***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**

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**:

* 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.
* Exploring and sharing multiple perspectives extends our thinking
* Developing our understanding of how language works allows us to use it purposefully.
* **Texts** are created for different purposes and audiences.
* Synthesizing the meaning from different **texts** and ideas helps us create new understandings.

**Students will be able to:**

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| **Create and Communicate**   * **use effective paragraphing** (developing paragraphs that are characterized by unity, adequate development, and coherence; and which contain a topic sentence, supporting details, and clear transitions) * **use language varieties, conventions, sentence structure and grammar (**varied sentence structure; correct pronoun use; subject-verb agreement; use of transitional words; and awareness of run-on sentences and sentence fragments, common practices in all standard punctuation use, in capitalization, and in Canadian spelling * use writing and design processes to **plan, develop, and create** **texts** for a variety of purposes and audiences (planning, drafts, editing); **assess and refine** texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message | **Comprehend and Connect**   * recognize **form, function, features and genre of texts** and how these reflect different purposes and contribute to meaning (including non-fiction) * recognize how **literary elements, techniques, and devices** enhance meaning **in texts** (characterization, mood, foreshadowing, conflict, protagonist/antagonist, theme, imagery, and sound devices) * techniques of **persuasion**: use language to appeal to emotion, logic, and/or trust (authority) * recognize **how language constructs personal, social, and cultural identity**   + the role of story, narrative, and oral tradition in expressing **First Peoples’ perspectives, values, beliefs, and points of view** (education, history)   + **personal, social, and cultural contexts, values, and perspectives** (consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context) * make **personal connections** and **exchange ideas and viewpoints** to build shared understanding and extend thinking * 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)) * **think critically, creatively, and reflectively** (involves questioning, interpreting, comparing, and contrasting a range of texts * **access information** and **evaluate** the relevance, accuracy, and reliability of a variety of sources * use **strategies to comprehend texts, guide inquiry, and extend thinking** (involves questioning and speculating, asking creative and critical questions, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, and problem-solving) |

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

**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**:

* Numbers can be represented in many forms and reflect different relationships.
* Numeracy helps us to see patterns, communicate ideas, and solve problems.
* Patterns allow us to see relationships and develop generalizations.
* Geometry and measurement empower us to make meaning of the world.
* We can apply mathematics to inquiry questions and use it to communicate information and data.
* Data enable us to draw conclusions and make predictions in an unstable world.

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

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| **Number concepts to 1 000 000**   * Understand place value and use numbers from thousandths to billions * use order of operations with whole numbers, including the use of brackets, but not exponents   **Decimals, Fractions, and Percent**   * whole number percent and discounts * improper fractions and mixed numbers * order and compare whole numbers, and fractions (proper and improper) * multiplication and division of decimals   **Money** (financial literacy)   * financial literacy * simple budgeting and consumer math | **One-step equations with variables**   * one-step equations with whole-number coefficients and solutions * functional relationships in the first quadrant only   **Probability/Data**   * theoretical and experimental single-outcome probability   **Patterns**   * understand and show increasing and decreasing patterns using expressions, tables, and graphs   **Multiplication and division to three digits, including division with remainders**   * use factors, multiples, greatest common factors and least common multiples * use factor trees, prime factors and factor pairs * multiplication and division facts to 100 * use mental math strategies to recall facts to 100 | **Geometry and Measurement (including time and duration)**   * perimeter of complex shapes * area of triangles, parallelograms, and trapezoids * angle measurement and classification (straight, acute, right, obtuse) * measurement units for volume and capacity * volume of rectangular prisms * relation of capacity to volume * triangles and pyramids (scalene, isosceles, equilateral) * combinations of transformations, including points in the first quadrant (translation, rotation, and/or reflection on a single 2D shape * functional relationships (first quadrant only)   **Graphing**   * create line graphs from a table of values and/or a data set * interpret line graphs |

**Students will be able to:**

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| * Estimate * Use reason and logic and mental math * Problem solve * Communicate, share and reflect ideas (visually, orally, written | * Use technology (pen, pencil, paper, calculator, iPad) * Connect math to real world (daily activities) * Learn about First Peoples knowledge of math * Use proper math vocabulary |

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

**Suggested activities/resources:** Online moodle course; 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 rely on internal systems to survive, reproduce, and interact with their environment**.

* The basic structures and functions of body systems (**musculoskeletal, reproductive, hormonal, nervous)**
* How are internal systems necessary for survival?
* What do your body systems require for survival?
* How do your body systems interact with one another?

**2. Everyday materials are often homogeneous solutions and heterogeneous mixtures.**

* What is a heterogeneous mixture?
  + suspensions (e.g., salad **dressing**), emulsions (e.g., milk), colloids (e.g., aerosols)
* How does it compare to a homogeneous (solution) mixture?
  + **mixtures -** separated using a difference in component properties by gravity (centrifuge or settling, silt deposits in a river delta, tailings ponds, Roman aqueduct settling sections), and particle size (sieves, filters)
* historical and current Aboriginal use of separation methods (e.g., eulachon oil)

**3. Newton’s three laws of motion describe the relationship between force and motion.**

1. objects will stay stopped or in constant motion until acted upon by an outside force
2. only an unbalanced force causes acceleration
3. every force has an equal and opposite reaction force

* What is the difference between motion caused by balanced forces and motion caused by unbalanced forces?
* How are balanced and unbalanced forces evident in your life and activities?
  + effects of balanced and unbalanced forces in daily physical activities
  + balanced forces are equal and opposite forces (e.g., sitting in a chair)
  + unbalanced forces are unequal; one force is larger (e.g., race cars on different ramps, mousetrap cars, rockets)
  + examples of effects of balanced and unbalanced forces in school sports and physical education activities
* force of gravity
  + **gravity** is the force of attraction between objects that pulls all objects toward each other
  + on Earth, gravity pulls objects toward the centre of the planet (e.g., falling objects, egg drop)

**6. The solar system is part of the Milky Way, which is one of billions of galaxies.**

* What are the relationships between Earth and the rest of the universe?
  + the overall scale, structure, and age of the universe
  + the position, motion, and components of our solar system in our galaxy ( planets, moons, asteroids, meteors, comets, etc.)
* What is an extreme environment?
* What extreme environments exist on Earth or in our galaxy?
* extreme environments exist on Earth and in the solar system (e.g., lack of light, lack of oxygen, extreme pressure, extreme radiation)
* obstacles that are unique to exploration of a specific extreme environment (e.g., extreme heat or cold)
* contributions of Canadians to exploration technologies (e.g., Canadarm, Newt Suit, VENUS and NEPTUNE programs)

**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:** Online moodle classroom; 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. Economic self-interest can be a significant cause of conflict among peoples and governments.**

* **the urbanization and migration of people (urbanization, land usage, access to water, pollution and waste management, population density, transit and transportation,)**
* **economic policies and resource management, including effects on indigenous peoples (**deforestation, mining, oil and gas, fisheries, infrastructure development, relocation of communities

**2. Complex global problems require international cooperation to make difficult choices for the future.**

* **global poverty and inequality issues, including class structure and gender (**treatment of minority populations in Canada and in other cultures and societies you have studied, unequal distribution of wealth, corruption, lack of judicial process, infant mortality, women’s rights, social justice, treatment of indigenous people).
* **roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples (**United Nations, International Criminal Court, World Trade Organization, international aid, activists, lobby groups, international aid groups (e.g., Medecins sans Frontieres [Doctors without Borders], Private foundations (Bill & Melinda Gates Foundation).
* **globalization and economic interdependence (**trade, imports and exports, G20 (Group of Twenty), European Union, North American Free Trade Act (NAFTA), currency, tariffs and taxation, trade imbalances
* **international cooperation and responses to global issues (**environmental issues, human trafficking, child labour, epidemic/pandemic response, fisheries management, resource use and misuse, drug trafficking, food distribution and famine)
* **regional and international conflict (**war, genocide, child soldiers, boundary disputes, religious and ethnic violence, terrorism)

**3. Systems of government vary in their respect for human rights and freedoms.**

* **different systems of government (**Compare characteristics of the federal government in Canada with those of one or more other countries, including: roles and responsibilities of members of government (e.g., prime minister, president, governor, MP, senator), components of government (House of Commons, House of Lords, senate, province, state, prefecture, canton), government decision-making structures and forms of rule (e.g., monarchy, republic, dictatorship, parliamentary democracy), electoral processes (e.g., political parties, voting, representation), **indigenous governance.**

**4. Media sources can both positively and negatively affect our understanding of important events and issues.**

* **media technologies and coverage of current events (**ownership of media, propaganda, editorial bias, sensationalism, freedom of the press, social media uses and abuses)

**Students will be able to:**

* **Inquire: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
* **Construct arguments defending the significance of individuals/groups, places, events, and developments**
* **Distinguish between primary sources and secondary sources**
* **Find evidence, corroborate inferences, and evaluate sources of information.**
* **Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present.**
* **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 alternatives outcomes.)**
* **Acknowledge different perspectives on issues, developments, people, places, issues, and events in their lives by making inferences about their beliefs, values, and motivations.**
* **Make appropriate 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 community.**

* Experiment with processes, materials, movements, technologies, strategies and techniques to support creative works
* Understanding the elements and principles that together create meaning in the arts
* Using symbolism and metaphor to explore ideas and perspective (using objects or words to represent yourself)

1. **Artistic expressions differ across time and place.**

* Use movement (body, space, dynamics, time, and relationships)
* Participate in a variety of **dramatic forms** *(e.g., improvisation, tableau, role-play, mime, readers’ theatre, story theatre)*
* Explore a variety of national and international works of art and traditions from diverse cultures and communities, times and places
* Examine relationships between the arts and the wider world
* Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

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

* Using **notation** in music and dance to represent sounds, ideas, movement, elements, and action (written, visual, or kinetic form of representing music compositions)
* Use **image development strategies** (elaboration, repetition and simplification).
* Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

1. **Experiencing art is a means to develop empathy for others’ perspectives and experiences.**

* Explore Aboriginal arts (dance, songs, stories and objects) and art making processes
* Understand personal and collective responsibility associated with creating, experiencing and performing in a safe learning environment
* Describe, interpret and respond to creative works using knowledge and skills from various areas of learning

**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:**

**Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.**

* Develop, refine, and apply **proper technique for fundamental movement and manipulative skills (**bouncing, throwing, running, balancing ,“on the spot”, travelling across the floor, and the control of objects)
* Use **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)
* 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 to enhance and maintain health components of fitness (minimum of 30 minutes a day/5 days a week)

**Physical literacy and fitness contribute to our success in and enjoyment of physical activity.**

* Use a variety of ways to **monitor and adjust physical exertion levels**
* Training principles to enhance personal fitness levels including the **FITT principle** (Frequency, Intensity, Type, Time) and the SAID principle (Specific, Adaptation to Imposed Demand)
* Describe **preferred types of physical activity**

**We experience many changes in our lives that influence how we see ourselves and others.**

* Physical, emotional and social changes that occur during **puberty** and adolescence including: how students’ bodies are growing and changing during puberty and adolescence, thoughts and feelings might evolve or change, relationships might evolve or change
* Understanding of **individual identity,** including sexual identity, gender, values, and beliefs
* Basic principles for **responding to emergencies**
* **Strategies to protect** themselves and others from potential abuse, exploitation, and harm in a variety of settings

**Healthy choices influence our physical, emotional, and mental well-being.**

* Explore and plan **food choices to support personal health and well-being**
* Describe the impacts of personal choices on health and well-being using a variety of **sources for health information**
* **Analyze health messages** and possible intentions to influence behavior
* Identify, apply, and reflect on **strategies used to pursue personal healthy-living goals**
* Describe and apply strategies for **developing and maintaining healthy relationships**
* Practices that **reduce the risk of contracting sexually transmitted infections and life-threatening communicable diseases**
* Describe the **consequences of bullying, stereotyping, and discrimination**
* Describe **strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations**
* Strategies for managing personal and social **risks related drugs, alcohol, tobacco and potentially additive behaviours**

**Learning about similarities and differences in individuals and groups influences community health.**

* Develop and demonstrate **safety, fair play, and leadership in physical activities**
* Describe how students’ **participation in physical activities** at school, at home, and in the community **can influence their health and fitness**
* Explore strategies for **promoting the health and well-being of the school and community**
* Describe and assess **strategies for promoting mental well-being and managing related problems, for self and others**

**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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