***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/**](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, syntax and sentence fluency (**use of a mix of simple, compound, and complex sentences; 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) * 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 for Language Arts:**

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

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** enables us to draw conclusions and make predictions in an unstable world.

**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 | |  |

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

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| **Operations (with Integers)**  add, subtract, multiply, divide, and use order of operations   * two-step equations with whole number coefficients, constants, and solutions * to extend computational fluency **(**authentic practice building on previous grade-level facts; flexible use of **mental math strategies; recall of all facts to 100**)   **Decimals, Fractions, and Percents**   * understand and show **relationship between decimals, fractions, and percent** (convert between formats, make equivalents, terminating versus repeating, and show place value) | **Shape and Space**   * Use combinations of **transformations**, including points in four quadrants (translation, rotation, and/or reflection on a single 2D shape; combine successive transformations of 2D shapes; tessellations)   **Probability/Data**   * Use discrete **linear relations** with expressions, tables, and graphs (four quadrants, limited to integers) * use **experimental probability** with two independent events   **Patterns**   * **logic and patterns** to solve games and puzzles * classify prime and composite numbers | **Measurement**   * **circumference and area** of circles * **volume** of cylinders   **Graphing**   * + origin, four quadrants, integral coordinates, connections to linear relations, and transformations   + **circle graphs**   + **Cartesian coordinates**   **Money** (financial literacy)   * **calculate percentages** like sales tax, tips, bill splitting, and consignment |

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| **Term One** | **Term Two** | **Term Three** |
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**Resources /Plans /Activities you will use for Math:**

**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. **The theory of evolution by natural selection provides an explanation for the diversity and survival of living things.**
   * **Questions to support inquiry with students**(How do ecosystems and Earth systems change over time? How do these changes affect biodiversity?)
   * **Natural selection** **through adaptive radiation** - theory of evolution (a natural process where certain traits are stronger in their environment and therefore have reproductive advantages; this process happens within a population over time because of genetic variation) (over time, groups of organisms from an original population will adapt to their environment and develop into different species)
   * **survival needs** (all organisms need space, food, water, and access to resources to survive)
2. **Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined**.

* **elements** and **compounds** are **substances** (a pure substance consists of a single type of atom, with its own atomic number) (matter consists of one type of particle and has the properties of a pure element or compound) (density, boiling point, solubility, conductivity)
* **chemical changes** (with energy change, atoms rearrange into new products like rust, or the reaction of vinegar and baking soda)
* **crystalline structure** of solids (crystals are formed by a unique arrangement of atoms, ions, or molecules)

1. **The electromagnetic force produces both electricity and magnetism**.
   * **Questions to support inquiry with students**: (How is electricity generated? What is the relationship between electricity and magnetism?)
   * **electricity is generated in different ways** with different environmental impacts (electricity can be made using wind, water, coal, geothermal, and/or solar energy)
   * **electricity is used to generate magnetism** (magnets are used to generate electricity, and electricity can be used to generate magnets)
2. **Earth and its climate have changed over geological time**.
   * **Questions to support inquiry with students**: (How and why have Earth and its climate changed over time? How do people and their practices impact Earth and its climate?)
   * **fossil records and geological dating** (scientific evidence and cyclical changes in the environment; physical and environmental changes that occur over time; life forms found in fossils and organisms that exist today)
   * **evidence of climate change and the recent impacts of humans** (humans are capable of changing Earth’s landscape, climate, and systems; efficacy of sustainable practices; Aboriginal ecological knowledge and other traditional practices - e.g., stewardship and conservation)

**Students will be able to:**

* **Question and predict** (use scientific inquiry to identify a question to answer or a problem, make predictions, formulate hypotheses, make observations, demonstrate intellectual curiosity)
* **Plan and conduct** (consider social, ethical, and environmental implications, co-operatively design projects, observe, measure, and record data - **qualitative** and **quantitative -** using equipment, including digital technologies, with accuracy; safely manipulate materials; make accurate measurements and control variables fairly)
* **Process and analyze data and information** (reflect on their investigation methods, identify possible sources of error, discuss and represent observations and ideas by drawing)
* **Apply and innovate** (transfer and apply learning to new situations; use new ideas when problem solving, be aware of Aboriginal, gender-related, subject/discipline specific, cultural, embodied and intuitive beliefs about knowledge)
* **Communicate** (communicate ideas, findings, and solutions to problems, using scientific language, and technologies as appropriate)

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

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

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

1. **Geographic conditions shaped the emergence of civilizations.**

* **anthropological origins of humans** (humans originated in Africa and migrated to the rest of the world, technological developments of early humans became increasingly sophisticated, there was a shift from a nomadic hunter-gatherer way of life to settled agricultural communities)
* **human responses to geographic challenges and opportunities, including climate, landforms, and natural resources** (physical environments such as proximity to water, fertile land, natural resources, affected development and settlement and human practices led to success or failure of ancient cultures) (How did humans adapted to their physical environment? - architecture, transportation methods, clothing, etc) (create maps to show the key physical environmental characteristics)
* **features and characteristics of civilizations that lead to their rise and fall** (things like social organization, religion, government, law, trade, transportation, education, etc., are common to cultures around the world) (understand elements of civilizations such as technology, record keeping, and major urban centres)

1. **Religious and cultural practices that emerged during this period have endured and continue to influence people.**

* **origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas** (world religions, spiritual beliefs, myths, stories, knowledge, and languages of past civilizations and cultures have made their way to modern times)
  + - **scientific, philosophical, and technological developments** (contributions from ancient cultures to modern technology include things such as astronomy, medicine, travel, agriculture, and their impact on society and daily life)
* **interactions (conflict, peace, trade, expansion, and migration) took place between past civilizations and cultures (**relationships and influences evolved over time between ancient cultures - Romans adapted Greek gods and mythology; cultures adapted the Sumerian writing system)

1. **Increasingly complex societies required new systems of laws and government.**
   * + **social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas** (how current Canadian laws and government structures have evolved from ancient civilizations) (individual rights in ancient civilizations compared current Canadian society) (social roles and how people met their basic needs in ancient civilizations compared to modern day Canada))
2. **Economic specialization and trade networks can lead to conflict and cooperation between societies.**
   * + (economic and social roles and classes in a selected ancient culture (e.g., slaves, farmers, builders, merchants, artisans, scribes, teachers, priests, rulers) (goods and services people in ancient civilizations used in trade and how and why monetary systems evolved from bartering)

**Students will be able to:**

* **Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions** (compare points of view and draw conclusions on an issue) (use and interpret graphs, tables, charts, timelines, and maps) (cite information sources to respect others’ intellectual property) (plan, prepare, and deliver a presentation on a selected topic)
* **Assess the significance of people, places, events, and developments at particular times and places** (assess influences and contributions from ancient cultures such as writing system, number system, philosophy, education, and religion their significance today)
* **Assess the credibility of sources of evidence used to justify conclusions** (apply criteria to evaluate information and information sources - assess bias, reliability, authorship, currency, audience; confirm value using multiple sources)
* **Characterize different time periods in history, and identify key turning points that marked periods of change** (different ways to categorize different periods in history)
* **Determine what led to decisions, actions, and events, and what the short- and long-term consequences were** (spread of religions and why people decided to locate in relation to geography)
* **Explain different perspectives (people, places, issues, events), and compare values, worldviews, and beliefs in different times and places** (different attitudes toward death and the afterlife in religions and cultures)
* **Make ethical judgments about past, and assess the limitations of learning lessons from the past** (How to resolve competing claims of ownership over religious holy sites, a tyrant or great leader? etc)

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

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

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

1. **Through art making, one’s sense of identity and community continually evolves.**
   * **includes but is not limited to dance, drama, music, and visual arts**
   * traditional and contemporary Aboriginal arts and arts-making processes (creations by Aboriginal peoples for use in daily life or to serve a purpose for ceremonies or rituals as part of cultural tradition) (national and international works of art from diverse cultures, communities, times, and places)
2. **Experiencing art challenges our point of view and expands our understanding.**

* (viewing, creating, and performing in the arts, including, but not limited to: dance, drama, music and visual arts)
* **symbolism and metaphor** **to explore ideas and perspective** (use of objects, words, or actions to represent an abstract) (identity can be represented by abstraction)
* **ethical considerations and cultural appropriation related to the arts** (inclusion, diversity, copyright, ownership) (use of cultural arts without permission or appropriate context is a misrepresentation the people from whose culture it is drawn)

1. **Dance, drama, music, and visual arts are each unique languages for creating and communicating**.
   * **art itself is a form of communication** (use correct and applicable terminology when describing the arts)
2. **Engaging in the arts develops people’s ability to understand and express complex ideas.**

* **processes, materials, movements, technologies, tools, strategies, and techniques to support creative works** (manipulate things like colours, tones, lights and darks, textures, speeds, rhythms, sounds, and volume, to create meaning and to express one’s self in a safe learning environment within the arts)
* Use movement *(*body, space, dynamics, time, and relationships)
* Explore materials, technology or tools to make art (paint brush, scissors, clay, cameras, textiles, paint, pens, pencils, charcoal)
* Participate in a variety of **dramatic forms** (improvisation, tableau, role-play, mime, readers theatre, story theatre)
* Take creative risks to express feelings, ideas, and experiences
* Express, feelings, ideas, and experiences through the arts
* Describe, interpret and respond to works of art
* Experience, document, choreograph, perform, and share creative works in a variety of ways

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

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

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

1. **Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.**

* Identify **preferred types of physical activity**
* **Participation in different types of physical activities**
* at school, at home, and in the community
* jumping rope, swimming, running, bicycling, Hula Hoop
* dancing, gymnastics
* tag, parachute activities, co-operative challenges, Simon Says, team games, traditional Aboriginal games

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

* **Training principles to enhance personal fitness levels including the:**

**FITT principle**

* + **Frequency** — how many days per week,
  + **Intensity** — how hard one exercises in the activity (e.g., percentage of maximum heart rate),
  + **Type** — the type of activity or exercise, focusing on the fitness goal (e.g., jogging for cardio endurance)
  + **Time** — how long the exercise session lasts

**SAID principle**

**Specific Adaptation to Imposed Demand**: the body will react and respond to the type of demand placed on it (e.g., a student’s flexibility will eventually improve if he or she participates in regular stretching activities)

* **Effects of different types of physical activity on the body (**strengthening muscles and bones (e.g., fitness circuits and/or jumping and landing), strengthening heart and lungs (e.g., jogging or running, games, swimming, biking) and reducing stress and/or anxiety levels in activities where you can participate outside and elevate the heart rate)
* 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)
* Apply methods of **monitoring and adjusting exertion levels** in physical activity (manual pulse taking or heart rate monitors to make appropriate adjustments to activity)

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

* Strategies for managing physical, emotional, and social changes during **puberty** and adolescence
* Explore the transition and change on **identities**
* Basic principles for **responding to emergencies**
* **Strategies to protect** themselves and others from potential abuse, exploitation, and harm in a variety of settings

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

* **Healthy choices** and the potential health effects as well as personal healthy-living goals (fitness and physical movement, nutrition, mental well-being)
* Factors that influence **personal eating choices**
* Strategies for **developing and maintaining healthy relationships**
* Practices that reduce the risk of contracting **sexually transmitted infections** and **life-threatening communicable diseases**
* **Signs and symptoms of stress, anxiety, and depression**
* **Strategies to protect themselves and others** from potential abuse, exploitation, and harm in a variety of settings

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

* Assess and communicate **health information** for various health issues
* Develop and demonstrate **safety, fair play, and leadership** in physical activities
* Describe and assess **strategies for responding to discrimination, stereotyping, and bullying**

**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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