***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**

Themed modules and a Home Instructor’s Guide are available to use for directed lessons. It is important to do the oral activities under *Before Reading*, *Reading the Selection*, or *After Reading*. These activities are designed to provide and reinforce the necessary reflective tools to assist your child in making meaning from what they have read. Your teacher will let you know what you must submit each term. **The Primary Website (**[*http://www.openschool.bc.ca/primary/index.html*](http://www.openschool.bc.ca/primary/index.html)*)* is well worth visiting. It has pictures, articles and games related to the theme of the modules your child will be learning from. However, please be aware that it is no longer updated and some links do not work. Additional units may be added to your modules, by your teacher, based on the learning outcomes set out by the ministry.

**Funding for Curricular Activities**

Financial assistance is provided to students registering in a number of community activities that help support the prescribed Ministry of Education learning outcomes. This may include such activities as music lessons, swimming lessons, league sport registration, dance and art instruction, etc. Your teacher must approve all activities in advance and will assist you in making the application.

**Resource and program planning for the year**

Please review the learning outcomes in each curricular subject area to understand the learning your child is expected to show this year. In discussion with your teacher, you can begin to list the resources you will use to meet these outcomes. Then together, you will choose one of the three program options best suited for you.

I will work with my teacher to **create my own program** (program materials listed throughout) and submit a portfolio of learning each term to show development.

I will use a **blend** of the integrated module program and some of my own supplies (listed throughout) to supplement. My teacher will direct me to submit work in a portfolio each term to show development.

I will use the **integrated module program** and teacher created supplements. My teacher will direct me to submit work in a portfolio each term to show development.

**Sign (on page 1) and return this plan to your teacher upon registration.**

In **Language Arts**, students will understand and explore these **Big Ideas:**

* Language and **stories** can be a source of creativity and joy.
* **Stories** help us learn about ourselves, our families and our communities.
* Everyone can be a reader and a writer.
* Listening and speaking helps us to explore, share, and develop our ideas.
* Using and playing with language helps us understand how language works.
* Readers use strategies to make sense of what they read, hear, and view.

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| **Oral Language**   * **use a variety of oral language strategies** (asking questions to clarify; expressing simple opinions; speaking with expression; and taking turns) * use **play** to explore language (puppets, centres, games) * **exchange ideas and perspectives** to build shared understanding * **engage actively** as listeners, viewers, and readers   **Writing**   * features of oral language * word patterns, word families * **letter-sound correspondence** (phonemic and phonological awareness) * concepts of print ( **print left-to-right**, use **space**, proper letter formation) * use **sentence structure, punctuation and grammar** * use a **writing process** (brainstorm, outline, draft, edit, final copy) * create stories * **create and share** work in a variety of ways (notes, stories, presentations, orally, drama, pictures) | **Reading**   * develop skills in **phonics** (letter sound correspondence; hear and create rhyming words; hear separate words; hear syllables as “chunks”; and segment and blend phonemes (e.g., *c* / *a* / *t*) into words) * **monitor** reading (by asking: does it look right, sound right, and make sense?) * **self-correct** errors consistently * **use a variety of reading strategies** (echo reading; using context and visual clues blends; word families, and vowel sounds; word chunking; visualizing; questioning; retelling) * **use reading, listening and viewing strategies** to make meaning from texts * make **predictions and connections** * recognize the importance of **story** in personal, family, and community identity; including how **in First Peoples’ cultures** story connects people to family and community * use **poetic and figurative** language (literary elements and devices) * recognize the **structure** (beginning, middle, and end) **and elements (character, plot, setting) of story** * recognize how different **text structures** reflect different purposes (letters, recipes, maps, lists, and web pages) * use **vocabulary to talk about text** (book, page, chapter, author, title, illustrator, pictures) |

**Students will be able to:**

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

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

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

* Number represents and describes quantity which can be broken into smaller parts.
* Computational fluency comes from a strong sense of number. Fluency in addition and subtraction with numbers to 100 requires understanding of place value and mental math strategies.
* We use patterns to represent identified regularities and to form generalizations.
* We can describe, measure, and compare spatial relationships (objects and shapes have attributes).
* Analyzing data and chance help us to compare and interpret. Concrete items can be represented pictorially in a graph.

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

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| **Numbers to 100**   * Skip count by 2, 5 and 10 * **count** (forwards and backwards) using different starting points * **addition and subtraction** facts to 20 using mental math * **place value** (10’s and 1’s) * **compare/order** numbers to 100 * **estimate** sums and differences to 100 * **benchmarks** of 25, 50, and 100 * show **equal and not equal** * **change in quantity** using pictorial and symbolic representation (6 + n = 10) * **use technology** | **Shape and Space**   * sort **2D shapes and 3D objects** using 2 attributes and explain the sorting rule * **describe, compare and construct** 2D shapes (e.g. triangle, circle, rectangle) * **identify** 2D shapes as part of 3D objects   **Probability/Data**   * **likelihood** of events (more/less, certain/uncertain) * **pictorial representation** of concrete graphs using one-to-one correspondence | **Money** (financial literacy)   * coin combinations to 100 cents, and spending and saving * **role-play financial transactions** (such as in a restaurant, bakery, or store)   **Patterns**   * **explore repeating patterns (circular)** * identify the **core** (AB, ABC, etc) * **increase patterns** using manipulatives, sounds, actions and numbers (0 to 100)   **Measurement**   * linear measurement (centimeters and meters) * height, width, length * estimate length |

**Students will be able to:**

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| * Estimate * Develop mental math strategies * Use reasoning and logic to make connections * Use multiple strategies to problem solve * Role play and inquiry * Communicate their ideas (visually, orally, written) | * Describe, create and interpret relationships (concrete, pictorial, symbol) * Use technology (pen, pencil, paper, crayons, iPad, camera) * Visualize and describe mathematical concepts * Connect mathematical concepts to each other and to the real world * Share and reflect * Connect math to real world (daily activities) * Learn about First Peoples knowledge of math |

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

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

1. **All living things have a life cycle.**

* **Metamorphic and non-metamorphic** life cycles of different organisms
* Similarities and differences between **offspring and parent**
* **Aboriginal knowledge** of life cycles
  + **Stewardship:** sustainably gathering plants and hunting/fishing in response to seasons and animal migration patterns
  + Sustainable fish hatchery programs run by local first peoples

1. **Materials can be changed through physical and chemical processes.**

* **Physical** ways of changing materials (warming, cooling, cutting, bending, stirring mixing)
* **Chemical** ways of changing materials (cooking, burning)

1. **Forces influence the motion of an object.**

* Types of **forces**
  + Contact and at distance force (magnets, static electricity)
  + Balanced and unbalanced forces (air resistance, motion)

1. **Water is essential to all living things, and it cycles through the environment.**

* **Water sources,** including local watersheds
* Water – a **limited resource**
* The **water cycle**

**Students will be able to:**

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

### **Plan and conduct** (make and record observations; safely manipulate materials; make and record simple measurements)

### **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** (compare observations with others, consider environmental consequences of actions)

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

### **Communicate** (communicate observations using oral/written language/drawing/role play: express and reflect on personal experiences)

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

**Suggested activities/resources:** Moodle homeroom for units, force and motion workbook, life cycles unit, 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. **Local actions have global consequences, and global actions have local consequences.**

* **Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture**
  + What does community mean to you?
    - Daily life in different communities (i.e. work, housing, education)
    - What types of cultural diversity is within your community?

1. **Canada is made up of many diverse regions and communities.**

* **How people’s needs and wants are met in communities** 
  + How does the local environment and culture affect the goods and services available in your community?
  + How do difference communities help people who can’t meet their basic needs?
* **relationships between people and the environment in different communities** 
  + What type of environmental challenges do people face in different communities (i.e. natural disasters, climate change, lack of natural resources)?

1. **Individuals have rights and responsibilities as global citizens.**

* **Diverse features of the environment in other parts of Canada and the world** 
  + Sample topics include climate zones, landforms, water bodies, plants and animals
* **Rights and responsibilities of individuals regionally and globally**
  + Sample topics include responsibility to the environment, human rights, connections between your community and communities throughout Canada and the world
* **Roles and responsibilities of regional governments**
  + How are decisions made in your region?
  + Should everyone be responsible for helping others in their community?

**Students will be able to:**

* **Inquire**: Ask questions, gather, interpret and analyze ideas and communicate findings
* Explain **significance** of personal or local events, objects, people, and places
* Find **evidence** and 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 for Socials Studies:**

**Suggested activities/resources:** Study and compare a Canadian community with a global community

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

1. **Creative expression develops our unique identity and voice.**

* Understand personal and collective responsibility *(creating, experiencing, and performing in a safe learning environment)*
* Explore traditional and contemporary Aboriginal arts and arts-making processes *(dances, songs, stories, and objects)*

1. **Inquiry through the arts creates opportunities for risk taking.**

* Support arts activities through processes, materials, movements, technologies, tools and techniques
* Explore materials, technology or tools to make art *(paint brush, scissors)*
* Notation to represent sounds, ideas, and movement
* Participate in a variety of **dramatic forms** *(e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre)*

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 as a means of expressing meaning *(use of an object, word, or action to represent an abstract idea, colours, images, movements, and sounds)*

1. **People connect to others in a variety of places and times through the arts.**

* A variety of local works of art and artistic traditions from diverse cultures, communities, times and places.
* Personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment.
* Create, experience and share creative works collaboratively and as an individual
* Explore personal experience, community and culture through arts activities
* Reflect, connect and respond to art works
* View a variety of local works of art and artistic traditions

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

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

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

1. **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)
* Ways to monitor physical exertion levels
* Participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
* Develop and demonstrate safety, fair play, and leadership in physical activities
* Participate daily in physical activity at moderate to vigorous intensity levels (minimum of 30 minutes a day/5 days a week)

1. **Learning how to participate and move our bodies in different physical activities helps us develop physical literacy.**

* How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
* Effects of physical activity on the body
* Develop and demonstrate respectful behavior when participating in activities with others
* Develop and demonstrate safety, fair play, and leadership in physical activities
* Describe a variety of unsafe and/or uncomfortable situations (strangers, road safety, hazardous substances)
* Explore and describe components of healthy living

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

* Practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention
* Strategies and skills to use in potentially hazardous, unsafe, or abusive situations
* Effects of different substances, and strategies for preventing personal harm
* Explain how participating in outdoor activities supports connections with the community and environment
* Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
* Explore strategies for making healthy eating choices

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

* Managing and expressing emotions
* Identify personal skills, interests, and preferences and describe how they influence self-identity
* Identify and describe characteristics of positive relationships

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

* Factors that influence self-identity
* Identify and describe feelings and worries, and strategies for dealing with them

**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**.**

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

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