***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.
* **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.**

 ***Parent/Guardian 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 **text** can be a source of creativity and joy.
* Exploring **text** and **story** helps us understand ourselves and make connections to others and to the world.
* Listening carefully helps us learn.
* **Text** can be understood from different perspectives.
* Using language in creative and playful ways helps us understand how language works.
* Combining different **texts** and ideas allows us to create new understandings.
* **Texts** are created for different purposes and audiences.

|  |  |
| --- | --- |
| **Create and Communicate*** **communicate meaning in an organized way** using:
* **paragraph structure** (use of a topic sentence and supporting details)
* **sentence structure and grammar** (parts of speech; past, present, and future tenses; and subject-verb agreement)
* **conventions** (including comma, quotation marks for dialogue, and the apostrophe)
* **use** **writing and design processes** to plan, develop, and create **texts** for a variety of purposes and audiences (**planning, drafts, editing**).
* **use language in creative and playful ways** to develop style (taking risks in trying out new word choices and formats, and playing with words, structures, and ideas)
* **exchange ideas and perspectives** (opinions and viewpoints, asking clarifying questions, collaborating in large- and small-group activities, building on others’ ideas, and disagreeing respectfully)
* **respond to text in personal and creative ways** (expressing reactions and opinions, providing support for those, and giving reasons for choice)
 | **Comprehend and Connect*** recognize the form, function, and genre of **texts (fiction and non-fiction)**
* recognize the **elements of story/text** (character, plot, setting, conflict, purpose, main idea, and theme) and **devices** (imagery, sensory detail, simile, and metaphor) and how these **enhance meaning**
* use a variety of **comprehension strategies** (before, during, and after) to construct meaning **(activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, and using context clues)**
* use **thinking skills** to gain meaning **(exploring new ideas, determining the importance of ideas and information, considering viewpoints, developing explanations, recounting, summarizing, analyzing, and synthesizing)**
* **consider and identify** **differences** in context, perspectives, and voiceand how these **influence meaning** in **texts**
* **understanding evidence and bias**
* **assess and integrate information (from prior knowledge** and a variety of sources) to build understanding
* recognize **the role of language** in personal, social, and cultural identity
* show awareness of the **oral tradition in First Peoples’ cultures and** understand the **purposes of First Peoples’ texts (**to teach, to share, etc)
* identify **how story in First Peoples’ cultures connects people to land (**to explain the landscape, the seasons, and local events)
 |

**Students will be able to:**

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

**Suggested activities/resources:** Integrated modules; Online moodle classrooms; spelling, handwriting, phonics and editing workbooks; novel study or reading power units; poetry unit; Reading A-Z stories and assessments; journal writing.

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

In **Mathematics**, students will understand these **Big Ideas**:

|  |
| --- |
| * **Number** represents and describes quantity: Parts of wholes can be represented by **fractions and decimals**.
* Developing **computational fluency** comes from a strong sense of number: Patterns and relations within **multiplication and division** develop multiplicative thinking.
 |
| * We use **patterns** to represent identified regularities and to form generalizations: The regular change in patterns can be **represented using tools and tables**.
 |
| * We can **describe, measure, and compare spatial relationships**: Polygons are closed shapes with similar attributes.
 |
| * **Analyzing data** and chance help us to compare and interpret: **Probability** experiments develop an understanding of chance.
 |

**Units to explore these skills and ideas:**

|  |  |  |
| --- | --- | --- |
| **Numbers to 10 000*** use counting strategies
* compare and order numbers
* understand place value and the relationship between fractions and decimals to hundredths
* order and compare fractions with common denominators

**Number Operations*** **addition and subtraction** to 10 000
* **multiplication and division** of two- or three-digit numbers by one-digit numbers
* **addition and subtraction of decimals** to hundredths
* **multiplication and division facts** to 100

**Decimals, Fractions, and Percent*** understand and show relationship between decimals and fractions to hundredths
* compare and order fractions with common denominators
* estimate fractions with benchmarks for zero, half and whole
 | **Geometry, Shape and Space*** describe regular and irregular polygons based on multiple attributes
* use geo-boards and grids to create, represent, measure, and calculate perimeter of regular and irregular shapes.
* use concrete materials such as pattern blocks to create designs that have a lines of symmetry/mirror image within them

**Probability/Data*** predict single outcomes using spinners, rolling dice, and/or pulling objects out of a bag
* understand and use bar graphs and pictographs

**Patterns*** **use** tables and charts to show increasing and decreasing patterns
 | **Money** (financial literacy)* monetary calculations, including making change with amounts to 100 dollars
* make simple financial decisions involving earning, spending, saving, and giving

**Algebra*** use algebraic relationships to represent and explain one-step equations with an unknown numbers
* use all operations in one-step equations with an unknown number

**Time*** tell time with analog and digital clocks
* use 12- and 24-hour clocks (a.m./ p.m., minutes in an hour
* use fractions (e.g., half past, quarter to), five-minute intervals, time to the nearest minute)
 |

**Students will be able to:**

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

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

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

**Suggested activities/resources:** Modules; online Mathletics; *speak to your teacher if would like to explore other math programs.*

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

1. **All living things and their environment are interdependent.**
* The ways organisms in ecosystems **sense and respond** to their **environment**
	+ structural (e.g., how plants adapt in the desert) and behavioural adaptations (e.g., migration)
	+ responses to changes in habitat (e.g., ecosystem, watershed)
	+ Aboriginal worldview with respect to the environment (e.g., the interconnectedness of all things and the responsibility to care for them)
1. **Matter has mass, takes up space, and can change phase.**
* Solids, liquids, and gases as matter
* the **effect of temperature** on pressure in a gas (e.g., boiling point, melting point [melting chocolate]) and cooling (e.g., freezing point [making ice cream]), and these physical changes are reversible
1. **Energy comes in a variety of forms that can be transferred from one object to another.**
* Energy has **various forms** and is **conserved** (10 forms of energy, the law of conservation of energy)
* **Devices that transform energy (glow stick** [chemical to light], wind-up toy [elastic to mechanical], flashlight [electrical to light]).
1. **The motion of Earth and the moon cause observable patterns that affect living and non-living systems.**
* local changes caused by **Earth's axis, rotation, and orbit (i.e. day and night, seasons, tides, phases of the moon)**
* features of **biomes (terrestrial, aquatic/marine)**
* Relationship between **the sun and the moon** (Aboriginal teachings and stories)

**Students will be able to:**

### **Question and predict** (demonstrate curiosity; observe objects; identify questions and make simple predictions)

### **Plan and conduct** (suggest ways to plan and conduct an inquiry, consider ethical responsibilities, safely manipulate materials; make and record simple measurements, collect simple data)

### **Process and analyze data and information** (experience and interpret local environment; sort and classify data using drawings/provided tables; compare observations and identify simple patterns)

### **Evaluate** (make simple inferences based on their results and prior knowledge, reflect, identify environmental consequences of actions)

### **Apply and innovate** (take part in caring for self/family/classroom/school/neighbourhood: transfer and apply learning to new situations; generate and introduce new ideas when problem solving)

### **Communicate** (communicate observations using diagrams, simple reports, digital technologies: express and reflect on personal or shared experiences)

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

**Suggested activities/resources:** Integrated Modules, Moodle homeroom for units, Science A-Z experiments and lessons (from your teacher)

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

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

1. **The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.**
* **The fur trade in pre-Confederation Canada and British Columbia** (i.e. fur trading companies, Beaver Wars, explorers (Simon Fraser, David Thompson), Russian and Spanish trade on the coast, trading posts (Victoria, Fort Langley; Metis communities)
1. **Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.**
* **Early contact, trade, cooperation, and conflict between First Peoples and European peoples:** Early Explorers (Cabot, Frobisher, Hudson, Cartier, Champlain), Voyages of Cook and Vancouver; provision of muskets to First Peoples by Europeans; marriages between First Peoples and Europeans; colonial wars and alliances between Europeans and First Peoples (e.g., between Maquinna (Nuu-chah-nulth) and the Cook expedition or between French colonists and the First Peoples living around the Great Lakes)
* **The history of the local community and of local First Peoples communities**
1. **Demographic changes in North America created shifts in economic and political power.**
* **Economic and** political **factors that influenced the colonization of British Columbia and its entry into Confederation (** Canadian Pacific Railway, fur trade, American settlement, Oregon boundary dispute, gold rush population boom and bust, colonial debt, Canadian Confederation, expansion and purchase of Rupert’s Land)
1. **British Columbia followed a unique path in becoming a part of Canada.**
* **Demographic changes in pre-Confederation British Columbia in both First Peoples and non-First Peoples communities** (i.e.disease, European & American settlement and migration, relocation/resettlement of First Peoples)
* **The impact of colonization on First Peoples societies in British Columbia and Canada** (i.e. disease and demographics, trade, more complex political systems, loss of territory, impact on language and culture, First Peoples rights and interactions with early governments in Canada (e.g., the Indian Act, potlatch ban, reserve system, residential schools, treaties)

**Students will be able to:**

* **Inquire**: Ask questions, gather, interpret and analyze ideas and communicate findings and decisions
* **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:**

**Suggested activities/resources:** Integrated modules, Moodle homeroom for units, project template

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

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

1. **Creative expression is a means to explore and share one’s identity within a community!**
* Create, experience, and perform in a safe learning environment
* Explore Aboriginal arts and arts-making processes *(dances, songs, stories, and objects)*
1. **Artists experiment in a variety of ways to discuss new possibilities.**
* Explore materials, technology or tools to make art *(paint brush, scissors)*
* Observe, inquire and predict how artists use materials, movements, technologies, tools, techniques, and environments to create and communicate
* 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 are each unique languages for creating and communicating.**
* Learn about elements in the arts: dance, drama, music, visual arts
* Understand symbolism *(an object, word, or action to represent an abstract idea, colours, images, movements, and sounds)*
* **Use notation** to represent sounds, ideas, movements, elements, and actions
* **Develop movement strategies (dance sequences, tempo, rhythm).**
1. **Exploring works of art exposes us to diverse values, knowledge, and perspectives.**
* Explore personal experience, community and culture through arts activities
* Reflect, connect and respond to art works
* View a variety of local, regional and national works of art, dramatic forms and artistic traditions
* Experience, document, perform, and share creative works in a variety of ways (drawing, painting, journaling, taking pictures, portfolio)

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

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

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

In **Physical and Health Education**, students will understand these **Big Ideas**…

**Daily 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)
* Understand **movement concepts and strategies** and ideas to help a player or team achieve a movement outcome (e.g., moving into space away from an opponent to receive a pass)
* Use a variety of ways to monitor physical exertion levels
* Participate in **different types of physical activities,** including individual and dual activities, rhythmic activities, and games
* **Participate daily** in physical activity at moderate to vigorous intensity levels (minimum of 30 minutes a day/5 days a week)

**Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle.**

* Describe **preferred types of physical activity**
* Describe **opportunities for and potential challenges to participation** in preferred types of physical activity at school, at home, and in the community
* Explain the **relationship of healthy eating** to overall health and well-being

**Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.**

* **Benefits of pursuing personal healthy-living goals** including the benefits of physical activity, sleep, healthy eating and illness prevention
* Potential **effects of drug and alcohol use,** and strategies for preventing personal harm
* Develop and demonstrate **safety, fair play, and leadership** in physical activities

**Personal choices and social and environmental factors influence our health and well-being.**

* Strategies and factors for promoting **mental well-being** and for managing problems related to mental well-being
* Demonstrate an understanding of and strategies for managing the physical, emotional, and social **changes during puberty** including sexuality and sexual identity
* Strategies that promote a **safe and caring environment**
* Factors that influence **self-identity**, including body image and social media
* Examine and explain how **health messages** can influence behaviours and decisions

**Developing healthy relationships helps us feel connected, supported and valued.**

* Describe avoidance or assertiveness **strategies to use in unsafe and/or uncomfortable situations and/or abusive situations** including identify common lures or tricks used by potential abusers
* Describe strategies **for responding to discrimination, stereotyping, and bullying** including being assertive, reporting and seeking help
* Describe and apply strategies for developing and maintaining positive relationships

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

**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**.**

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