***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**

Integrated modules and a Home Instructor’s Guide are NOT available to use after Grade 4. The Grade 5-7 program uses a mixture of online content, subject specific modules and teacher created units to meet learning outcomes. When using modules, 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.

**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 SCIDES 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 only use the **SCIDES 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:**

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| * Language and **text** can be a source of creativity and joy.
* 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 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.
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**Students will be able to:**

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| **Create and Communicate*** **communicate meaning in an organized way** using**:**
	+ **effective paragraphing** (topic sentence and supporting details)**,**
	+ **sentence structure and grammar (**parts of speech such as past, present, and future tenses, and subject-verb agreements)
	+ **conventions** including the comma in lists, quotation marks for dialogue, the apostrophe in contractions).
* 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)
* r**espond to text in personal and creative ways** (involves beginning to question the author’s viewpoint and intent; stating opinions with supporting reasons and explanations; and using a variety of methods to respond (e.g., in writing, orally, and through drama))
 | **Comprehend and Connect*** recognize the form, function, and genre of **texts (fiction and non-fiction)**
* recognize how **literary elements, techniques, and devices** enhance meaning in **texts (e.g., narrative structure, sound devices, figurative language)**
* 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)**
* understand **perspective and point of view**
* use **thinking skills** to gain meaning from **texts (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**
* **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)
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| **Resources /Plans /Activities you will use for Language Arts:****Suggested activities/resources:** Online moodle course; modules; editing and spelling workbooks; novel study or reading power unit; poetry unit; Reading A-Z stories and assessments; journal writing; a variety of writing projects.

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

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| * **Numbers** represent and describe quantity. Parts of wholes can be represented by **equivalent fractions**.
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| * Developing **computational fluency** comes from a strong sense of number: Flexibility in working with numbers extends to **operations with larger (multi-digit) numbers.**
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| * **Patterns** represent generalizations and can be expressed in a variety of ways. Number patterns can be expressed using **variables in tables.**
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| * We can describe, measure, and compare **spatial relationships**. Closed shapes have **area and perimeter**.
* Analyzing **data and chance** help us to compare and interpret: **Graphs** can be used to show **many-to-one correspondence**.
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**Students will be able to:**

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| * Estimate
* Use reason and logic and mental math
* Problem solve
* Communicate their ideas (visually, orally, written)
* Use proper math vocabulary
 | * Use technology (pen, pencil, paper, calculator, iPad)
* Share and reflect
* Connect math to real world (daily activities)
* Learn about First Peoples knowledge of math
* Interpret relationships
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**Students will explore these skills and ideas:**

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| **Number concepts to 1 000 000*** know and work with place value, multiples, flexible counting strategies, recognize, estimate, compare and order numbers to 1 000 000 in real-life contexts

**Decimals, Fractions, and Percents*** understand and show relationship between decimals (to thousandths), fractions, and percent (estimate, compare, convert between formats, make equivalents)
* add and subtract decimals to thousandths (estimate and calculate)

**Addition & subtraction of whole numbers to 1 000 000*** use flexible computation strategies, combine numbers in a variety of ways, estimate sums and differences, and using addition and subtraction in real-life contexts
* use mental addition and subtraction facts to 20 (extending computational fluency)

**Money** (financial literacy)* calculate percentages like sales tax, tips, bill splitting, and consignment
* make calculations, including making change and decimal notation to $1000 with a variety of strategies, such as counting up, counting back in real-life contexts
* make simple financial plans and budgets (taking into account income and expenses) to meet a financial goal
 | **One-step equations with variables*** solve one-step equations with a variable
* express a given problem as an equation using symbols (e.g., 4 + X = 15)
* use linear relations with expressions, tables, and graphs (four quadrants, limited to integers)

**Probability/Data*** predict outcomes of independent events (e.g., when you spin using one spinner and it lands on a single colour)
* using spinners, rolling dice, pulling objects out of a bag

**Patterns*** logic and patterns to solve games and puzzles
* classify prime and composite numbers

**Multiplication and division to three digits, including division with remainders*** relationships between multiplication and division, multiplication and addition, division and subtraction
* use flexible computation strategies in real-life contexts and problem-based situations
* connect multiplication to division and repeated addition.
* students should be able to recall many multiplication facts by the end of Grade 5 (i.e. 2s, 3s, 4s, 5s, 10s)
* use concrete and pictorial representations of multiplication as well as mental math skills.
 | **Shape and Space*** use combinations of transformations, including points in four quadrants (translation, rotation, and/or reflection on a single 2D shape)
* relationships between area and perimeter and how they are related to but not dependent on each other
* single transformations (slide/translation, flip/reflection, turn/rotation)
* classification of prisms and pyramids
* investigate 3D objects and 2D shapes, based on multiple attributes
* describe and sort quadrilaterals
* describe and construct rectangular and triangular prisms
* identify prisms in the environment

**Measurement (including time and duration)*** circumference and area of circles
* volume of cylinders
* area measurement of squares and rectangles
* understanding elapsed time and duration
* applying concepts of time in real-life contexts and problem-based situations

**Graphing*** use and understand origin, four quadrants, integral coordinates, connections to linear relations, and transformations
* circle graphs
* Cartesian coordinates
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**Resources /Plans /Activities you will use:**

**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. **Multicellular organisms have organ systems that enable them to survive and interact within their environment.**
* How organ systems interact with one another (digestive, excretory, respiratory, circulatory)
* How organ systems interact with their environment to meet their basic needs
1. **Solutions are homogeneous mixtures.**
* Homogeneous solutions and their uses (separation, properties, dissolving)
* Homogeneous solutions and their states of matter (solid, liquid, gas)
1. **Machines are devices that transfer force and energy.**
* **How machines (natural and human-made, and simple and complex) transfer force and energy**
* **Identifying machines in your local environment**
* **Properties of simple machines and their force effects (levers, wedge, inclined plane, wheel and axle, pulley, and screw, force effects include changing direction and multiplying force)**
* **The rate at which energy is transformed**
1. **Humans use earth materials as natural resources.**
* **How we interact with water, rocks, minerals, soils, and plants**
* **Why Earth is considered a closed material system**
* **The rock cycle (mineral formation)**
* **Aboriginal concept of interconnectedness in the environment (sun, sky, plants, animals, and humans)**
* **The nature of sustainable practices around BC's living and non-living resources (perspectives on sustainability, renewable and non-renewable resources, and living and non-living resources)**

**Students will be able to:**

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

### **Plan and conduct** (plan and conduct an inquiry; consider fair testing; choose, collect and record data using appropriate tools, technologies and methods to answer questions in a safe manner)

### **Process and analyze data and information** (experience and interpret the local environment using different representations to identify patterns and compare results)

### **Evaluate** (fair testing; possible sources of error; improvements to investigation methods; secondary source (news, journals); evidence; the social, ethical, and environmental implications of results)

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

### **Communicate** (share observations, processes used, ideas and experiences)

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

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

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

1. **Canada’s policies and treatment of minority peoples have negative and positive legacies.**
* Past discriminatory government policies and actions, such as the Head Tax, Indian Act, the Komagata Maru incident, residential schools, and internments
* Types of discrimination immigrants to Canada faced and the effects they had on their families and communities
1. **Natural resources continue to shape the economy and identity of different regions of Canada.**
* Resources and economic development in different regions of Canada
* Use maps to describe locations of natural resources in Canada in relation to the characteristics of the physical geography
* Identify natural resources in BC and Canada (fish and marine resources, forests, minerals and energy)
1. **Immigration and multiculturalism continue to shape Canadian society and identity.**
* The changing nature of Canadian immigration over time (changing government policies about the origin of immigrants and the number that is allowed to come to Canada.
* Immigration to BC including East and South Asia immigration
* The contributions of immigrants to Canada’s development (Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)
* Settlement patterns (push and pull factors, growth of cities, provinces and territories as a result of immigration)
* First Peoples land ownership and use (treaties, burial grounds, housing, hunting, fishing, land disputes)
1. **Canadian institutions and government reflect the challenge of our regional diversity.**
* Human rights and responses to discrimination in Canadian society (Canadian Charter of Rights and Freedoms, LGBTQ rights and same-sex marriage, gender equity, racism, etc.)
* Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding
* Participation and representation in Canada’s system of government (representative versus direct democracy, electoral boundaries, political parties, electoral process, First Peoples governance)

**Students will be able to:**

* **Inquire**: Ask questions, gather, interpret and analyze ideas and communicate findings
* Construct arguments defending the **significance** of personal or local events, objects, people, and places, events and developments
* Find **evidence, corroborate inferences,** and evaluating sources of information
* Sequence objects, images and events to show their **continuity and change** **(**what has changed and what has stayed the same)
* Recognize **cause and consequence** of events, decisions, and developments in their lives (**Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes** (cause and consequence)
* Acknowledge different **perspectives** on issues, developments, people, places, issues, and events in their lives **by making inferences about their beliefs, values, and motivations**
* **Make ethical judgments on fair and unfair aspects of events, decisions, and actions in their lives and the** **actions of a particular time and place**

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

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

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

1. **Engaging in creative expression and experiences expands people’s sense of identity and belonging.**
* Explore connections to identity, place, culture, and belonging through creative expression
* Experience, document, perform, and share creative works:
	+ in a safe learning environment
	+ in a variety of ways (drawing, painting, journaling, pictures, video clips, audio, portfolios)
	+ using a variety of dramatic forms (improvisation, tableau, role-play, mime, reader’s theatre, story theatre)
	+ adapting learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
	+ using notation in music and dance to represent sounds, ideas, movement, elements, and actions
	+ using processes, materials, movements, technologies, tools and techniques to create (e.g., paintbrush, scissors, pencil, stamp)
1. **Artists experiment in a variety of ways to discover new possibilities and perspectives.**
* Describe and respond to works of art and explore artists’ intent
* Exploring image development that transform ideas and experiences into visual images (elaboration, repetition, and simplification)
* Observe, listen, describe, inquire and predict how artists use materials, movements, technologies, tools, techniques, and environments to create and communicate
1. **Dance, drama, music and visual arts are each unique language for creating and communicating.**
* Learn about elements and create works in any of the arts disciplines in the arts: dance, drama, music, visual arts (e.g., dancers, actors, musicians, visual artists)
* Understand the elements and principles that create meaning in the arts (t**he shape or structure of dance, flexibility, balance; exploring thoughts and feelings in drama; using three-dimensional shapes in visual arts)**
* Use symbolism and metaphor to explore ideas and perspective (using objects or words to represent abstract ideas or to represent yourself)
* Reflect on creative processes as an individual and as a group, and make connections to other experiences
* Explore movement (dance, sequences, repetition, tempo, rhythm)
1. **Works of art influence and are influenced by the world around us.**
* Examine relationships between the arts and the wider world
* Explore Aboriginal arts and arts-making processes *(dances, songs, stories, and objects)*
* Understand personal and collective responsibility associated with creating, experiencing and performing in a safe learning environment

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

**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:**

1. **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)
* 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 and adjust 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)
1. **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
* Know about the benefits of physical activity and exercise
1. **Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle.**
* Know the differences between the **health components of fitness and the five aspects that influence overall health** (muscle strength, muscular endurance, cardiovascular endurance, flexibility and body composition)
* Understand training principles to enhance personal fitness levels, including the **FITT principle** (frequency, intensity, type of exercise and time)
* Understand the physical, emotional, and social changes that occur during **puberty**, including those involving sexuality and sexual identity, and changes to relationships
* Understand practices that promote health and well-being, including those that **prevent communicable** and **non-communicable illnesses**
* Describe strategies for communicating medical concerns and **getting help with health issues**
* Describe and assess **strategies for promoting mental well-being**, for self and others
* Know about the **sources of health information** and support services
1. **Personal choices and social and environmental factors influence our health and well-being.**
* **Choosing good food choices** to support active lifestyles and overall health
* Understand the **factors influencing use of drugs, alcohol, and potential harms**
* Describe the **connections between eating, physical activity, and mental well-being**
* Identify, apply, and reflect on strategies used to pursue personal healthy-living goals
1. **Developing healthy relationships helps us feel connected, supported, and valued.**
* Understand, describe and develop **strategies:**
	+ **to protect themselves** and others from potential abuse, exploitation, and harm in a variety of settings including knowing their rights, being assertive, avoiding potentially unsafe situations, safe internet use, identifying tricks used by predators
	+ **avoid and/or respond to potentially unsafe, abusive, or exploitive situations**
	+ **respond to discrimination, stereotyping, and bullying**
	+ **develop and maintain healthy relationships**
* Explore and describe how personal identities adapt and change in different settings and situations

**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.

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