) * **counting multiples** (skip counting) of the same coin * role-play **financial transactions** * use coins and whole numbers to exchange for items (play store, restaurant) * concept of **wants and needs** |

**Students will be able to:**

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| * Estimate * Use reason and logic and mental math * Problem solve * Role play * Communicate their ideas (visually, orally, written) | * Use technology (pen, pencil, paper, crayons, iPad, camera) * Share and reflect * Connect math to real world (daily activities) * Learn about First Peoples knowledge of math |

**Resources /Plans /Activities you will use for Math:**

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| **Term One** | **Term Two** | **Term Three** |
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In **Science**, students will understand and explore these **Big Ideas and Concepts:**

1. **Living things have features and behaviours that help them survive in their environment**.

* the **classification** of plants or animals (living or non-living)
* **structural features** of living things in the local environment (stems, roots, leaves, skeleton or no skeleton or exoskeleton, lots of legs, few legs, eyes, etc.)
* **behavioural adaptations** of animals in the local environment (hibernation, nesting, migration, catching food, camouflage (stick bugs), mimicry (fly that looks like bee), territorialism (squirrels fighting), etc.

1. **Matter is useful because of its properties**.

* **specific properties** of materials connected to the function of the materials (solids keep shape; liquids and gases flow)
* **local materials used by Aboriginal people** (local examples: cedar for canoes, mountain goat horns used as spoons)

1. **Light and sound can be produced and their properties can be changed**.

* natural and artificial **sources of light** and **sound** (the sun, light bulbs; crickets, car horns)
* **properties of light** and **sound** (examples: brightness, colour; pitch, tone, volume) that depend on their source and the objects they interact with

1. **Observable patterns and cycles occur in the local sky and landscape**.

* **common objects in the sky** (the appearance of the moon and stars at night; sunrise/set, moonrise/set; the sun and the moon are important in different cultures, with respect to customs and traditions)
* **local patterns** in events that occur on Earth and in the sky (the relationship of local weather to the four seasons in terms of temperature, cloud cover, precipitation, and wind)
* **Aboriginal knowledge** of the sky and landscape

**Students will be able to:**

### Question and predict (observe objects and events in familiar contexts and ask simple questions)

### Plan and conduct (make observations using their senses; safely manipulate materials; make simple measurements)

### Process and analyze data and information (discuss and represent observations and ideas by drawing)

### Apply and innovate (transfer and apply learning to new situations; use new ideas when problem solving)

### Communicate (share observations, ideas and experiences)

**Resources /Plans /Activities you will use for Science:**

**Suggested activities/resources:** Moodle homeroom for units, sound challenge unit

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In **Social Studies**, students will understand and explore these **Big Ideas and Concepts:**

1. **We shape the local environment, and the local environment shapes who we are and how we live.**

* **natural and human-made features of the local environment** (natural features: mountains, forests, waterways, local plants and animals; human-made features: buildings, bridges, dams, dykes; rural vs. urban)
* **relationships between a community and its environment** (natural resource industries, parks and other natural areas, population growth and new construction, water and sewage treatment)

1. **Our rights, roles, and responsibilities are important for building strong communities.**

* **roles, rights, and responsibilities in the local community** (individual rights and interests versus the “public interest”; responsibilities to other people and the environment; decision makers)

1. **Healthy communities recognize and respect the diversity of individuals and care for the local environment.**

* **characteristics of the local community that provide organization and meet the needs of the community** (local government, public utilities, emergency services, policing, transportation, stores, parks and other recreational areas, financial services
* **diverse cultures, backgrounds, and perspectives within the local and other communities** (different languages, customs, art, music, traditions, holidays, food, clothing, and dress)
* **key events and developments in the local community, and in local First Peoples communities** (community milestones, celebrations and holidays, cultural events, growth or decline of a community; change over time)

**Students will be able to:**

* **Inquire**: Ask questions, gather, interpret and analyze ideas and communicate findings
* Explain **significance** of personal or local events, objects, people, and places
* Find **evidence** and evaluating sources of information
* Sequence events to show **continuity and change** of objects, images, and events **(**what has changed and what has stayed the same)
* Recognize **cause and consequence** of events, decisions, and developments in their lives
* Acknowledge different **perspectives** on people, places, issues, and events in their lives
* Make appropriate **judgments** on fair and unfair aspects of events, decisions, and actions in their lives

**Resources /Plans /Activities you will use for Socials Studies:**

**Suggested activities:** mapping and describing your community, showcasing diversity in your community, comparing the past and present, sharing your community events/traditions.

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| **Term One** | **Term Two** | **Term Three** |
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In **Art Education**, students will understand and explore these **Big Ideas**:

1. **People create art to express who they are as individuals and community**

* Understand personal and collective responsibility *(creating, experiencing, and performing in a safe learning environment)*
* Explore traditional and contemporary Aboriginal arts and arts-making processes *(dances, songs, stories, and objects)*

1. **Engagement in the arts creates opportunities for inquiry through purposeful play**

* Use movement (body, space, dynamics, time, and relationships)
* Explore materials, technology or tools to make art *(paint brush, scissors)*
* Represent musical patterns and concepts *(e.g., clap, stomp, snap)*
* Participate in a variety of **dramatic forms** *(e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre)*

1. **Dance, drama, music and visual arts express meaning in unique ways.**

* Learn about elements in the arts: dance, drama, music, visual arts
* Understand symbolism *(use of an object, word, or action to represent an abstract idea, colours, images, movements, and sounds)*

1. **People connect to others and share ideas the arts**

* Create, experience and share creative works
* Reflect, connect and respond to art works
* View a variety of local works of art and artistic traditions

**Resources /Plans /Activities you will use in Art Education:**

**Suggested activities/resources:** attending performances and responding to event; taking music or art lessons, gymnastics/dance.

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| **Term One** | **Term Two** | **Term Three** |
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In **Physical and Health Education**, students will understand and explore these **Big Ideas** and **Concepts**:

1. **Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living**

* Show proper technique for fundamental movement skills (bouncing, throwing, running, balancing, etc)
* Participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
* Develop and demonstrate safety, fair play, and leadership in physical activities
* Participate daily in physical activity at moderate to vigorous intensity levels (minimum of 30 minutes a day/5 days a week)

1. **Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.**

* Demonstrate respectful behaviour when participating in activities with others
* Develop caring behaviours in groups and families
* Understand personal skills, interests, and preferences
* Describe a variety of unsafe and/or uncomfortable situations (strangers, road safety, hazardous substances)

1. **Knowing about our bodies and making healthy choices helps us look after ourselves.**

* Name parts of the body, including male and female private parts
* Understand appropriate and inappropriate ways of being touched
* Describe the effects of activity on the body
* Describe relationship between food and health; hydration

1. **Good health comprises physical, mental, and emotional well-being.**

* Describe practices that promote mental well-being
* Identify and describe emotions and their effects
* Identify sources of health information (where to turn to)

**Suggested activities/resources PE:** most students will complete a log to record physical activities which are varied, regular and show some skill development.

**Suggested activities/resources Health:** teacher created units; picture books to discuss topic; researching topics and reporting**.**

**Additional Resources /Plans /Activities you will use for Physical and Health Education:**

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| **Term One** | **Term Two** | **Term Three** |
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