

September 2020 NLPS Learning Frameworks

The **NLPS Learning Frameworks** were developed as part of the 2020 Restart Plan. In acknowledgement of our fluid context, these Frameworks have been created to assist in the consistent delivery of the Curriculum: *Know, Do & Understand*.

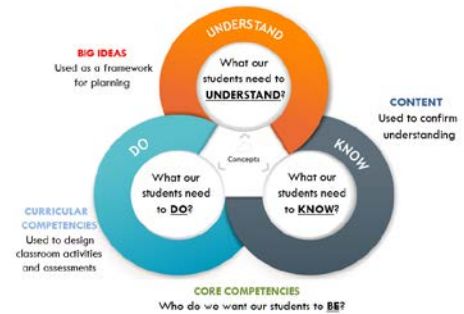
The Learning Framework has two parts:

- **Year at a Glance**

- Subjects: English, Math, Social Studies, Science and French Immersion
- Each subject can be **easily viewed** on one page (11" X 17")
- Curriculum language has been **simplified into sections**
- Helps **prioritize** what to teach throughout the year
- Framework will be a guide, but it is most important to **know your learners and respond to their needs**
- **Caring and compassionate** learning can be woven into all curricular areas and should always be prioritized

- **Bi-Monthly View**

- 2 month sections with all subjects to promote cross curricular planning
- Showcasing tasks, activities, and resources from NLPS teachers

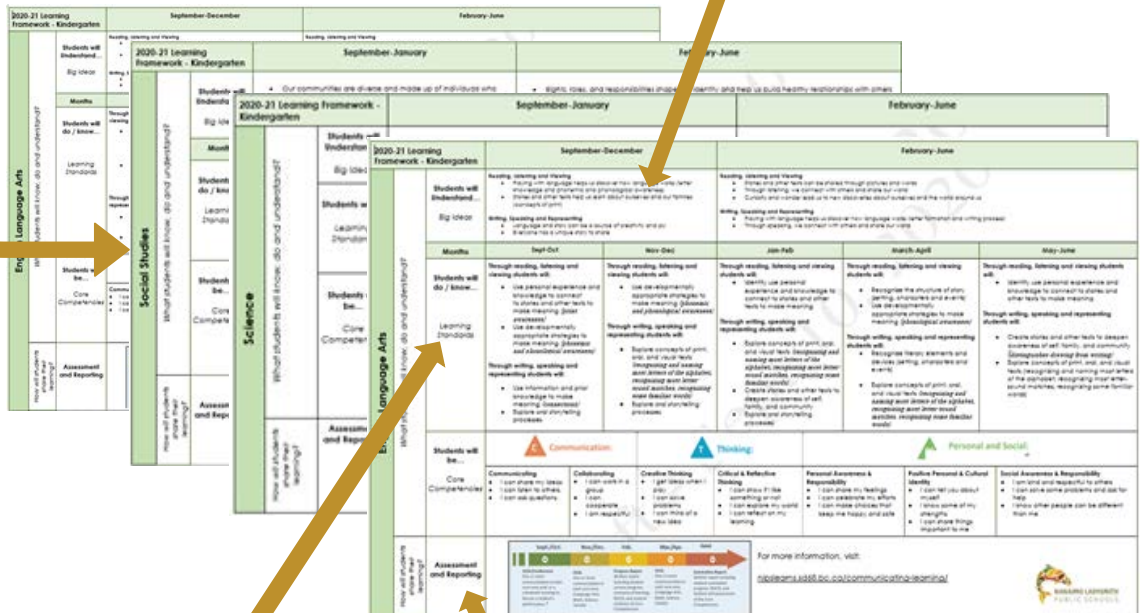


Year at a Glance

Available in 5 subjects:

- English Language Arts
- Mathematics
- Social Studies
- Science
- French Immersion

Big Ideas have come directly from the curriculum and have been split into terms to help **prioritize** when planning, but are intended to be revisited throughout the year.



The table provides a detailed overview of the learning frameworks for Kindergarten in 2020-21. It is organized by subject (English Language Arts, Social Studies, Science, Language Arts) and time period (September-December, January-February, March-June). Each section includes 'Students will understand' (Big Ideas), 'Students will do / know...' (Learning Standards), and 'Students will be...' (Curricular Competencies). A 'Big Idea' box highlights a key concept for each subject, such as 'Our communities are shared and made up of individuals who... rights, roles, and responsibilities...' for Social Studies.

Learning Standards come directly from the curriculum


Curricular Competencies

Students will do...

Content

Students will know...

NLPS Reporting Timeline 2020-2021



Sept-Oct	Nov-Dec	February	March-May	June
OCSL	OCSL	Progress Report	OCSL	Summative Report
1 Language Arts 1 Math	1 Language Arts 1 Math 1 Science 1 Social Studies	3 Core Competencies	1 Language Arts 1 Math 1 Science 1 Social Studies	3 Core Competencies

Bi-monthly View



2 month sections with all subjects to promote cross curricular planning

Grade 3 Learning Framework				Sept-Oct			
Core Competencies							
C Communication:		T Thinking:		PS Personal and Social:			
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 	
Big Ideas							
English Language Arts		Math		Socials		Science	
Reading, Listening and Viewing <ul style="list-style-type: none"> Using language in creative and playful ways helps us understand how language works 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 Using language in playful ways helps us understand how language works 		<ul style="list-style-type: none"> Numbers: Number concepts to 1000 Computational Fluency: Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing 		<ul style="list-style-type: none"> Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors 		<ul style="list-style-type: none"> Living things are diverse, can be grouped, and interact in their ecosystems Wind, water, and ice change the shape of the land 	
Learning Standards							
English Language Arts		Math		Socials		Science	
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 		Through reason, analyze, understand, solve, communicate, represent, connect and reflect on: <ul style="list-style-type: none"> number concepts to 1000 addition and subtraction facts to 20 (emerging computational fluency) 		<ul style="list-style-type: none"> Explain why people, events, or places are significant to various individuals and groups (<i>cultural characteristics and ways of life of local First Peoples and global indigenous peoples</i>) 		<ul style="list-style-type: none"> Question & Predict: demonstrate curiosity, observe, ask questions, make predictions Plan & Conduct: suggest ways to conduct and conduct an inquiry, consider ethical responsibilities, make observations in the local environment, collect simple data Analyze: experience & interpret the local environment, identify First Peoples perspectives, sort and classify data, use tables / simple bar graphs etc. to represent patterns and trends, compare 	



The **NLPS Learning Frameworks** were developed by teachers for teachers. The frameworks can be found on NLPSLearns. If you have any questions email thelearningline@sd68.bc.ca with the subject: **Learning Framework**.