


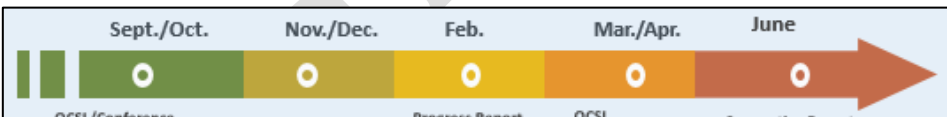



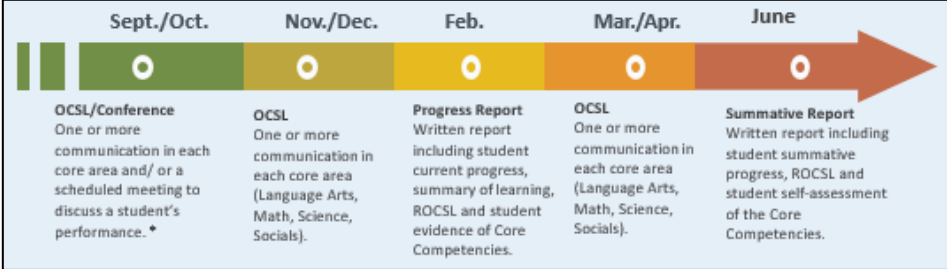



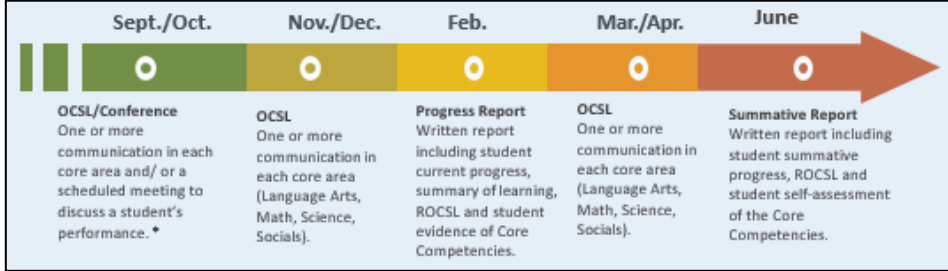


2020-21 Learning Framework -2		September-December				January-June				
English Language Arts	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	Reading, Listening and Viewing <ul style="list-style-type: none"> Playing with language helps us discover how language works (<i>phonological awareness, word patterns, word families</i>) Stories and other texts help us learn about ourselves, our families, and our communities Writing, Speaking and Representing <ul style="list-style-type: none"> Language and story can be a source of creativity and joy. Everyone has a unique story to share. 				Reading, Listening and Viewing <ul style="list-style-type: none"> Stories and other texts can be shared through pictures and words Through listening, we connect with others and share our world. Curiosity and wonder lead us to new discoveries about ourselves and the world around us Writing, Speaking and Representing <ul style="list-style-type: none"> Playing with language helps us discover how language works (<i>letter formation, sentence structure and conventions</i>) Through speaking and writing, we connect with others and share our world. 			
		Months	Sept-Oct	Nov-Dec	Jan-Feb	March-April	May-June			
		Students will do / know... <i>Learning Standards</i>	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity (<i>predictions, connections, inferences</i>) Develop an understanding of self, identity, and community Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation Explore concepts of print, oral, and visual texts (<i>cvc and sight words</i>) 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity (<i>predictions, connections, inferences</i>) Show awareness of how story in First Peoples cultures connects people to family and community Recognize how different text structures reflect different purposes Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation Explore concepts of print, oral, and visual texts (<i>cvc, and sight words</i>) Explore oral storytelling processes 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity (<i>predictions, connections, inferences</i>) Identify use personal experience and knowledge to connect to stories and other texts to make meaning (<i>text features and vocabulary associated with texts</i>) Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use language to identify, create, and share ideas, feelings, opinions, and preferences Plan and create a variety of communication forms for different purposes and audiences (<i>sentence structure and vocabulary</i>) Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure and elements of a story (<i>begin, middle & end</i>) Show awareness of how story in First Peoples cultures connects people to family and community Through writing, speaking and representing students will: <ul style="list-style-type: none"> Plan and create a variety of communication forms for different purposes and audiences (<i>sentence structure and vocabulary</i>) Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation Explore concepts of print, oral, and visual texts (<i>cvce, and sight words</i>) 	Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure and elements of a story (<i>characters and events</i>) Through writing, speaking and representing students will: <ul style="list-style-type: none"> Plan and create a variety of communication forms for different purposes and audiences (<i>sentence structure and vocabulary</i>) 			
Students will be...	 Communication:		 Thinking:		 Personal and Social:					
Core Competencies	Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions. 	Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my world I can reflect on my learning 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	Social Awareness & Responsibility <ul style="list-style-type: none"> I am kind and respectful to others I can solve some problems and ask for help I know other people can be different than me 			
How will students share their learning?	Assessment and Reporting						For more information, visit: nlpslearns.sd68.bc.ca/communicating-learning/			
		OCSL/Conference One or more communication in each core area and/ or a scheduled meeting to discuss a student's performance.*	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Progress Report Written report including student current progress, summary of learning, ROCSL and student evidence of Core Competencies.	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Summative Report Written report including student summative progress, ROCSL and student self-assessment of the Core Competencies.				

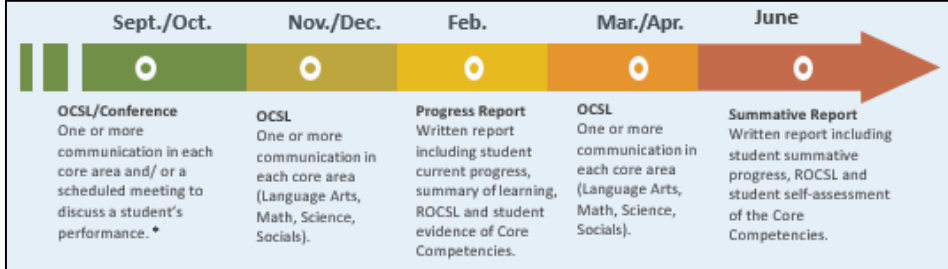


2020-21 Learning Framework-2		September-December				January-June				
Mathematics	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<p><u>Numbers:</u> Numbers to 100 represent quantities that can be decomposed into 10s and 1s.</p> <p><u>Computational Fluency:</u> Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.</p> <p><u>Data & Probability:</u> Concrete items can be represented, compared, and interpreted pictorially in graphs.</p>				<p><u>Computational Fluency:</u> Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.</p> <p><u>Patterning:</u> The regular change in increasing patterns can be identified and used to make generalizations.</p> <p><u>Geometry & Measurement:</u> Objects have attributes that can be described, measured, and compared.</p> <p><u>Data & Probability:</u> Concrete items can be represented, compared, and interpreted pictorially in graphs.</p>			
		Months	Sept-Oct	Nov-Dec		Jan-Feb	March-April		May-June	
		Students will do / know... <i>Learning Standards</i>	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> number concepts to 100 – counting forward, backward, comparing and ordering benchmarks of 25, 50, and 100 and personal referents 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> number concepts to 100 – skip counting, place value financial literacy – coin combinations to 100 cents, and spending and saving change in quantity, using pictorial and symbolic representation 		Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> addition and subtraction facts to 20 (introduction of computational strategies) symbolic representation of equality and inequality likelihood of familiar life events, using comparative language 	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> addition and subtraction to 100 pictorial representation of concrete graphs, using one-to-one correspondence 		Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> repeating and increasing patterns direct linear measurement, introducing standard metric units multiple attributes of 2D shapes and 3D objects 	
		Students will be... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Communication:</p> </div> <div style="text-align: center;">  <p>Thinking:</p> </div> <div style="text-align: center;">  <p>Personal and Social:</p> </div> </div>							
	<p>Communicating</p> <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions. 	<p>Collaborating</p> <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	<p>Creative Thinking</p> <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	<p>Critical & Reflective Thinking</p> <ul style="list-style-type: none"> I can show if I like something or not I can explore my world I can reflect on my learning 	<p>Personal Awareness & Responsibility</p> <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	<p>Positive Personal & Cultural Identity</p> <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	<p>Social Awareness & Responsibility</p> <ul style="list-style-type: none"> I am kind and respectful to others I can solve some problems and ask for help I know other people can be different than me 			
How will students share their learning?	Assessment and Reporting	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>For more information, visit:</p> <p>nplslearns.sd68.bc.ca/communicating-learning/</p> </div> </div>								




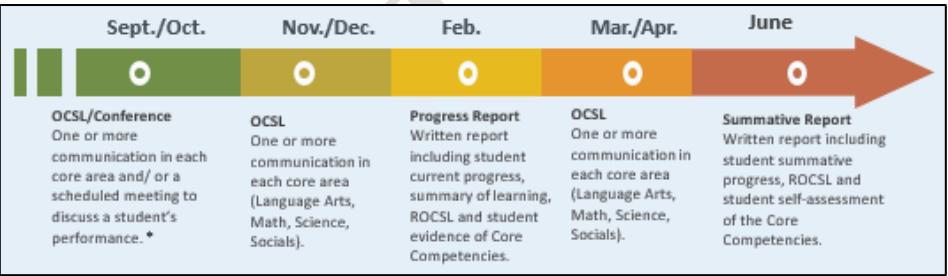


2020-21 Learning Framework-2		September-December				January-June			
Social Studies	What students will know, do and understand?	Students will Understand... <i>Big Ideas</i>	<ul style="list-style-type: none"> Local actions have global consequences, and global actions have local consequences Individuals have rights and responsibilities as global citizens 				<ul style="list-style-type: none"> Individuals have rights and responsibilities as global citizens Canada is made up of many diverse regions and communities 		
		Months	Sept-Oct	Nov-Dec		Jan-Feb	March-April	May-June	
	Students will do / know... <i>Learning Standards</i>	<ul style="list-style-type: none"> Explain why people, events, or places are significant to various individuals and groups (<i>diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</i>) 	<ul style="list-style-type: none"> Ask questions, make inferences, draw conclusions about the content and features of different types of sources (<i>diverse features of the environment in other parts of Canada and the world</i>) Use inquiry processes and skills to ask questions, gather, interpret, and analyze ideas 		<ul style="list-style-type: none"> Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (<i>rights and responsibilities of individuals regionally and globally</i>) Recognize causes and consequences of events, decisions, or developments in their lives 	<ul style="list-style-type: none"> Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events 	<ul style="list-style-type: none"> Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (<i>roles and responsibilities of regional governments</i>) 		
Students will be... <i>Core Competencies</i>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>C Communication:</p> </div> <div style="text-align: center;">  <p>T Thinking:</p> </div> <div style="text-align: center;">  <p>PS Personal and Social:</p> </div> </div>								
	Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions. 	Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my world I can reflect on my learning 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	Social Awareness & Responsibility <ul style="list-style-type: none"> I am kind and respectful to others I can solve some problems and ask for help I know other people can be different than me 		
How will students share their learning?	Assessment and Reporting						For more information, visit: nlpslearns.sd68.bc.ca/communicating-learning/		



2020-21 Learning Framework-2		September-December	January-June
Science	What students will know, do and understand?	<p>Students will Understand...</p> <p><i>Big Ideas</i></p> <ul style="list-style-type: none"> Living things have life cycles adapted to their environment Water is essential to all living things, and it cycles through the environment 	<ul style="list-style-type: none"> Materials can be changed through physical and chemical processes Forces influence the motion of an object
		<p>Students will ...</p> <p><i>Learning Standards</i></p> <ul style="list-style-type: none"> <u>Question & Predict</u>: demonstrate curiosity, observe, ask questions, make simple predictions <u>Plan & Conduct</u>: make and record observations, make simple measurements <u>Analyze</u>: experience & interpret the local environment, recognize First Peoples stories, sort and classify data, compare observations, identify patterns and connections <u>Communicate</u>: communicate observations, express and reflect on personal experiences of place 	<ul style="list-style-type: none"> <u>Question & Predict</u>: demonstrate curiosity, observe, ask questions, make simple predictions <u>Analyze</u>: experience & interpret the local environment, recognize First Peoples stories, sort and classify data, compare observations, identify patterns and connections <u>Evaluate</u>: compare observations, consider environmental consequences <u>Apply and Innovate</u>: take part in caring for self, family, classroom and school, transfer learning to new situations, generate ideas when problem solving <u>Communicate</u>: communicate observations, express and reflect on personal experiences of place
		<p>Students will be...</p> <p><i>Core Competencies</i></p>	<p>C Communication:</p> <p>Communicating</p> <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions. <p>Collaborating</p> <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful <p>Creative Thinking</p> <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea
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2020-21 Cadre pédagogique – 2 ^e année		Septembre-Décembre			Janvier-Juin												
Français langue seconde - immersion Qu' est-ce que les élèves doivent savoir, savoir faire et comprendre? Comment les élèves partageront leurs apprentissages?	Les élèves comprendront... <i>Grandes idées</i>	<ul style="list-style-type: none"> La fluidité dans une langue facilite les interactions. La tâche et son contexte déterminent le choix des stratégies de compréhension et d'expression. 			<ul style="list-style-type: none"> Organiser et lier ses idées de façon logique amènent à mieux se faire comprendre. Le conte présente des caractéristiques communes qui définissent ce genre. La sensibilisation à d'autres cultures aide à la découverte de sa culture et contribue à sa construction identitaire. 												
	Les élèves pourront faire / sauront... <i>Normes d'apprentissage</i>	Mois Sept-Oct Explorer et réfléchir: <ul style="list-style-type: none"> Découper la phrase en groupes de mots pour en améliorer sa compréhension Identifier les thèmes et les mots clés présents dans un texte pour en comprendre le message Créer et communiquer: <ul style="list-style-type: none"> Exprimer ses idées, émotions et expériences personnelles à l'aide d'éléments visuels et gestuels Interagir de façon spontanée avec ses pairs en employant des phrases complètes 	Nov-Déc Explorer et réfléchir: <ul style="list-style-type: none"> Découper la phrase en groupes de mots pour en améliorer sa compréhension Identifier les thèmes et les mots clés présents dans un texte pour en comprendre le message Visualiser des informations lors de ses lectures pour mieux comprendre Créer et communiquer: <ul style="list-style-type: none"> Interagir de façon spontanée avec ses pairs en employant des phrases complètes Lire un texte simple avec fluidité 	Jan-Fév Explorer et réfléchir: <ul style="list-style-type: none"> Visualiser des informations lors de ses lectures pour mieux comprendre Organiser une suite d'événements en ordre chronologique afin de raconter une histoire Identifier les éléments d'une histoire afin de faire un lien avec les genres à l'étude Créer et communiquer: <ul style="list-style-type: none"> Poser des questions pour mieux comprendre et approfondir ses connaissances Lire un texte simple avec fluidité 	Mars-Avril Explorer et réfléchir: <ul style="list-style-type: none"> Organiser des informations selon une thématique Identifier les éléments d'une histoire afin de faire un lien avec les genres à l'étude Créer et communiquer: <ul style="list-style-type: none"> Poser des questions pour mieux comprendre et approfondir ses connaissances Rédiger un texte court en respectant la structure de la phrase et en faisant des liens logiques entre les idées 	Mai-Juin Explorer et réfléchir: <ul style="list-style-type: none"> Organiser des informations selon une thématique Identifier dans des textes francophones et autochtones des éléments présents dans sa propre culture Créer et communiquer: <ul style="list-style-type: none"> Rédiger un texte court en respectant la structure de la phrase et en faisant des liens logiques entre les idées 											
	Les élèves seront... <i>Compétences essentielles</i>	 La compétence de communication		 La compétence de réflexion		 La compétence personnelle et sociale											
Évaluation et transmission des résultats	 <table border="1"> <thead> <tr> <th>Sept./Oct.</th> <th>Nov./Dec.</th> <th>Feb.</th> <th>Mar./Apr.</th> <th>June</th> </tr> </thead> <tbody> <tr> <td> OCSL/Conference One or more communication in each core area and/ or a scheduled meeting to discuss a student's performance. * </td> <td> OCSL One or more communication in each core area (Language Arts, Math, Science, Socials). </td> <td> Progress Report Written report including student current progress, summary of learning, ROCSL and student evidence of Core Competencies. </td> <td> OCSL One or more communication in each core area (Language Arts, Math, Science, Socials). </td> <td> Summative Report Written report including student summative progress, ROCSL and student self-assessment of the Core Competencies. </td> </tr> </tbody> </table>		Sept./Oct.	Nov./Dec.	Feb.	Mar./Apr.	June	OCSL/Conference One or more communication in each core area and/ or a scheduled meeting to discuss a student's performance. *	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Progress Report Written report including student current progress, summary of learning, ROCSL and student evidence of Core Competencies.	OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).	Summative Report Written report including student summative progress, ROCSL and student self-assessment of the Core Competencies.	Pour plus d'information, visitez: nlpslearns.sd68.bc.ca/communicating-learning/				
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