***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, our families, and our communities.
* Everyone can be a reader and a writer.
* Listening and speaking helps us to explore, share, and develop our ideas.
* Using language in creative and playful ways helps us understand how language works.
* Readers use strategies to make sense of what they read, hear, and view.

**Students will be able to:**

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| **Oral Language**   * use **play** to explore language (games, puzzles, puppets, and role-playing) * develop **speaking** skills: adjusting **volume, pace, tone, and articulation;** speaking with **expression,** staying on topic; and taking turns * develop **listening** skills: **focusing** on the speaker, **taking turns** * **ask questions** related to the topic * make personal **connections** * make relevant **contributions** to discussion * **share work** in a variety of ways   **Writing**   * create more **complex sentences and texts** (stories, poems, etc) **with some detail** * develop basic **revising, editing, and proofreading strategies**, and identifying an audience * recognize **word patterns and families** * **print legibly and** use **space** * use **basic** **conventions of English spelling, grammar, and punctuation** (including contractions, plurals, capitalization) * **create and share** work in a variety of ways (notes, stories, presentations, orally, drama, pictures) * use criteria to **self-assess** work | **Reading**   * recognize the **elements of story** (character, plot, setting, conflict, and theme) * understand that **story teaches** us about connection to self, family, community, including texts in First Nation’s culture and connections to land. * use descriptive, poetic, and figurative language * **understand structures and features of written text (**headings, diagrams, columns, and sidebars) * use **reading, listening, and viewing behaviours and strategies** to make meaning from texts (contextual clues; phonics and word structure; making predictions using prior knowledge and story structure, visualizing, making connections to text and self, making inferences, asking questions, engaging in conversation) * **retell** elements of story in own words * **monitor** reading (by asking: does it look right, sound right, and make sense?) * **self-correct** errors consistently * set **goals for improvement** and take steps to achieve goals |

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

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

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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. Parts of wholes can be represented by **fractions.**
* Computational fluency comes from a strong sense of number. Different **strategies** are used when adding, subtracting, multiplying, and dividing whole numbers.
* We use **patterns** to represent identified regularities and to form generalizations. The regular change in increasing and decreasing patterns can be identified.
* We can describe, measure, and compare **spatial relationships** (where objects are in relationship with something else) using standard units to measure attributes of objects and shapes.
* Analyzing **data and chance** help us to compare and interpret: The likelihood of possible outcomes can be examined.

**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 |

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

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| **Numbers to 1000**   * **skip count** (forwards and backwards) from any starting point * **place value** (compare; sequence; order; counting patterns)   **Addition and subtraction to 1000 (**taking apart and combining numbers in a variety of ways)   * **estimating** sums and differences of all operations to 1000 * using addition and subtraction in **real-life contexts and problem-based situations**   **Addition and subtraction facts to 20**   * demonstrating **fluency** with math strategies for addition and subtraction   **One-step addition and subtraction equations** with an unknown number   * start unknown (e.g., n + 15 = 20) c * change unknown ( e.g., 12 + n = 20) * result unknown (e.g., 6 + 13 = n) * investigate even and odd numbers   **Multiplication and division concepts**   * **(**using arrays, repeated addition, sharing, grouping, repeated subtraction) * authentic practice of multiplication computations. * looking for patterns in numbers * connecting multiplication to skip-counting * connecting multiplication to division and repeated addition * *Memorization of facts is not intended for this level.* | **Shape and Space**   * identify and **construct 3D shapes** (e.g., construction of nets, skeletons) * **describe and compare** the **attributes of 3D shapes** (e.g., faces, edges, vertices) * identify 3D shapes by their **mathematical terms** (e.g., sphere, cube, prism, cone, cylinder) * understand the **orientation** of a shape will not change its properties   **Patterns**   * **increase and decrease patterns** in multiple ways * **pattern rules** using words and numbers   **Probability/Data**   * **one-to-one correspondence** with bar graphs, pictographs, charts, and tables * **collect data, create a graph, and describe, compare, and discuss** the results * choosing a suitable representation * **likelihood of events** **using comparative language (**e.g., certain, uncertain; more, less, or equally likely) * develop an understanding of **chance** (e.g., tossing a coin creates a 50-50 chance of landing a head or tail;  drawing from a bag, using spinners, rolling dice) | **Measurement**   * **standard units**  (linear, mass, and capacity) * concepts of **circumference, perimeter and area**. * **estimate** measurements * **time** (e.g., second, minute, hour, day, week, month, year) *Telling time is not expected at this level.*   **Fraction concepts**   * explore and create fractions with concrete materials * use pictorial representations of fraction models   **Money** (financial literacy)   * **financial literacy** — fluency with coins and bills to 100 dollars, and earning and payment * **count mixed combinations of coins and bills** up to $100 * understand that **payments** can be made in flexible ways (e.g., cash, cheques, credit, electronic transactions, goods and services) * understand that there are different ways of **earning money** to reach a financial goal (e.g., recycling, holding bake sales, selling items, walking a neighbour’s dog) |

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

**Suggested activities/resources:** Your teacher has a paper (and online supported) program to cover all of the above items. Please call to discuss alternatives.

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

1. **Living things are diverse, can be grouped, and interact in their ecosystems.** 
   * **biodiversity** in the local environment (the variety of different types of living things in an ecosystem; characteristics of local plants, animals and fungi)
   * **Aboriginal knowledge** of **ecosystems (**the interconnection between living and non-living things in the local environment)
   * **energy - needed for life** (food chains and food webs)
2. **All matter is made of particles**.

* **atoms** or molecules as particles of matter (the building blocks of matter)
* **properties of materials** - related to the particles they consist of (include density, viscosity, buoyancy, electrical conductivity)

1. **Thermal energy can be produced and transferred.**

* **sources of** **thermal energy (**can be produced by chemical reactions (e.g., hand warmers), friction between moving objects, and the sun.
* **transfer of thermal energy (**conduction, convection, radiation, weather)

1. **Wind, water, and ice change the shape of the land.**

* major local **landforms** (mountains, hills, plateaus, valleys, riverbeds, deltas, glaciers, etc.)
* observable changes in the local environment caused by erosion and deposition by wind, water, and ice.

**Students will be able to:**

### Question and predict (observe objects and events in familiar contexts and identify questions to investigate)

### Plan and conduct (plan and conduct an inquiry to find answers to their questions, safely use tools to make observations and measurements)

### Process and analyze data and information (sort and classify data and information using drawings or tables)

### Evaluate (make simple inferences based on their results and prior knowledge; understanding of evidence)

### 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, Science A-Z experiments and lessons (from your teacher)

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

1. Learning about **indigenous peoples** nurtures multicultural awareness and respect for diversity.
2. People from diverse cultures and societies share some **common experiences** and aspects of life.
3. Indigenous knowledge is passed down through **oral history, traditions, and collective memory**.
4. Indigenous societies throughout the world value the **well-being of the self, the land, spirits, and ancestors**.

Students will explore these **Concepts:**

* **cultural characteristics and ways of life of local First Peoples and global indigenous peoples** (worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings) *sample topics can be found at the curriculum site*
* **aspects of life shared by and common to peoples and cultures (f**amily, work, educations, ethics and spirituality)
* **interconnections of cultural and technological innovations of global and local indigenous peoples (**transportation, clothing, technology/tools, food, art)
* **governance and social organization in local and global indigenous societies (**Elders, reservations, band councils, traditional leadership)
* **oral history, traditional stories, and artifacts as evidence about past First Peoples cultures (places, stories, petroglyps)**
* **relationship between humans and their environment (respect for land,** domestication of animals, reshaping of the land for resource exploration and development)

**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 evaluate sources of information
* Sequence and explain 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 and explain 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/resources:** Integrated modules do not cover these new curricular items. A research project on indigenous peoples (for e.g., Haida, First Nations, Inuit, Australian Aborigines, Polynesians, indigenous peoples of South America (Mayans), ethnic European groups (Germanic, Slavic, Latin, Celtic)) could cover the year of study. Plan this out with your teacher.

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In **Art Education**, students will understand and explore these **Big Ideas**:

1. **The mind and body work together when creating works of art**.

* **Experiment with movement development strategies** (manipulation of dance movement, sequences or phrases such as repetition, retrograde, inversion, size, tempo, rhythm, instrumentation, dynamics, background, staging, embellishment, change of levels/planes, additive, fragmentation, combination
* **Connect** knowledge and skills from other **areas of learning** in planning, creating, and interpreting works for art
* **Express** feelings, ideas, and experiences in creative ways

1. **Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.**

* Use **image development strategies** (processes that transform ideas and experiences into visual images such as elaboration, repetition, and simplification.
* Explore traditional and contemporary **Aboriginal arts** and arts-making processes **(**dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition
* Explore **processes, materials, technology or tools** to make art *(paint brush, scissors)*
* Explore **identity, place, culture, and belonging** through arts experiences

1. **Dance, drama, music, and visual arts are each unique languages for creating and communicating.**

* Learn about **elements in the arts**: dance, drama, music, visual arts
* Use the **five elements of movement** that form the “building blocks” of dance (body, space, dynamics, time, and relationships)
* Use **notation** to represent sounds, ideas, and movement
* Participate in a variety of **dramatic forms** *(e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre)*
* Understand **symbolism** *(use of an object, word, or action to represent an abstract idea, colours, images, movements, and sounds)*

1. **The arts connect our experiences to the experiences of others.**

* **View** a variety of local **works of art** and artistic traditions from diverse cultures, communities, times, and places
* Understand **personal and collective responsibility** (creating, experiencing, and performing in a safe learning environment)
* **Create, experience and share** creative works
* **Reflect, connect and respond** to art works

**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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In **Physical and Health Education**, students will understand and explore these **Big Ideas** and **Concepts**:

**Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being.**

* 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)

**Movement skills and strategies help us learn how to participate in different types of physical activity.**

* Develop body and spatial awareness
* **Monitor physical exertion levels**
* Demonstrate respectful behaviour when participating in activities with others

**Adopting healthy personal practices and safety strategies protects ourselves and others.**

* Describe strategies for making **healthy eating choices** in a variety of settings
* Describe strategies for **pursuing personal healthy-living goals**
* Describe how certain **nutritional choices** contribute to hydration and support different activities and overall health
* Describe a variety of **unsafe and/or uncomfortable situations** (strangers, abuse, road safety, hazardous substances)
* Understand factors that **influence self-identity** (cultural heritage, personal skills, interests, and preferences, media and peers)
* Identify **sources of health information** (where to turn to)

**Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.**

* Understanding nature and consequences **of bullying**
* Develop strategies to use in **unsafe and/or uncomfortable situations**
* **Develop and maintain positive relationships**

**Our physical, emotional, and mental health are interconnected.**

* Describe practices that promote **mental well-being and illness prevention**
* Identify and describe cause and effect of **emotions** (feelings and worries)
* Describe physical, emotional, and social **changes** as students grow older

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

**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**.**

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