Recovery Learning in LRSD: Planning for Student Success Upon the Return to School

1st Draft: June 25, 2020

Introduction

This divisional support document articulates some initial planning considerations for school leaders and teachers in order to meet the individual, small group and whole class needs of their returning students. It is important for us all to keep our Multi-Year Strategic Plan top-of-mind as we set about planning for the return to school. At the time the MYSP was developed, no one could have foreseen that a global pandemic would disrupt education worldwide. The benefit of having such a publication is that no matter what happens in the short-term, the long-term goals are clearly stated and can remain in the forefront when plans are being made.

Manitoba Education Recovery Learning Principles

Manitoba Education has defined Recovery Learning as the "process to enable Manitoba students to transition back from remote learning to classroom learning in schools, while addressing their mental and physical well-being and academic success". Manitoba Education highlights the following principles for school teams to reference as we plan for students' return to school:

- *When in-class learning resumes, schools will plan for a period of reorientation to classroom routines, rebuilding community and relationships, and planning for instruction. In September 2020, educators will use their existing assessment processes, along with the information provided on recovery needs on the June 2020 report card.*
- *Dialogue between the previous year's teacher(s) and the current teacher(s) will aid in transition planning. Families may add insights about the student's experiences with remote learning. Schools should ensure that there are sufficient supports in place to facilitate this dialogue, as well as joint planning among colleagues, parents, and students.*
- *Recovery learning will differ according to the opportunities and constraints of the school year. Schools are encouraged to develop a flexible learning approach and allow the implementation of recovery learning to vary according to the needs of the students, the opportunities and constraints of the school schedule, and available resources (see the UNESCO COVID-19 Response Sector Brief: Prepare for School Reopening.)*

Manitoba Education requires that the following considerations be incorporated into planning for the return to school:

- *School teams will need to review the diverse student and educator experiences that will have unfolded during the suspension of classes and intentionally address the mental well-being of the school community upon their return to school.*
- *Students who are most at risk due to the disruption of their learning will require additional supports when classes resume so that they may reach their full learning potential within their grade level.*

- *Schools will need to plan for varying lengths of time, as well as diverse models and strategies for recovery learning, depending on student needs, grade levels, subject areas, and school contexts.*
- *There may be additional waves of COVID-19 over the next 18 to 24 months, and recovery learning and alternate ways of addressing learning needs will be considered as part of this planning.*

Gathering Baseline Information about Students: Socioemotional & Academic

In a collaborative position paper between New Pedagogies for Deep Learning and Microsoft Education title "Education Reimagined: The Future of Learning", Michael Fullan and colleagues state that:

Teachers can ease the social pathway by:

- facilitating connection and conversation

- re-creating norms that will allow students to feel psychologically safe in an optimistic and efficacious learning environment

- inviting each student's perspective by asking open questions so that each student feels connected to the learning community

- providing trauma-informed learning for staff, parents and students, enabling everyone in the school community to recognize and respond mindfully during this unusual situation

- appointing a caring adult to build a relationship for those students you know to be vulnerable

Learners will not learn when they are uncomfortable or contribute when they are self-conscious. As we know, "Emotion is the gatekeeper of motivation, cognition and attention." Therefore, establishing an environment that focuses on well-being and belonging for all is job one for teachers. In short, well-being and quality learning are intimately related.

Assessment practices that prioritize emotional well-being is what is needed during school reopening. Some recommendations include:

- Be cautious of using diagnostic quizzes and high stakes evaluation that will heighten the stress for some learners and therefore will not provide meaningful or accurate direction for the teacher

- Consider formative, low-threat assessments-for-learning to reveal students' strengths and needs

- Facilitate interviews that invite student and family perspectives. These richer strategies will engage student voices positively and uncover unanticipated insights

Responding to the Needs of Students: Socioemotional and Academic

Establishing a safe return to school and the building of school and classroom communities alongside recovery learning is the primary focus of the first six weeks of school and may extend further as needed or even recur should subsequent waves of COVID-19 take place. School teams will leverage existing structures such as opening day conferences and class profiles to plan for both the socioemotional and academic needs of students.

If, as expected, recovery learning needs are greater this fall than in a typical year, these processes will be even more important than ever. A coordinated, collaborative, intentional and responsive approach to recovery learning will promote accelerated learning.

An important aspect of recovery learning that differs from a typical school year relates to mental well-being. [Reference to pending CSU document.] Strategies to support the mental well-being of students should be documented using the Class Profile template; in instances where needs are particularly complex, a student specific plan may be necessary.

School teams are encouraged to continue to focus on establishing the essential outcomes for each curricular area with baseline assessments and learning plans that fit individual, small group and whole class needs.

- Teacher teams will establish essential outcomes and determine what all students must know, understand and be able to do as a result of each unit of instruction.
- Teachers will develop and implement common assessments to monitor student learning of all essential outcomes. The Learning Team anticipates releasing support documents in this regard in the Fall of 2020.
- Schools will structure the school day to allow for recovery and extension learning activities by all available staff and as a result of the various team structures put in place to respond to students' individual, small group and whole class learning needs.
- Schools will plan for those students who require additional time and programming to meet the needs of their recovery leaning plans. Intervention efforts will be monitored and adjusted, as needed, using a regular cycle of data collection and sharing.

Laura Lipton and Bruce Wellman have designed a well-researched process for structuring conversations centred on data (see *Collaborative Learning Cycle* presented in *Got Data? Now What?: Creating and Leading Cultures of Inquiry*, 2012; Printable reproducibles available here; English summary available here; French summary available here).

Planning for Recovery Learning is Not New

Each year, students arrive in classrooms with varying abilities. To mitigate this reality and thus promote the success of each student, schools employ a number of valuable processes, notably:

- referencing learning goals indicated on the final report card
- holding transition meetings between the teachers of the current and subsequent years
- holding Opening Day Conferences to learn more about students directly from families
- conducting baseline assessments and addressing gaps in learning by reteaching concepts before introducing new content
- preparing class profiles to document Tier 1, 2 & 3 strategies

If the prospect of recovery learning seems daunting, don't stress – you're already doing it! It will just look a little different in 2020-2021.

Expecting that the extended period of remote learning will amplify learning gaps, the provincial government has formalized the reporting of recovery learning needs. To this end, the June report card will indicate whether recovery learning is required in specific subjects and what specific recovery learning needs exist.

In August 2020, teachers will have access to a report in Tyler that will indicate which students in their class have recovery learning needs in a particular subject:

Kindergarten   Not applicable – EYE-DA results will inform transition planning

Grade 1   Literacy, Numeracy & Science

Grades 2-9   English Language Arts, French Language Arts, Math

Grades 10-12   English Language Arts, French Language Arts, Math, Science

To know more about the specific recovery learning needs of each student, teachers will:

- refer to the June report card
- communicate with last year's teacher, parents, and students
- conduct baseline assessments

just as they have always done.

To promote student success, teachers will:

- adapt their teaching practices to meet the needs of their students
- articulate clear learning targets
- provide ongoing feedback
- adjust learning targets or set new learning targets
- ensure regular communication with students and their families
- document strategies to support academic learning using the Class Profile template

just as they have always done.

Planning Structures

School teams may want to consider the *team structures* that they utilize to meet student needs to streamline the intervention and ensure a focused approach to addressing recovery learning needs with an expediated timeframe:

- **Same course or grade level teams**

    For example, all the math teachers who support a group of students or all of the grade 2 teachers in a school form a collaborative team to design baseline assessments and learning moves to address identified essential outcomes.

- **Vertical teams**

    Link teachers with those who teach content above or below their grade level to support differentiated responses to the range of recovery learning needs.

- **Electronic teams**

    Use remote technology platforms to create connections amongst teachers across Families of Schools and/or the division to cocreate learning plans for like students.

- **Interdisciplinary teams**

    Create cross curricular teams of teachers where the focus of planning is on a shared student; look for opportunities to address shortfalls in literacy

- **Logical links**

    Group teachers together based on similar focus (Could be cross grade, cross curricular, across schools, etc.). (see *Whatever it Takes*, R. Dufour, 2004)

Summary

As stated in *Forging a Path Forward – How to Design a Responsive Return Plan* (Education Elements, 2020):

> In a time of unprecedented change when conditions are ever-evolving and ambiguous, responsiveness doesn't just become more important; it becomes THE strategy for organizations to endure and thrive.

As the 2020-2021 school year unfolds and provincial direction becomes clearer, schools will continue to adjust to meet the needs of their community. Our focus on the long-term goals of our Multi-Year Strategic Plan will ensure equity and inclusion, learning and well-becoming, caring and collaboration, inquiry and responsibility remain at the centre of our work.

Planning Support

To support the return of students to school, the following pages propose strategies to:

- build a classroom community;
- establish routines; and
- assess baseline skills and knowledge in the areas of literacy and numeracy.

At each grade band, consideration for essential outcomes and powerful student-centred learning strategies are shared. Play-based, inquiry, and project-based teaching strategies are emphasized.

The present document is not prescriptive and does not presume to have all the answers; however, it is hoped that teachers will use the structure as a planning tool, selecting sample strategies that work for their students and inserting others from their repertoire. It is for this reason that the document is being shared in both Word and .pdf formats.

The document promotes a framework that is familiar to LRSD teachers, namely *The First Six Weeks of School* from Responsive Classroom. With its emphasis on both academic and social emotional well-being, this framework aligns well with provincial expectations related to recovery learning.

The Learning Team looks forward to supporting teacher teams as they collaborate to plan and implement recovery learning. Please direct requests for assistance through your school principal.

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
Key References:	- **First Six Weeks of School-Northeast Foundation for Children** - **A time for learning, A time for joy-Manitoba Education** - **Basics of Developmentally Appropriate Practices- Copple and Bredekamp** - **Wood, M. M., Quirk, C.** A., & Swindle, F. L. (n.d.). *Teaching responsible behavior: developmental therapy, developmental teaching for troubled children and adolescents.* Austin, TX: PRO-ED.		
Social/Emotional: **Model and practise expected behaviours and routines.**	Interactive modelling of expected behaviours (provide scripts and visual)https://www.responsiveclassroom.org/wp-content/uploads/2018/12/Interactive-Modeling-Planning-Guide-online-now.pdf responding to quiet signal, standing for Oh Canada, lining up (physical distancing), going to the bathroom, fire drills, snack time, lunch time, centers, cooperative games (link to an example, with physical distancing) source Social stories-my routines at school, some things are new, some things have changed Source social story (English and French)	Introduce routines for morning message using interactive modelling. [reading top to bottom, left to right, differentiate words using a pointer, highlighting elements of the message (greeting, date)]	Introduce routines for calendar using interactive modelling (days of the week, counting calendar dates, graphing weather).
Create an environment where it is safe to take risks, make mistakes, and work to fix those mistakes.	**Scheduling and timing of activities is responsive to children's changing needs, allowing a developmentally appropriate curriculum to emerge over time** **https://www.edu.gov.mb.ca/k12/childhood/time_for_joy/full_doc.pdf (p. 4)** (**Version française**) (p.4) Outdoor classroom ideas- - Play hide and seek - Play a cooperative game (no winner or losers) - Learning the letters of the alphabet, colours, numbers as a group, then independently - Fill in the blanks when being read to - Theatrical presentations with costumes and props from home - Encourage Imaginate play in the sand, grass, on the hills - Talk about the similarities and differences of foods at snack time	Using the Circle of Courage as a guide, have students share ideas related to how they will work together within the classroom and school community. The four quadrants are: - Mastery ("I can succeed")/Maîtrise («Je peux réussir») - Belonging ("I'm loved")/Appartenance («Je suis aimé») - Independence ("I have the power tom make decisions")/Indépendance («Je suis responsible et independent») - Generosity ("I am considerate to others")/Générosité («Je fais preuve de considération envers les autres») - When we are doing _____, how can we show our (Mastery, Belonging, Independence, Generosity)? - If someone were to visit our classroom, how would they know that we are demonstrating all four quadrants? What would they see? What would they hear? - How will you show your (Mastery, Belonging, Independence, Generosity)? How will you help others?	Jo Boaler's 7 Norms for Positive Math Classrooms are: - Everyone can learn math to the highest levels. - Mistakes are valuable. - Questions are really important. - Math is about creativity and making sense. - Math is about connections and communicating. - Math class is about learning, not performing. - Depth is more important than speed. (Version française des normes) In the first week of Kindergarten, the focus should be on the first norm, "Everyone can learn math to the highest levels." This can be promoted in a Kindergarten classroom during the first week and beyond, by eliciting student ideas/answers and having them share. All responses should be celebrated equally. Ie) Provide an example of "Which One Doesn't Belong" such as:

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
			[Source](#) Allow each student to share their thinking.
Nurture belonging	Collect before you direct-Gordon Neufeld [source](#) Cultivate and nurture a class environment that allows students (and teacher) to feel part of the group. A space where all are invited, accepted and loved. Focus is on happy children and healthy relationships. Get to know the children and their families. Encourage family members to volunteer to: read, talk to the students, hang pictures of family members on the wall [source](#) Practice mindfulness -set a timer and take deep breaths for 1 minute -do jumping jacks for 1 minute then place your hand on your heart and notice your heartbeat -tense and release muscle relaxation [source](#) [source](#) consider mindfulness as part of instruction in outdoor classroom	Looking for their hook or cubby, their spot at a table or on the carpet. Foster belonging by having students share their *Hopes and Dreams/Rêves et espoirs* for the school year and sharing their personal interests during morning meeting. "Begin to display student art, writing and personal artifacts around the room." (Denton, Paula and Kriete, Roxann *The First Six Weeks of School.* Turners Falls, Mass.: Northeast Foundation for Children, 2000*)*	Highlight the following two Boaler mathematics norms to nurture belonging by having students share their thinking. - Questions are really important. - Math is about connections and communicating. Sample activity: Every student receives a bag of 5 items to count. They share with the whole group their process to count all of the objects. Teacher leads questioning: - How did you get that answer? - Did anyone else do the same thing/have the same plan? - Did someone do something different?
Nurture independence and responsibility.	Encourage exploration, constructive, symbolic and socio-dramatic play and games with rules play https://www.edu.gov.mb.ca/k12/childhood/time_for_joy/full_doc.pdf, p. 25 (**Version française**) (p.25)	"Opportunities for students to safely explore the school environment" (Denton, Paula and Kriete, Roxann *The First Six Weeks of School.* Turners Falls, Mass.: Northeast Foundation for Children, 2000*)* Read visuals or social stories to help them know about expected behaviour in different spaces in the school building with opportunity to practice afterwards (walking in the hall, library, music room, gymnasium, office, washroom, fountain, outside, playstructure).	Introduce routines for managing materials such as manipulatives. Students receive a bag of manipulatives and an egg carton to explore. A guided question could be used: How would you sort these?
Excite and motivate children to learn.	Working together, activities that include storytelling and other forms of play. https://www.edu.gov.mb.ca/k12/childhood/time_for_joy/full_doc.pdf (p. 58) (**Version française**) (p.58) Write your name (make a sign for your table, make a sign for your room) Incorporating First Nations Languages: Incorporate First Nations languages into the day-to-day life of a classroom, such as beginning each day with a greeting and one also at the end of the day. It's Our Time: First Nations Education Tool Kit National User's Guide (p. 124/125)	Puppet shows, videos of favourite stories, read alouds, various literature. Retell stories by using puppets, felt boards, figurines or dressing up as characters. **** Please note that all COVID-19 safety protocols related to shared materials such as puppets and dress-up clothing should be followed**** Students bring a favourite book to share with their classmates. Create rich learning experiences based on a theme that is cross-curricular and immersive. (trees in the fall, related books and poems, art showing trees in seasons, nature walks to collect leaves and create a sensory bag to crunch the leaves or touch the sticks and pine cones) Throughout the	Using open problems or questions to spark conversation and explore the following Boaler mathematics norm: Math is about creativity and making sense. Individual bags of manipulatives and white boards to draw out their thinking. Open question: There are some trees, how many trunks?/ Il y a des arbres, combien de troncs ?

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
		exploration of the theme, key vocabulary is said, repeated and seen/heard in a variety of situations and ways.	
Academic: **Give students a sense of competence.**	Outdoor classroom ideas- • Sorting items found in nature • Build "something" with items found in nature Reflections about self, connected to a topic – may be done by drawing, writing, creating collages (conditions implemented for COVID, sharing of school supplies, etc.) • Community walk-take photos, draw pictures • virtual field trips (name known items and places •	Provide multiple opportunities for academic choice. Use specific reinforcing language (Power of Our Words) to identify skills child is demonstrating and help child to build on what they are doing well. Build in time for reflection and academic conversation.	Provide multiple opportunities for academic choice. Use specific reinforcing language (Power of Our Words) to identify skills child is demonstrating and help child to build on what they are doing well. Build in time for reflection and academic conversation.
Learn about students' current academic skills through informal (and formal) assessments.	Outdoor classroom ideas- • Go for walks (record, photograph, talk about what you are seeing) • Build a sculpture with objects found in nature • EYE-DA, TA	Using observations and data gathered from the following assessments, plan for where students are at and where you need to take them. Assessments: EYE-TA, PAST-R, RAN	Using observations and data gathered from the following assessment, plan for where students are at and where you need to take them. EYE-TA
Introduce learning goals through simple projects and tasks that allow for success.	STEM projects: "I can build" cards source Different building centers (stem, math stem, science stem) Source source source	Learning Goal: I can identify different body parts. I can understand directions (over, under, besides, in front, behind)./ Je peux identifier différentes parties du corps. Je peux comprendre les directions (par-dessus, en dessous, à côté, devant, derrière) Sample activity to achieve this learning goal: Using the game Simon Says, have students follow your directions. ***** Please note that all COVID-19 safety protocols related to physical distancing, personal space and children touching their faces should be followed*****	Learning Goal: I can say number sequences. I can count objects or dots from 1-6. I can count forwards./ Je peux dire des sequences de nombres. Je peux compter des objets ou points de 1-6. Je peux compter en ordre croissant. Sample activity to achieve this learning goal: Using chalk, draw out an obstacle course on the sidewalk outside. Have students take turns completing the course. Examples tied to numeracy concepts: - Walk on the line, count your steps as you walk. - Hop on the shapes and count the shapes. - Walk like different animals (elephant, frog…) - Write different numbers in a grouping and have them jump on those that contain a three. - Draw dice patterns and have the child identify the number word for the different combination of dots.
Use academic skills such as writing, interviewing, reading, surveying, observing, graphing, and inferring to build a community.	Read or listen to stories-identifying the plot, characters and events Name graphs-organize and chart the first letter of everyone's name 	Using items found in nature, create a "parts of a tree" collage. Students will cut and glue labels for each part of a tree. An extension of this activity is to independently label the parts of the tree using a word bank. Once the image is labelled, teacher and student(s) can conference on a platform of your choice to discuss what the different parts of the tree are and why/how they are important to the life cycle and growth of a tree.	Birthday graph Collectively create a birthday graph which represents the birth date and month for each student. Observations to be made of the data: • Which month has the most/the least number of birthdays? • Does anyone have the same birthday? • Are there more birthdays before or after a certain date (the 10th)?

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
	source Outdoor classroom ideas- - Writing words or sentences on an outdoor word wall - sorting collected materials and chart free and imaginative play,	 Source	

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
Social/Emotional: Model and practise expected behaviours and routines.	Interactive modelling of expected behaviours (provide scripts and visual)https://www.responsiveclassroom.org/wp-content/uploads/2018/12/Interactive-Modeling-Planning-Guide-online-now.pdf responding to quiet signal, standing for Oh Canada, lining up (physical distancing), going to the bathroom, fire drills, snack time, lunch time, centers, cooperative games (link to an example, with physical distancing) source Social stories-my routines at school, some things are new, some things have changed Source social story (english and french)	In order to start co-constructing criteria related to "what writers do" as well as develop models and attitudes related to writing, classroom teacher writes the morning message in front of the students (a portion or the whole message). Students then share what they observe the teacher doing which becomes part of an anchor chart which is used as reference throughout the year. Ie: - Writers use capitals at the beginning of sentences or for names. - Writers use punctuation (periods, exclamation marks, question marks) - Writers keep writing (spelling strategies such as leaving a wiggly line, writing the initial consonant and subsequent sounds) - Writers think about who they are writing for and why they are writing (audience and purpose) - Writers reread their writing	Introduce routines for Number of the Day using interactive modelling - Writing numbers - Writing number words - Representing numbers pictorially - Odd/even - Part, Part, Whole equations using addition and subtraction - Representing numbers as money - Before, After - Ten more, ten less - Two more, two less - Where is the number on a 100 chart? - Representing numbers on ten frames - Place Value
Create an environment where it is safe to take risks, make mistakes, and work to fix those mistakes.	**Scheduling and timing of activities is responsive to children's changing needs, allowing a developmentally appropriate curriculum to emerge over time** **https://www.edu.gov.mb.ca/k12/childhood/time_for_joy/full_doc.pdf (p. 4) (Version française) (p.4)** Outdoor classroom ideas- - Play hide and seek - Play a cooperative game (no winner or losers) - Learning the letters of the alphabet, colours, numbers as a group, then independently - Fill in the blanks when being read to - Theatrical presentations with costumes and props from home Talk about the similarities and differences of foods at snack time Talking Circles: The talking circle is an excellent teaching strategy that is consistent with Aboriginal values and perspectives. Communication is regulated through the passing of a talking piece that fosters respectful listening and reflection. A stick, stone, or feather (something that symbolizes connectedness to the land) will be passed throughout the group and whoever is holding it has the right to speak while others have the responsibility to listen. It's Our Time: First Nations Education Tool Kit National User's Guide (p.133/134).	Using the Circle of Courage as a guide, have students share ideas related to how they will work together within the classroom and school community. The four quadrants are: -Mastery("I can succeed")/Maîtrise(«Je peux réussir») -Belonging("I'm loved")/Appartenance(«Je suis aimé») -Independence("I have the power to make decisions")/Indépendance («Je suis responsable et independant») -Generosity("I am considerate to others")/Générosité(«Je fais prevue de considération envers les autres») - When we are doing _____, how can we show our (Mastery, Belonging, Independence, Generosity)? - If someone were to visit our classroom, how would they know that we are demonstrating all four quadrants? What would they see? What would they hear? How will you show your (Mastery, Belonging, Independence, Generosity)? How will you help others?	Share Jo Boaler's 7 Norms for Positive Math Classrooms: - Everyone can learn math to the highest levels. - Mistakes are valuable. - Questions are really important. - Math is about creativity and making sense. - Math is about connections and communicating. - Math class is about learning, not performing. - Depth is more important than speed (Version française des normes) In the first weeks of Grade 1 and 2, the focus should be on: - Everyone can learn math to the highest levels. - Math is about creativity and making sense. - Math is about connections and communicating. This can be promoted in a classroom during the first week and beyond, by eliciting student ideas/answers and having them share. All responses should be celebrated equally. ie) Provide an example of "Which One Doesn't Belong" such as:

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
			 https://wodb.ca/shapes.html

Nurture belonging.	Collect before you direct-Gordon Neufeld source
	
	Cultivate and nurture a class environment that allows students (and teacher) to feel part of the group. A space where all are invited, accepted and loved. Focus is on happy children and healthy relationships.
	
	Get to know the children and their families. Encourage family members to volunteer to: read, talk to the students, hang pictures of family members on the wall
	source
	Practice mindfulness -set a timer and take deep breaths for 1 minute -do jumping jacks for 1 minute then place your hand on your heart and notice your heartbeat -tense and release muscle relaxationsource
	source
	consider mindfulness as part of instruction in outdoor classroom
		Looking for their hook or cubby, their spot at a table or on the carpet.
		
		Foster belonging by having students share their *Hopes and Dreams/Rêves et espoirs* for the school year and sharing their personal interests during morning meeting.
		
		"Begin to display student art, writing and personal artifacts around the room." (Denton, Paula and Kriete, Roxann *The First Six Weeks of School.* Turners Falls, Mass.: Northeast Foundation for Children, 2000*)*
			Highlight the following two Boaler mathematics norms to nurture belonging by having students share their thinking.
			   • Questions are really important.
			   • Math is about connections and communicating.
			Sample activity:
			Every student receives a bag of 30 items to count. They share with the whole group their process to count all of the objects.
			Teacher leads questioning:
			   • How did you get that answer?
			   • Did anyone else do the same thing/have the same plan?
			   • Did someone do something different?

Nurture independence and responsibility.	Encourage exploration, constructive, symbolic and socio-dramatic play and games with rules play
	https://www.edu.gov.mb.ca/k12/childhood/time_for_joy/full_doc.pdf, p. 25 (**Version française**) (p.25)
		"Opportunities for students to safely explore the school environment" (Denton, Paula and Kriete, Roxann *The First Six Weeks of School.* Turners Falls, Mass.: Northeast Foundation for Children, 2000*)*
		Read visuals or social stories to help them know about expected behaviour in different spaces in the school building with opportunity to practice afterwards (walking in the hall, library, music room, gymnasium, office, washroom, fountain, outside, play structure).
		
		Students' primary roles and responsibilities should be related to keeping their bodies to themselves and managing/caring for personal materials. Establishing routines around personal materials such as pencils, crayons, erasers, water bottles, books etc. as well as student chairs and personal learning space will be important.
		
		Traditional classroom responsibilities such as watering plants, delivering "mail" and feeding class pets will need to be carefully considered to
			Introduce routines for managing materials such as manipulatives.
			
			Following the guidelines of Counting Collections students can explore manipulatives and learn about routines required for managing materials for safe, personal use while still engaging in meaningful mathematical discourse.
			
			Students are given a collection of materials and containers which can be used to sort/count in a variety of ways.
			
			Some skills developed through counting collections include:
			   • Cardinality (knowing the last number stated represents the whole)
			   • Stable order
			   • Conservation (knowing the total number does not change when the collection is counted in a different way)

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
		ensure that materials are not shared, and are limited to contact with the tools and space required to do the task.	• Subitizing • Estimating • Place Value • Connecting count to a numeral • Fractions (parts of a whole) • Addition/Subtraction An example of a guiding question for counting collections: • If you had to represent your number with ten frames, how many would you need for your collection? Source
Excite and motivate children to learn.	Working together, activities that include storytelling and other forms of play. https://www.edu.gov.mb.ca/k12/childhood/time_for_joy/full_doc.pdf (p. 58) (Version française) (p.58) Incorporating First Nations Languages: Incorporate First Nations languages into the day-to-day life of a classroom, such as beginning each day with a greeting and one also at the end of the day. It's Our Time: First Nations Education Tool Kit National User's Guide (p. 124/125)	Students bring a favourite book to share with their classmates. Create rich learning experiences based on a theme that is cross-curricular and immersive. (Community walk to a local fire station, grocery store, park, restaurant, library, community centre, etc.; build a small scale replica of your community; create self portraits; written piece about families or groups that child belongs to) Throughout the exploration of the theme, key vocabulary is said, repeated and seen/heard in a variety of situations and ways.	Using open problems or questions to spark conversation and explore the following Boaler mathematics norm: • Math is about creativity and making sense. Individual bags of manipulatives and white boards to draw out their thinking working through part-part-whole problems.
Academic: **Give students a sense of competence.**	Outdoor classroom ideas- • Sorting items found in nature • Build "something" with items found in nature Reflections about self, connected to a topic – may be done by drawing, writing, creating collages (conditions implemented for COVID, sharing of school supplies etc) • Community walk-take photos, draw pictures • virtual field trips (name known items and places •	Provide multiple opportunities for academic choice. Use specific reinforcing language (Power of Our Words) to identify skills child is demonstrating and help child to build on what they are doing well. Build in time for reflection and academic conversation.	Provide multiple opportunities for academic choice. Use specific reinforcing language (Power of Our Words) to identify skills child is demonstrating and help child to build on what they are doing well. Build in time for reflection and academic conversation.
Learn about students' current academic skills through informal (and formal) assessments.	Outdoor classroom ideas- • Go for walks (record, photograph, talk about what you are seeing) • Build a sculpture with objects found in nature EYE-DA, TA	Using observations and data gathered from the following assessments, plan for where students are at and where you need to take them. Assessments for all students Random Automatized Naming (RAN) Screener for Handwriting Proficiency (with OT help) Working and Short-Term Memory Hearing and Recording Sounds (Clay) Letter Identification Letter Sound Assessment Non-decodable Words If additional information is required, complete the following assessments PAST-R Concepts About Print (Clay) Once data has been collected, meet as an Early Years team to identify students who may require additional interventions.	A baseline assessment of foundational outcomes for grades 1 to 9 will soon be available on the divisional portal in English and in French. (Link to portal document to be added) **Cheers, Fears and Unclears: Math Conferences / Célébrations, Peurs, Ambiguïtés: Conférence mathématique** Students will need time to share how they feel about math. By using a 1-to-1 conference, math journal, Flipgrid video or other tool, you can gain a quick snapshot of student's current attitudes, skills and general feelings towards math through a protocol called Cheers, Fears and Unclears. This protocol is used to help provide a structure and create clarity as a quick check-in. During this time, the 3 cognitive domains (CHEER/FEAR/UNCLEAR) will act as guiding questions to help build a snapshot of what is going well, areas of struggle and of uncertainty. As the teacher and student confer, brief discussion notes can be used to collect data. This information can help inform instruction, provide

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
			valuable feedback, create personalized goals and brainstorm support strategies. Trends in learning can inform whole class interventions along with more personalized data driven instruction. **CHEER:** What are things you can celebrate? *In Math, what are you good at?* **FEAR:** What are things you are fearful of? *In Math, what are you worried about? What is hard for you?* **UNCLEAR:** What are things that you are feeling unsure of? *What would you like to learn more about? What is a Math goal you have for yourself?*
Introduce learning goals through simple projects and tasks that allow for success.	STEM projects: "I can build" cards source	Learning Goal: I can identify words that start with the same sound. I can create a word (real or nonsense) to rhyme with a word said by a teacher. Sample activity to achieve this learning goal: Play rhyme matching games. In Morning Meeting, each student has a different card with a rhyme pair dispersed in the group. Everyone takes a turn saying the word of the picture that is on their card. When a classmate recognizes that they have a rhyme match, they both stand up and hop on the spot. **Extension:** the pair or other students come up with a rhyme for that pair that was announced. Using the book Animalia by Graeme Base, discover all of the words that start with the same letter sound within the pictures on the page.	Learning Goal: I can say number sequences. I can count objects or dots from 1-100. I can skip count forwards and backwards by 2s, 5s and 10s. Sample activity to achieve this learning goal: Using chalk, draw out an obstacle course on the sidewalk outside. Have students take turns completing the course. Examples tied to numeracy concepts: - Walk on the line, skip count your steps as you walk. - Hop on the shapes that have __ sides. (teachers draw different shapes and give the directive to students to only hop on certain shapes) - Walk like different animals (elephant, frog…) - Write different numbers in a grouping and have them jump on those that are even/odd. - Draw ten frames and coordinating number words and have students find the match and say the number.
Use academic skills such as writing, interviewing, reading, surveying, observing, graphing, and inferring to build a community.	Read or listen to stories-identifying the plot, characters and events Name graphs-organize and chart the first letter of everyone's name source Outdoor classroom ideas- - Writing words or sentences on an outdoor word wall	Writing project – All About Me book Using mentor texts (I Like Myself by Karen Beaumont, All By Myself by Mercer Mayer, Chrysanthemum by Kevin Henkes, Incredible Me! by Kathi Appelt, I Like Me! by Nancy Carlson) related to the theme, begin to co-construct criteria specific to your genre of writing as well as the similar elements of content found in the mentor texts. Present the purpose and together with students discuss who the audience will be for your writing. **I do**: In order to start co-constructing criteria related to "what writers do?" as well as develop models and attitudes related to writing, classroom teacher writes a book or part of a book *All About Me* in front of students. Teacher will highlight elements during the I do and students then share what they observe the teacher doing which becomes part of an anchor chart which is used as reference throughout the year. - Writers use capitals at the beginning of sentences or for names. - Writers use punctuation. - Writers keep writing. (spelling strategies)	Read a book such as *The Best Vacation Ever* by Stuart J. Murphy or *Charlie's Checklist* by Rory S. Lerman. Both books have characters that formulate questions and gather data. Discuss the questions chosen by the characters and the methods used to gather and record the data. Model the formulation of questions, such as - "I wonder . . ." - "How can we find out?" - "Whom shall we ask?" Use everyday occurrences to formulate questions about the children's environment. For example: - Did you walk to school today? Model different ways to collect this data: - Tally marks

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
	• sorting collected materials and chart • free and imaginative play,	• Writers think about who they are writing for and why they are writing. • Writers reread their writing. **We do**: Together with students, use the co-constructed criteria to co-write an *All About Our Classroom, All About Our Mascot, All About Our Classroom Pet*. **You do**: Students write an *All About Me* book using co-constructed criteria and present to an authentic audience.	• Two colours of unifix cubes • Checkmarks Have students answer questions about the data. Examples: • Which one has the most/least? • How many more? How many less? • How many people were surveyed altogether? Source
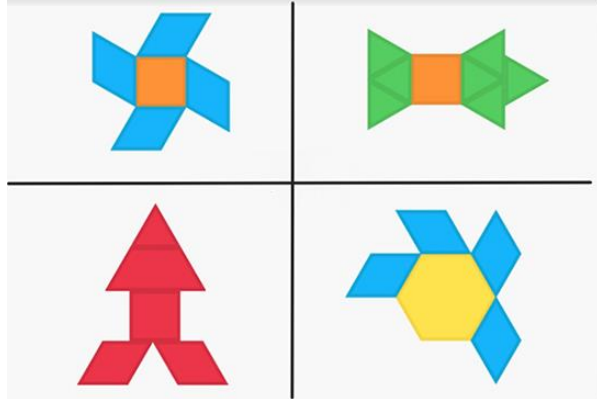
Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
Social/Emotional: Model and practise expected behaviours and routines.	Interactive modeling routines and procedures (entrance and exit routines, cleaning of hands and materials/furniture, transitions, responding to signal for quiet or signal to circle up if outside, lunch and bathroom routines, physical distancing procedures…) **Interactive modeling routines and procedures** https://www.responsiveclassroom.org/wp-content/uploads/2018/12/Interactive-Modeling-Planning-Guide-online-now.pdf Guided discovery of art supplies. of playground https://www.responsiveclassroom.org/wp-content/uploads/2017/04/Guided-Discovery-Planning-Guide.pdf Model, teach and practice safe recess games using physical distancing	In order to start co-constructing criteria related to "what writers do" as well as develop models and attitudes related to writing, classroom teacher writes the morning message in front of the students (a portion or the whole message). Students then share what they observe the teacher doing which becomes part of an anchor chart which is used as reference throughout the year. Ie: Writers use capitals at the beginning of sentences or for names. • Writers use punctuation to share their voice • Writers keep writing. (spelling strategies such as circling, underlining, writing the sounds they know) • Writers think about who they are writing for and why they are writing (audience and purpose) • Writers reread their writing. • Writers use interesting language	Introduce routines for Daily Math using interactive modelling. Some examples may include: • Number of the Day • Number talks • My favourite mistake • Change the Count: Start counting together from a given starting point. After a short time clap your hands, ring a bell, or use another signal to change the skip-counting sequence. Change the sequence several times. Example: Start counting together in 5s from 50. After reaching 150, clap your hands and announce that they will now be counting by 10s. When 290 is reached clap again and announce that the counting will be by 100s. When the class reaches 990, clap once more and announce that they will be counting backwards by 5s, and so on. Source
Create an environment where it is safe to take risks, make mistakes, and work to fix those mistakes.	The Power of Yet song and video https://www.youtube.com/watch?v=J6CnrFvY94E Growth Mindset activities for remote learning https://ulyssespress.com/blog/growth-mindset-activities-online-learning/?gclid=EAIaIQobChMI28HkqIzz6QIV0cDACh2rBAbKEAMYAiAAEgJgcfD_BwE Talking Circles: The talking circle is an excellent teaching strategy that is consistent with Aboriginal values and perspectives. Communication is regulated through the passing of a talking piece that fosters respectful listening and reflection. A stick, stone, or feather (something that symbolizes connectedness to the land) will be passed throughout the group and whoever is holding it has the right to speak while others have the responsibility to listen. It's Our Time: First Nations Education Tool Kit National User's Guide (p.133/134).	Using the Circle of Courage as a guide, have students share ideas related to how they will work together within the classroom and school community. The four quadrants are: -Mastery("I can succeed")/Maîtrise(«Je peux réussir») -Belonging("I'm loved")/Appartenance(«Je suis aimé») -Independence("I have the power tom make decisions")/Indépendance («Je suis responsable et independent») -Generosity("I am considerate to others")/Générosité(«Je fais prevue de consideration envers les autres») • When we are doing _____, how can we show our (Mastery, Belonging, Independence, Generosity)? • If someone were to visit our classroom, how would they know that we are demonstrating all four quadrants? What would they see? What would they hear? How will you show your (Mastery, Belonging, Independence, Generosity)? How will you help others?	https://www.youcubed.org/resource/growth-mindset/ Share Jo Boaler's 7 Norms for Positive Math Classrooms: • Everyone can learn math to the highest levels. • Mistakes are valuable. • Questions are really important. • Math is about creativity and making sense. • Math is about connections and communicating. • Math class is about learning, not performing. • Depth is more important than speed (Version française des normes) In the first weeks of Grades 3 and 4, the focus should be on: • Everyone can learn math to the highest levels. • Math is about learning, not performing. • Math is about connections and communicating. This can be promoted in a classroom during the first week and beyond, by eliciting student ideas/answers and having them share. All responses should be celebrated equally. ie) Provide an example of "Which One Doesn't Belong" such as:
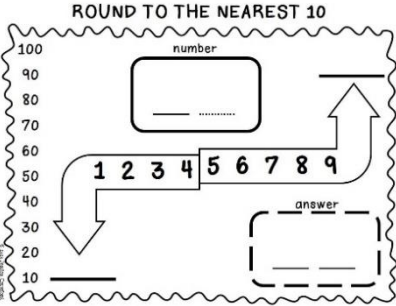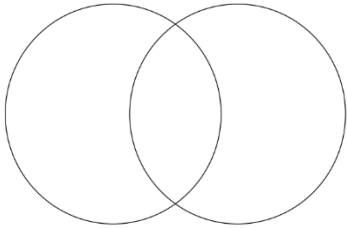
Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
			 [Source]
Nurture belonging.	Morning meeting planning sheets Daily planning: https://www.responsiveclassroom.org/wp-content/uploads/2017/04/Morning-Meeting-Daily-Planning-Guide.pdf Weekly planning: https://www.responsiveclassroom.org/wp-content/uploads/2017/04/Morning-Meeting-Weekly-Planning-Guide.pdf Classroom scavenger hunt (*The first Six Weeks of School* p. 53) Play memory name game or other ice breakers [ice breaker ideas] Other possible touchless greetings; simple good morning with a wave, greeting in different languages, name card greeting (make sure names are written on cards large enough so that the students can read them without picking them up), pantomime greeting, skip greeting… Use Morning Message to write simple riddles about students in the class and have others guess who it is	Support each student by creating spaces for them in all parts of the classroom. Identifying personal materials. Offering opportunities to decorate storage containers and personalize spaces used exclusively by the student (desk or chair nameplate, clothing storage bag, cubby or hook). Foster belonging by having students share their *Hopes and Dreams/Rêves et espoirs* for the school year and sharing their personal interests during morning meeting. Who are they? What are they looking forward to? What do they need to make their dreams come true? Student ideas can be shared during morning meeting or displayed as part of a larger class collection on puzzle pieces, quilt pieces, or flags. "Begin to display student art, writing and personal artifacts around the room.	Highlight the following two Boaler mathematics norms to nurture belonging by having students share their thinking. • Math is about creativity and making sense. • Questions are really important. • Math is about connections and communicating. Sample activity: Use a number talk using a basic dot pattern, allow students to glimpse the dots for about 10 seconds. Ask students to then collectively agree on the number of dots that they saw. Prompt students to explain how they saw/counted the dot configuration. • How did you get that answer? • Did anyone else do the same thing/visualize the dots in the same way? • Did someone do something different? As students respond to the prompts, teacher will record each student's response (creating visual representations, as possible) Celebrate the fact that all students decided upon the same number of dots but each approached how they came to their answer as different.
Nurture independence and responsibility.	Guided discovery ; • of the different areas of the classroom with physical distancing procedures imbedded • of class materials – use, care and safety https://www.responsiveclassroom.org/wp-content/uploads/2017/04/Guided-Discovery-Planning-Guide.pdf Decorate and label personal spaces and belongings	"Opportunities for students to safely explore the school environment" <mark>source needed</mark> Read visuals or social stories to help them know about expected behaviour in different spaces in the school building with opportunity to practice afterwards (walking in the hall, library, music room, gymnasium, office, washroom, fountain, outside, play structure).	• Provide opportunities for self-assessment. • Gradually decrease teacher responsibility. • Provide structures for organizing information (graphic organizers). https://kidcourses.com/doesnt-love-good-graphic-organizer/ • Help students to become aware of their own learning style.
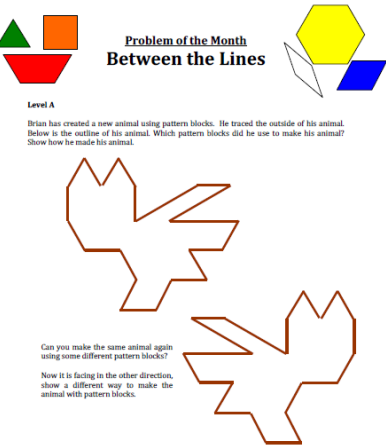
Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
		Students' primary roles and responsibilities should be related to keeping their bodies to themselves and managing/caring for personal materials. Establishing routines around personal materials such as pencils, crayons, erasers, water bottles, books etc. as well as student chairs and personal learning space will be important. Traditional classroom responsibilities such as watering plants, delivering "mail" and feeding class pets will need to be carefully considered to ensure that materials are not shared, and are limited to contact with the tools and space required to do the task.	• Provide written and oral feedback to increase confidence. • Encourage collaboration through group problem-solving. • Give choices and establish expectation of learning goals. • Collect student reflections to inform instruction (Flipgrid, Forms Surveys, Mentimeter). • Encourage student self-reflection (thoughbooks/livres de pensée, math journals). https://blog.irisconnect.com/uk/blog/9-tips-for-encouraging-students-to-become-independent-learners/ https://www.easyteacherworksheets.com/graphorg/math.html
Excite and motivate children to learn.	Discuss and record Hopes and Dreams for the upcoming school year. Encourage students to reflect on their last school year; Favourite thing about the school year Hardest thing about the school year What would I change about last year? What I am looking forward to this year I am a little worried about... (*The First Six Weeks of School. P. 62*) video: First six weeks of School. Goals Incorporating First Nations Languages: Incorporate First Nations languages into the day-to-day life of a classroom, such as beginning each day with a greeting and one also at	With an inquiry-based ELA theme plan in mind, create a learning launch question. Invite students to state an opinion, based on current knowledge, by choosing a one option from provided benchmarks. Following thematic lessons, provide opportunities to revisit the initial question, where students can reflect on any newly acquired knowledge, then adjust their opinion. http://www.engagingalllearners.ca/ip/critical-thinking/index.php?id=3	With an inquiry-based Math theme plan in mind, create a learning launch question. Invite students to state an opinion, based on current knowledge, by choosing a one option from provided benchmarks. Following thematic lessons, provide opportunities to revisit the initial question, where students can reflect on any newly acquired knowledge, then adjust their opinion. http://www.engagingalllearners.ca/ip/critical-thinking/index.php?id=3 . Potential Learning Launch: Use jokes to introduce lessons or units. Present this joke, then ask students to individually state an opinion about whether or not the joke makes sense. Ask them to explain it, with respect to the mathematical concept being introduced. Encourage students to write their own jokes following the unit.
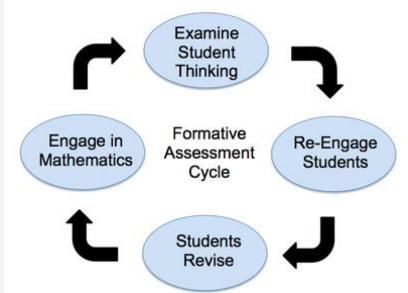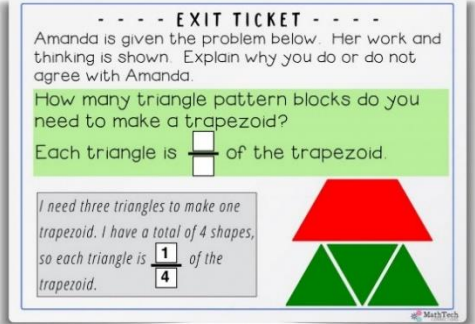
Recovery Learning in LRSD: Planning for Student Success Upon the Return to School
1st Draft: June 25, 2020
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Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
	the end of the day. It's Our Time: First Nations Education Tool Kit National User's Guide (p. 124/125)		https://www.jokejive.com/topic/fraction "To show you how well I understand fractions, I only did half of my homework."
Academic: **Give students a sense of competence.**	The Learning Circle: Classroom Activities on First Nations in Canada, Ages 8 to 11: This document aims to meet educators' growing need for elementary-level learning exercises on First Nations. The cultural identity of many contemporary First Nations results from a long, complicated history of influences, some peaceful and some arising out of conflict. Topics include: • Transportation and Travel • Traditional Dwellings • Water: Its Many Uses • First Nations Communities: Reserves • The Family • First Nations and the Environment • Elders • The Imaginary "Indian" • First Nations Heroes	Provide multiple opportunities for academic choice. Use specific reinforcing language (Power of Our Words) to identify skills child is demonstrating and help child to build on what they are doing well Build in time for reflection and academic conversation.	Provide low-floor, high-ceiling problem-solving scenarios which provide opportunities for multiple methods to determine a solution. In addition, shift the focus away from the solution, by encouraging students to consider their thought processes, share their strategies for dissecting the problem, and listen to other ideas for alternate methods. **Problem of the Month** **Between the Lines** http://www.wismath.org/Resources/Documents/Annual%20Conference/210JMetke-Low%20Floor%20High%20Ceiling%20Handouts.pdf
Learn about students' current academic skills through informal (and formal) assessments.	Reflection Journals: Students record their feelings, responses, and reactions to what they are learning. They think deeply about the materials they encounter and relate this information to real life. Students will reflect, raise questions, form opinions, and be critical. See Appendices, BLM 2: It's Our Time: First Nations Education Tool Kit National User's Guide (p.135).	Discuss why people write and generate possible genres and topics for writing. Introduce procedures for writing time Silent reading and reading reflection - talk about what you read today Use formative assessments, like exit slips, to informally assess students' comprehension. Questions to ask: • Who is your favourite character at this point in the story? • Summarize one event from today's reading. • What do you think will happen next? • Is this a fiction or a non-fiction story? How do you know?	A baseline assessment of foundational outcomes for grades 1 to 9 will soon be available on the divisional portal in English and in French. (Link to portal document to be added) Use formative assessments frequently, to check for understanding. Examples include:

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
		Baseline assessments (to be assessed in both languages for French Immersion): -Ask student to write a short text based on a prompt and use samples as a baseline to guide your writing instruction.	 • Have students explain to you how they know something is true. Try to see, from their explanations, if they have any misconceptions. • Write descriptive comments on student work, to help them see how they can improve their work, or point out effective strategies and skills. • Use an exit slip to determine student readiness to proceed. Example: https://www.pinterest.ca/pin/515451119851850393/ https://www.google.com/url?sa=i&url=http%3A%2F%2Fwww.sfusdmath.org%2Fformative-assessment.html&psig=AOvVaw1-Lod3CF9g7o6se4kaiHUZ&ust=1592869701212000&source=images&cd=vfe&ved=0CAkQjhxqFwoTCOjj4ZeMlOoCFQAAAAAdAAAAABAD
Introduce learning goals through simple projects and tasks that allow for success.		Establish 3-4 tasks that demonstrate evidence of learning, following lessons related to the learning launch theme/unit plan. Co-create a rubric prior to assigning the task, including performance criteria and criteria for excellence. Provide opportunities for student self-reflection and for teacher dialogue. Encourage revision and submissions for improvement. https://thelearningexchange.ca/cascading-challenges-choreographed-approach-sustained-student-inquiry/	Establish 3-4 tasks that demonstrate evidence of learning, following lessons related to the learning launch theme/unit plan. Co-create a rubric prior to assigning the task, including performance criteria and criteria for excellence. Provide opportunities for student self-reflection and for teacher dialogue. Encourage revision and submissions for improvement. Example: Fractions Unit **Learning Launch / Lancement de l'apprentissage**:

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
		Cascading Curriculum diagram https://jenclevette.files.wordpress.com/2012/09/printscreen010.jpg https://jenclevette.files.wordpress.com/2012/09/printscreen010.jpg https://secondaryenglishcoffeeshop.blogspot.com/2018/12/co-creating-criteria-with-students.html Sample Rubric: Guide to Student Success: Introduction and Conclusion https://threadbarebeauty.com/2020/04/13/remote-and-responsive-teaching-distilling-the-essence/	How many different ways can we represent fractions? **Lesson topics**: • Topical vocabulary, paired with an assigned task of creating a visual dictionary with all words. • Using manipulatives and visuals to demonstrate parts of a whole, in pairs, followed by individual reflections in thoughtbooks/math journals. • Representing fractions in different ways, followed by student posters or flipgrid demonstrations of fraction representations; written in words, numerical, pictorial, etc. ***Revisit the learning launch after each lesson, to allow students to adjust opinions. **Final task** Apply skills to further explore the learning launch. Are there other ways to represent fractions, that we have not explored? (Art projects, music notation, etc) **Assessment** Use co-created rubrics that allow for teacher-student dialogue, student self-reflection, and student revision, along with criteria for the task, and for successful achievement. https://thelearningexchange.ca/cascading-challenges-choreographed-approach-sustained-student-inquiry/ Include opportunities to play games where students social distance and use their own materials

Domain/Strategy	Play-Based Considerations	Literacy	Numeracy
Use academic skills such as writing, interviewing, reading, surveying, observing, graphing, and inferring to build a community.		Responsive Classroom graphic organizers https://www.responsiveclassroom.org/printables/graphic-organizers-2/ Using literacy-based activities in interesting ways, to increase interaction between students. For example: • Play **Find Someone**….Partner students, or form groups, based on a different criteria each day. Eg Find someone who is wearing the same colour of socks as you, has the same birth month, watches the same shows, has the same favourite book genre, has the same favourite literary character, etc. • Hold a **Group Story-Telling Session…**This helps students to pool their creative resources. Students can sit in a circle or at their desks. The teacher will begin with the first line of a story, such as, "Once upon a time, there were three children walking through the forest…" Each student takes a turn, adding one sentence with new details to the story. The story ends once every student has had a turn.	• Frequently review relevant math vocabulary, encouraging students to share words in various languages. • Post topic vocabulary symbolically and in many languages, to accommodate all learners. • Encourage students to demonstrate their problem-solving skills verbally, individually, and with group activities that take into consideration the current requirements for physical distancing.

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
Social/Emotional: Model and practise expected behaviours and routines.	https://www.responsiveclassroom.org/wp-content/uploads/2018/09/Interactive-Modeling-Demonstration-Guide.pdf Responsive Classroom One Day Planning Guide https://www.responsiveclassroom.org/wp-content/uploads/2015/12/1-Day-Planner.pdf	"Establish conversational routines for paired, group, and whole-class work – Individual, pair share, foursomes, whole-class collaboration" Source	Establish routines and expected behaviours for appropriate use of technology in the math classroom, including safety concerns within the current learning environment, and regarding the range of ways technology can assist with, or may be required for learning. Model and practice an empathetic mindset by: • Demonstrating emotional consciousness to understand and manage student frustration. • Reinforce students' identity while engaging them in the academic content. • Show a willingness to partner with student struggles inside and outside of the classroom. https://www.google.com/url?q=http://www.teachingworks.org/images/files/TeachingWorks_Matthews.pdf&usg=AFQjCNF1o-rM6ppnfyvr8QbOlS4x-HmvZg
Create an environment where it is safe to take risks, make mistakes, and work to fix those mistakes.	**Famous Failures** Students will learn about famous people who experienced great failures, persevered and came out on top. Studying people like Michael Jordan who never made his high school basketball team, will highlight conversations around the power of making mistakes and not giving up. Students can discuss how we can learn from our mistakes, the idea of failing forwards, the power of resiliency and perseverance and that when we F.A.I.L, it is simply our First Attempt In Learning. As an extension, by using the article *48 Famous Failures Who Will Inspire You To Achieve,* students will research, learn about, and present a famous person who exemplified learning from failure and not giving up. As a culminating activity, students can share their learning through a chosen artifact such as an oral presentation, Flipgrid, PowerPoint, Sway, Adobe Spark, graphic novel, comic strip/Comic Life, etc. https://www.wanderlustworker.com/48-famous-failures-who-will-inspire-you-to-achieve/ (En français) Talking Circles: The talking circle is an excellent teaching strategy that is consistent with Aboriginal values and perspectives. Communication is regulated through the passing of a talking piece that fosters respectful listening and reflection. A stick, stone, or feather (something that symbolizes connectedness to the land) will be passed throughout the group and whoever is holding it has the right to speak while others have the responsibility to listen. It's Our Time: First Nations Education Tool Kit National User's Guide (p.133/134).	"Begin building the social and personal dimensions of the classroom: (Reference) – Personal connections, interests, motivations, experiences – Norms for respectful collaboration, risk taking, sharing of resources"Source Using the Circle of Courage as a guide, have students share ideas related to how they will work together within the classroom and school community. The four quadrants are: -Mastery("I can succeed")/Maîtrise(«Je peux réussir») -Belonging("I'm loved")/Appartenance(«Je suis aimé») -Independence("I have the power tom make decisions")/Indépendance («Je suis responsable et independent») -Generosity("I am considerate to others")/Générosité(«Je fais prevue de consideration envers les autres») • When we are doing _____, how can we show our (Mastery, Belonging, Independence, Generosity)? • If someone were to visit our classroom, how would they know that we are demonstrating all four quadrants? What would they see? What would they hear? How will you show your (Mastery, Belonging, Independence, Generosity)? How will you help others?	**Jo Boaler's 7 Norms for Positive Math Classrooms** • Everyone can learn math to the highest levels. • Mistakes are valuable. • Questions are really important. • Math is about creativity and making sense. • Math is about connections and communicating. • Math class is about learning, not performing. • Depth is more important than speed. (Version française des normes) From Jo's website youcubed, watch her series of videos called "Mindset Boosting" and have conversations around the power of mindset, establishing positive norms for the maths (and all) classroom and the value of making mistakes. https://www.youcubed.org/resource/mindset-boosting-videos/

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
Nurture belonging.	**Around the World Morning Meeting** Students will create their very own morning meeting which highlights a different country. On their own or with a peer, students will select a country and use the Responsive Classroom Morning Meeting planning template to create a greet, share, activity and message. Brainstorm with kids what criteria should be included in the morning meeting and what might be shared about their country of choice. Have students sign up for their day as they take the lead to start the day by running the morning meeting for their classmates. An extra challenge would be to offer for students to run this same morning meeting in another class and teach others about their country of study. Responsive Classroom Morning Meeting planning template: https://www.responsiveclassroom.org/wp-content/uploads/2017/04/Morning-Meeting-Daily-Planning-Guide.pdf Greetings in More Than 3000 Languages: http://users.elite.net/runner/jennifers/Greetings%20A.htm Nurture Belonging: How can adults working with Indigenous children in the middle years foster in them a sense of self, belonging, and identity? The answer to this question is rooted in attaining a balance in the physical, emotional, intellectual, and spiritual aspects of learning. Think, Feel, Act Empowering Children in the Middle Years (p.6-7).	Foster belonging by having students share their *Hopes and Dreams/Rêves et espoirs or SMART goals* for the school year and sharing their personal interests during morning meeting. Reference	Paper Folding This is a youcubed favorite which comes from Mark Driscoll. The activity encourages students and teachers to engage in visual, creative thinking. We have coupled Mark's activity with asking students to reason and be convincing, two important mathematical practices. Task Instructions Work with a partner. Take turns being the skeptic or the convincer. When you are the convincer your job is to be convincing! Give reasons for all of your statements. Skeptics must be skeptical! Don't be easily convinced. Require reasons and justifications that make sense to you. For each of the problems below one person should make the shape and then be convincing. Your partner is the skeptic. When you move to the next question switch roles. Start with a square sheet of paper and make folds to construct a new shape. Explain how you know the shape you constructed has the specified area. Start with a square sheet of paper and make folds to construct a new shape. Explain how you know the shape you constructed has the specified area. 1. Construct a square with exactly ¼ the area of the original square. Convince yourself and then your partner that it is a square and has ¼ of the area. 2. Construct a triangle with exactly ¼ the area of the original square. Convince yourself and then your partner that it has ¼ of the area. 3. Construct another triangle, also with ¼ the area, that is not congruent to the first one you constructed. Convince yourself and then your partner that it has ¼ of the area. 4. Construct a square with exactly ½ the area of the original square. Convince yourself and then your partner that it is a square and has ½ of the area. 5. Construct another square, also with ½ the area, that is oriented differently from the one you constructed in #4. Convince yourself and then your partner that it has ½ of the area. Materials At least one square piece for each student. 8.5×8.5 is a good size since this is made from a piece of 8.5×11 piece of paper. (Patty paper recommended)

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			Reference *Adapted from: Fostering Geometric Thinking: A Guide for Teachers, Grades 5-10, by Mark Driscoll, 2007, p. 90,* http://heinemann.com/products/E01148.aspX
Nurture independence and responsibility.	Introduce self assessment and goal setting strategies. References 1, Reference 2	Encouraging students to become independent learners: • Provide opportunities for self-assessment. • Gradually decrease teacher responsibility. • Provide structures for organizing information (graphic organizers). • Help students to become aware of their own learning style. • Provide written and oral feedback to increase confidence. • Encourage collaboration through group tasks. • Give choices and establish expectation of learning goals. • Collect student reflections to inform instruction (Flipgrid, Forms Surveys, Mentimeter). • Encourage student self-reflection (thoughbooks/livres de pensée, journals). Source	**Conduct a Survey** Conduct a survey or poll your classmates (or wider school community). Use Flipgrid, OneNote, Forms or a student generated tool to have students independently create survey questions. There are many questions which could be used and different ways to represent the collected information. Data can be used to facilitate meaningful conversations surrounding and connected to foundational outcomes in numeracy.
Excite and motivate children to learn.	The Power of Story: Understanding and adopting First Nations Values: Story is one of the main methods of traditional Indigenous teaching and learning. Stories can take many forms: prose, song, dance, poetry, theatre, carvings, pictures, etc. They can have different purposes, including: • teaching – life lessons, community responsibilities, rites of passage • creation stories • recording personal, family, and community histories • "mapping" the geography and resources of an area • ensuring cultural continuity (e.g., knowledge of ancestors, language) • healing and entertainment. (Source, p.14) First Nations values posters from MFNERC (Cree, Dakota, Dene, Oji-Cree, and Ojibwe) can be used to strengthen First Nations students' sense of identity and positively affect their attitudes and behaviours in the classroom and in their lives. Have students write a personal story about a time they have had to turn to their values and make a decision about a situation. For prompts, ask students about times when they felt their values were challenged and what they did to make a decision. It's Our Time: First Nations Education Tool Kit National User's Guide (p. 121-123). Incorporating First Nations Languages: Incorporate First Nations languages into the day-to-day life of a classroom, such as beginning each day with a greeting and one also at the end of the day. It's Our Time: First Nations Education Tool Kit National User's Guide (p. 124/125)	"Using a high-interest and accessible text, have students read individually and write about what they did to make sense of the reading. Have them share with a partner and then in a whole group discussion. Make a list of the reading strategies they share and post it on the wall in the classroom. Emphasize how much they know about reading and how much they can offer one another as learners. Let them know that they will continue to add to this class Reading Strategies List." Source Example of a Metacognitive bookmark	**Numeracy Projects** To help spark excitement and engagement, numeracy projects can highlight many learning outcomes while connecting to foundational outcomes in math (*add: see divisional doc.) Here are three examples: **Dream Vacation** Students will plan a dream 7-day vacation. Through research they will create a breakdown and final budget that includes but not limited to the following: • *Accommodations* • *Transportation (plane ticket, car rental, etc.)* • *Food and entertainment* • *Activities, extras, etc.* **On Your Own – 30 Day Challenge** Students will plan 30 days living on their own. Through research they will create a breakdown and final budget that includes but not limited to the following: • *Place to live* • *Utilities* • *Transportation*

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			• *Food and entertainment* • *Activities, extras, etc.* **My Lotto List** Students will decide how to spend a million dollars (or assigned amount). Through research they will create a breakdown and final budget that includes but not limited to the following: • *Spend all the money* • *Purchase at least 20 items from all place value families* • *Provide the name, price and final total for everything you buy.* • *Buy at least 2 items for people other than yourself (family, friends, etc).* • *Buy at least one item that would benefit your school community.* • *Donate to a charity of your choice (cancer research, animal shelters, etc.).* • *Include a picture of every item that you buy.* • *Write the price amount for each item.* • *Include a totals page so you show how close you were to spending all the money.*
Academic: **Give students a sense of competence.**	**Time to Teach Presentation** Students will pick a topic to share with others. By students selecting an area of confidence, teachers can act as guides to help students go deeper with their current level of understanding. Possible ideas students might explore could include: *animals, sports, music, hobbies, a biography, the history of something, a place, pop culture, etc.* Some considerations should be made to, but not limited to the following: • *Learning targets/Cibles d'apprentissage* • *Success criteria/Critères de succès* • Type of presentation (oral, written, video, mixed multimedia, Flipgrid, Minecraft EDU, Adobe Spark, PowerPoint, Sway, OneNote, etc.) • Length of presentation • *Digital literacy and research/Littératie numérique et recherche* • *Peer critiquing(or feedback ?)/Rétroaction des pairs* • *Feedback loops/cycles de rétroaction* • *Self-assessment and reflection* • *Documentation of process* • *Artifacts of learning/Artéfact d'apprentissage* • Place, purpose, and audience./ Lieu, intention et public cible. The Learning Circle: Classroom Activities on First Nations in Canada, Ages 8 to 11: This document aims to meet educators' growing need for elementary-level learning exercises on First Nations. The cultural identity of many	"Begin the metacognitive conversation about reading and thinking – Classroom inquiry into reading, thinking, and learning – "It's cool to be confused"; problem solving to make meaning"Source **Learning Reflection Questions** To help ensure student success, educators should apply specific practices that have a high probability for increasing confidence and competency in learning. A powerful starting point is often involving students in learning expectations, co-constructing success criteria, establishing learning targets and using feedback loops. By using the following questions, it helps ensure students are a part of the process, help guide expectations and assess growth as the child progresses: *1) Where are you going? /Où vas-tu ?* *2) Where are you now? Où es-tu maintenant ?* *3) What steps are you going to take next?/Quels sont tes prochaines étapes ?* *4) What do you still need?/ De quoi as-tu encore besoin ?* *5) How can I help? Comment puis-je t'aider ?*	

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	contemporary First Nations results from a long, complicated history of influences, some peaceful and some arising out of conflict. Topics include: • Transportation and Travel • Traditional Dwellings • Water: Its Many Uses • First Nations Communities: Reserves • The Family • First Nations and the Environment • Elders • The Imaginary "Indian" • First Nations Heroes The Learning Circle, Classroom Activities on First Nations in Canada: A Learning Resource for Ages 12-14: This document aims to meet educators' growing need for elementary-level learning exercises on First Nations. The cultural identity of many contemporary First Nations results from a long, complicated history of influences, some peaceful and some arising out of conflict. Topics include: • Urban First Nations • What is in a Name? • First Nations Organizations • Hunting and Trapping • Indian Residential Schools • Literary Images of First Nations • Treaties • First Nations Self-Government		
Learn about students' current academic skills through informal (and formal) assessments.	**Genius Hour & Passion Project Proposal** Students will need to share a proposal for their project idea. Through a combination of oral, written, multimedia and/or technology, teachers can learn about student's current academic skills. Artifacts of learning and documentation of process will help shed light on the current level of skills, attitudes, and dispositions from a learning context. Although the proposal can look different for each student, some criteria might include but not limited to the following: • Why is this topic important to you? / Pourquoi ce sujet est-il important pour toi ? • What are the essential questions you want to answer? / Quelles sont les questions essentielles auxquelles tu veux répondre ? • Where will you gain your information? What will you read, research and study to unpack your essential questions? /Qu'est-ce que tu vas lire, rechercher et étudier pour répondre à tes questions essentielles ?	Baseline assessments (to be assessed in both languages for French Immersion): -Ask student to write a short text based on a prompt and use samples as a baseline to guide your writing instruction. -Ask student to read a short text and annotate between lines and on the side to make their thinking visible to guide your reading instruction. Other options: -Survey student about interests and reading to guide your instruction: Exemple -Have students practice conversations, think aloud, annotating texts. -Use their oral (Think aloud/Pense tout haut) and written (Talk to text/Parle au texte) sharing of their thinking process as a baseline to guide reading instruction. Reference (pages 2-3) **Text Annotations and Article of the Week**	A baseline assessment of foundational outcomes for grades 1 to 9 will soon be available on the divisional portal in English and in French. (Link to portal document to be added) **Cheers, Fears and Unclears: Math Conferences** Students will need time to share how they feel about math. By using a Microsoft Forms survey, Flipgrid video, 1-to-1 conference, math journal or other tool, you can gain a quick snapshot of student's current attitudes, skills and general feelings towards math through a protocol called Cheers, Fears and Unclears. This protocol is used to help provide a structure and create clarity during a survey, video response, written sample, brief conference, etc that acts as a quick check-in. During this time, the 3 cognitive domains (CHEER/FEAR/UNCLEAR) will act as guiding questions to help build a snapshot of what is going well, areas of struggle and of uncertainty. As the teacher and student confer, brief discussion notes can be used to

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	• What learning goals do you have for yourself? / Quels sont tes buts/objectifs d'apprentissage ? • What artifacts of learning will you gather to capture what you are learning about? / Afin de démontrer ce que tu as appris, quels artéfacts d'apprentissage vas-tu reccueillir ? • What is your timeline? What needs to get done and how much time have you given yourself? / Quelles sont tes étapes et le temps nécessaire pour les accomplir ? • How will you document the process of your learning? / Comment vas-tu documenter le processus de ton apprentissage ? • How will you share what you have learned throughout the process and as a final demonstration of learning? / Comment partageras-tu ce que tu as appris au long et à la fin du processus ? Reflection Journals: Students record their feelings, responses, and reactions to what they are learning. They think deeply about the materials they encounter and relate this information to real life. Students will reflect, raise questions, form opinions, and be critical. See Appendices, BLM 2: It's Our Time: First Nations Education Tool Kit National User's Guide (p.135).	**"Talking to the Text"** :Talking to the text is a silent, written form of THINK ALOUD. Student annotate (make notes) text as they read it, documenting in writing the interactions they are having with the text: what's confusing, what seems important, what's connect to what, what questions are coming up, and so forth. By making notes about their thinking as they are reading, student make their thinking visible to themselves and their teacher. Here they have written notes on the text to discuss later with a partner, the whole class or their teacher. **Learning Targets** **The WHAT: We are learning to** • Make our thinking visible. • Use what we know about what readers do when they read. • Use a reading strategy called "Talk to the Text" **The WHY: Because …** When we make our thinking visible to ourselves and others, it helps to deepen our understandings of the things we read, ourselves and the world around us. When being introduced to an "Article of the Week", it is important to have a consistent routine that can be followed so there are clear expectations of your job. Below is a list of the routine that we will try as we start this new learning together. *This may change as we move forwards, but for now let's try the following routine:* **Routine:** 1) **SILENT (2/3 Mins):** *Quick skim and scan* – What is the article about? What is the main topic? Be prepared to discuss a snapshot of what you think it is about. 2) **GROUP CHAT (5 Mins):** *Share your thoughts from phase 1* – Listen to your classmates so you have multiple perspectives which will deepen your understanding before you read and Talk to the Text. 3) **SILENT (15 Mins):** *Talk to the Text* – Begin to make your thinking visible by annotating the text. Take your time and write as much as you can on the article. Make questions, predictions, connections, clarifications, summarizations. Use arrows, doodles, circles, underlines, etc. to highlight what is going on in your head as you read. 4) **PARTNER CHAT:** *Think, Pair, Share (5 mins)* – Find someone who you can share your text annotations with. What was different? The same? Talk about what you read and share your thinking with a partner. 5) **GROUP CHAT (10 mins):** – As a class, discuss the article with greater detail. Share your thinking. What questions do you have? Can you share any predictions? Where did you get stuck? Are there any words that were confusing? What can you share within a class discussion? By listening to others, how has your understanding changed?	collect data. This information can help inform instruction, provide valuable feedback, create personalized goals and brainstorm support strategies. Trends in learning can inform whole class interventions along with more personalized data driven instruction. **CHEER:** What are things you can celebrate? *In what area(s) of Math are you feeling successful?* **FEAR:** What are things you are fearful of? *In what area(s) of Math are causing you stress, anxiety or frustration?* **UNCLEAR:** What are things that you are feeling unsure of? *Is there an area in Math that are you feeling uncertain about?*

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		https://readingapprenticeship.org/publications/downloadable-resources/	
Introduce learning goals through simple projects and tasks that allow for success.	<u>**Genius Hour & Passion Projects**</u> Students will harness the power of Open or Free Inquiry. Within this model of inquiry learning, students begin by choosing their own topic. This provides agency and autonomy to carve a path of learning that is exciting, engaging and sparks investigations based on student generated questions. Intentional scaffolding helps ensure inquiry learning is structured, follows a plan, and is connected to learning goals. Some considerations should be made to, but not limited to the following: • *Learning targets/Cibles d'apprentissage* • *Success criteria/Critères de succès* • *Types of student inquiry (i.e. Guided versus Free) / Enquête guidée ou libre ?* • *Stages of an inquiry process* • *Traits and types of questions* • *Digital literacy and research/Littératie numérique et recherche* • *Peer critiquing(or feedback ?)/Rétroaction des pairs* • *Feedback loops/cycles de rétroaction* • *Self-assessment and reflection* • *Documentation of process* • *Artifacts of learning/Artéfact d'apprentissage* • *Place, purpose, and audience./ Lieu, intention et public cible.*	"Introduce, model, and practice key metacognitive conversation routines – Think Aloud/Pense tout haut, Talking to the Text/Parler au texte, metacognitive logs/journals" List of various exemples of Learning Goals <u>**Learning Targets and Success Criteria**</u> Have students learn to co-construct learning targets and success criteria. Use common language and introduce routines which support students in introducing learning goals and listing corresponding success criteria. When introducing simple projects and tasks, help students articulate what their learning goals are and how they will know if they have been successful.	<u>**Learning Targets and Success Criteria**</u> Have students learn to co-construct learning targets and success criteria. Use common language and introduce routines which support students in introducing learning goals and listing corresponding success criteria. When introducing simple projects and tasks, help students articulate what their learning goals are and how they will know if they have been successful.
Use academic skills such as writing, interviewing, and reading to build a community.	**Option A.** **Introducing Each Other: Interviews, Memoirs, Photos, and Internet Research** Students will work in pairs. The goal for this task will be that each student will share a "biography" of their partner with the class. The biography can take a variety of formats (written and read aloud to the class, as a powerpoint or other presentation). Using the interview question prompts (link below) pairs will interview each other. Teacher may choose to request that students include pictures (of favorite item or place, pet, etc) in their presentations. http://www.readwritethink.org/lesson_images/lesson17/RWTa27-2.PDF **Option B.** The goal of this activity is for students to interview an elder of their community (grandparent, member of the school community, neighbor, family friend) to learn about significant times/events in that person's life. Students will use the information that they glean in the interview to create a biography of their elder which they will share with their class.	Shared reading of short biographies, Co-construction of criteria associated with characteristics of a biography Use OLM structure to model and practice writing of biography (I do, we do, you do/ Je le fais, nous le faisons, tu le fais) Feedback • Students to reflect on own biography with reference to criteria • Students to provide feedback to each other by referencing criteria • Teacher to provide feedback to individual students by referencing criteria Responsive Classroom graphic organizers https://www.responsiveclassroom.org/printables/graphic-organizers-2/	• Frequently review relevant math vocabulary, encouraging students to share words in various languages. • Post topic vocabulary symbolically and in many languages, to accommodate all learners. Encourage students to demonstrate their problem-solving skills verbally, individually, and with group activities that take into consideration the current requirements for physical distancing.

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	Teachers can choose to ask that the biography be in written format that students will share with the class or as a PowerPoint or other presentation. Writing Good Interview Questions The key to writing a good narrative is having good material to work with; and the key to getting good material is asking good questions. Have students work individually or in small groups to come up with questions to ask. Then you might set aside a time for students to share the questions they create. Talk about the questions that are most interesting, and why those questions are interesting. In that way, students think critically about the reasons for asking questions and about the questions that might result in the most interesting responses. After talking about what makes questions good, students create their final question sheet, which should contain 15 to 20 questions. Questions might include some of the following: - What was the happiest time in your life? - What are the most significant ways in which the world has changed since you were a student my age? - What technological advance has most surprised you? - What one or two things have changed little or not at all since your were a student? - What is the most significant political event you have witnessed? - What did you do for fun as a child? - What is the most important lesson you've learned in your life? How did you learn it? Source https://www.educationworld.com/a_tsl/archives/04-1/lesson011.shtml		

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Social/Emotional: Model and practise expected behaviours and routines.	https://www.responsiveclassroom.org/wp-content/uploads/2018/09/Interactive-Modeling-Demonstration-Guide.pdf		https://www.youcubed.org/resources/fractions-sense-making/
Create an environment where it is safe to take risks, make mistakes, and work to fix those mistakes.	Jo Boaler believes that when we make mistakes we learn. When a mistake is made a synapses fire. A synapse is an electrical signal that moves between parts of the brain when learning occurs. https://youtu.be/3pDanyP8lVc Article: A Classroom of Risktakers It is important for teachers to create a safe classroom environment where students feel safe to take a risk and learn from their mistakes. For example in Math there are often many different answers for the same question. Jo Boaler uses the Visual Dot Card Number Talk which helps students gain an understanding that there are many ways to understand a math concept. Carol Dweck's Fixed vs Growth Mindset states that when students are taught about growth mindset and that the brain is malleable, their motivation to learn dramatically increases. **The Role of Mistakes in the Classroom** https://www.edutopia.org/blog/benefits-mistakes-classroom-alina-tugend Talking Circles: The talking circle is an excellent teaching strategy that is consistent with Aboriginal values and perspectives. Communication is regulated through the passing of a talking piece that fosters respectful listening and reflection. A stick, stone, or feather (something that symbolizes connectedness to the land) will be passed throughout the group and whoever is holding it has the right to speak while others have the responsibility to listen. It's Our Time: First Nations Education Tool Kit National User's Guide (p.133/134).		**Jo Boaler's 7 Norms for Positive Math Classrooms** • Everyone can learn math to the highest levels. • Mistakes are valuable. • Questions are really important. • Math is about creativity and making sense. • Math is about connections and communicating. • Math class is about learning, not performing. • Depth is more important than speed. (Version française des normes) From Jo's website youcubed, watch her series of videos called "Mindset Boosting" and have conversations around the power of mindset, establishing positive norms for the maths (and all) classroom and the value of making mistakes. https://www.youcubed.org/resource/mindset-boosting-videos/
Nurture belonging.	Introduce the idea of multiple intelligences and how everyone has strengths that complement the entire class as a whole. Students learn about each intelligence and understand there is a spectrum in each one. Students take test to discover the gifts they bring to the class. Each student has the opportunity to share the gifts they bring to support the collective group. https://www.literacynet.org/mi/assessment/findyourstrengths.html Nurture Belonging: How can adults working with Indigenous children in the middle years foster in them a sense of self, belonging, and identity? The answer to this question is rooted in attaining a balance in the		https://www.youcubed.org/resources/fractions-sense-making/

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	physical, emotional, intellectual, and spiritual aspects of learning. Think, Feel, Act Empowering Children in the Middle Years (p.6-7).		
Nurture independence and responsibility.	Schools create structures to help with the navigation of and ease of remote learning. Advisory Meetings are a great structure to help build independence in this area. **The four components of Responsive Advisory Meeting are:** 1. **Arrival welcome** – The teacher welcomes each student by name as they enter. 2. **Announcements** – In advance, the teacher writes an interactive message and displays it where it can be easily seen and read by all students. 3. **Acknowledgments** – In pairs or small groups, students share their responses to a prompt in the announcements message, a piece of news about themselves, or ideas about a topic related to their studies or interests. 4. **Activity** – The whole group does a fun, lively activity that's focused on the specific purpose of the meeting Advisory Meeting Middle years students are most engaged and successful in their learning when their needs, strengths, and interests are at the centre of educational planning, instruction, and assessment. Focus on Physical Development, Cognitive Intellectual-Development, Social Emotional Moral and Spiritual Development, the role of the teacher, classroom environment and environment beyond the classroom. https://www.edu.gov.mb.ca/k12/docs/support/my_brochure/full_doc.pdf (Version française)		Paper Folding This is a youcubed favorite which comes from Mark Driscoll. The activity encourages students and teachers to engage in visual, creative thinking. We have coupled Mark's activity with asking students to reason and be convincing, two important mathematical practices. Task Instructions Work with a partner. Take turns being the skeptic or the convincer. When you are the convincer your job is to be convincing! Give reasons for all of your statements. Skeptics must be skeptical! Don't be easily convinced. Require reasons and justifications that make sense to you. For each of the problems below one person should make the shape and then be convincing. Your partner is the skeptic. When you move to the next question switch roles. Start with a square sheet of paper and make folds to construct a new shape. Explain how you know the shape you constructed has the specified area. Start with a square sheet of paper and make folds to construct a new shape. Explain how you know the shape you constructed has the specified area. 1. Construct a square with exactly ¼ the area of the original square. Convince yourself and then your partner that it is a square and has ¼ of the area. 2. Construct a triangle with exactly ¼ the area of the original square. Convince yourself and then your partner that it has ¼ of the area. 3. Construct another triangle, also with ¼ the area, that is not congruent to the first one you constructed. Convince yourself and then your partner that it has ¼ of the area. 4. Construct a square with exactly ½ the area of the original square. Convince yourself and then your partner that it is a square and has ½ of the area. 5. Construct another square, also with ½ the area, that is oriented differently from the one you constructed in #4. Convince yourself and then your partner that it has ½ of the area.

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
			Materials At least one square piece for each student. 8.5×8.5 is a good size since this is made from a piece of 8.5×11 piece of paper. (Patty paper recommended) Reference *Adapted from: Fostering Geometric Thinking: A Guide for Teachers, Grades 5-10, by Mark Driscoll, 2007, p. 90,* *http://heinemann.com/products/E01148.aspx*
Excite and motivate children to learn.	Cognitive skills according to Yardsticks by Chip Wood for gr. 6-8 include: • Can think abstractly – for example, more able to understand ideas such as "justice" • Beginning to challenge adult explanations and their own assumptions • Enthusiastic about schoolwork they see as purposeful, such as research projects, science experiments, and drama productions • Interest in fairness, justice, discrimination, etc. • Need short, predictable homework assignments to build good study habits • Starting to enjoy thinking about the many sides of an issue Reference Wood, C. (2015). *Yardsticks: Children in the classroom, ages 4-14*. Turners Falls, MA: Center for Responsive Schools. The Power of Story: Understanding and adopting First Nations Values: Story is one of the main methods of traditional Indigenous teaching and learning. Stories can take many forms: prose, song, dance, poetry, theatre, carvings, pictures, etc. They can have different purposes, including: • teaching – life lessons, community responsibilities, rites of passage • creation stories • recording personal, family, and community histories • "mapping" the geography and resources of an area • ensuring cultural continuity (e.g., knowledge of ancestors, language) • healing and entertainment. (Source, p.14) First Nations values posters from MFNERC (Cree, Dakota, Dene, Oji-Cree, and Ojibwe) can be used to strengthen First Nations students' sense of identity and positively affect their attitudes and behaviours in the classroom and in their lives. Have students write a personal story about a time they have had to turn to their values and make a decision about a situation. For prompts, ask students about times when they felt their values were challenged and what they did to make a decision. It's Our Time: First Nations Education Tool Kit National User's Guide (p. 121-123).		Garfield Gini-Newman, Engaging All Learners, http://www.engagingalllearners.ca/ Garfield Gini-Newman video about critical thinking opportunities http://www.engagingalllearners.ca/ip/critical-thinking/index.php?id=3 Bridge Problem Youtube https://www.youtube.com/watch?v=7yDmGnA8Hw0&list=PL1mzwiNSZnpg4mDKa8kwmPcTyh0zoYYBa&index=230 **Grade 7 (Document avec ces activités en français)** 7.N.2 Imagine you have $500. Choose a small room in your house that you could redecorate, with carpet/flooring, baseboards and paint. Find sources for these renovation supplies, use calculations to determine which ways you could redecorate, staying within your budget. Draw or create a 2D or 3D design of your renovation. Present your project to your peers. Possible Assessment: Students can share work on the classroom platform. Students can share the additional room renovation projects on the classroom platform. Look Fors: • Correct application of decimal operations, with attention to final placement of decimals in answers. • Use of estimation strategies to predict or check work. • Recognition of key words that relate to mathematical operations in word problems. • Ability to apply combined skills with real-life applications of mathematical concepts. • Accurate visual display of concepts. Questions to Ask: How can estimation be used to make predictions or to check work, when using decimal operations? Which mathematical operation has the largest number of key words that indicate the required process? What could be a reason for this occurrence? Was it difficult to stay within your budget for the room redecoration project? **Grade 8**
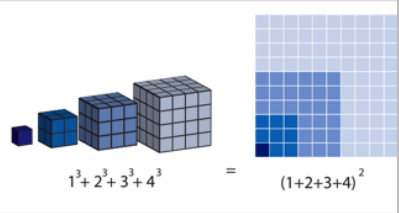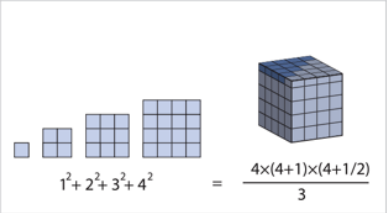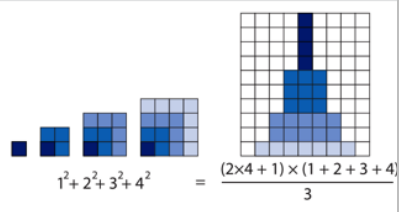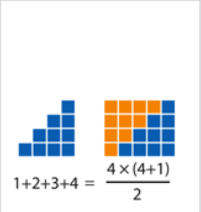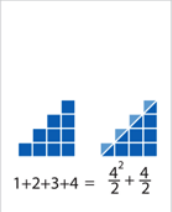
Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
	Incorporating First Nations Languages: Incorporate First Nations languages into the day-to-day life of a classroom, such as beginning each day with a greeting and one also at the end of the day. It's Our Time: First Nations Education Tool Kit National User's Guide (p. 124/125)		8.N.4 8.N.5 relationship between fractions, decimals, rates, ratios and percentages. Materials: 1 large sheet of newspaper, bucket, paper and pencil to record data on a chart *any number of players can play this game Procedure: 1. Estimate the number of baskets each player will make. 2. Crumple newspaper into a ball. 3. Place bucket at the end of table 4. Stand opposite the bucket, two table lengths away. 5. Take your best shot and record. 6. Remove your paper ball and return to the throwing line 7. Repeat, until a pre-determined number of attempts has been made. Use the chart to determine the ratios that will provide information to calculate the rate of success, the rate of misses, and the percentages for each. Replay the game over several days. How has your scoring percentage changed? If you make changes to the size of the bucket, the size of the ball, the distances for throwing, or other factors, how does your success rate change? Source Possible Assessment: Students can share their results with peers and can pool data to determine larger sample sizes. Further activities could include use of the data for statistics and probability activities, and linear relations activities. Look-fors: • Knowledge of the conversion process between fractions, decimals, ratios and percentages. • Ability to make connections to graphing, representing data. • Ability to determine factors that influence outcomes. • Recognition of connections between repeated events and reliable outcomes with percentages. Questions to ask: How can the data be represented in a graphic way? Which type of graph would best show the changes in success over time? Is the sample size (the number of events) a factor in predicting the future outcomes of this activity? Why or why not? Is it possible to use a table of values and/or a graph, to create an equation for this data?
Academic: **Give students a sense of competence.**	Use Academic Choice to structure lessons. Students become purposeful learners who engage in an activity because they want to, not because they were told too. They work with a sense of competence, autonomy and satisfaction. Benefits of Academic Choice • **Support's student's intrinsic motivation to learn**		Jo Boaler math visualization activities https://www.mashupmath.com/blog/2017/3/10/jo-boaler-suggests-these-awesome-visual-math-activities https://www.youcubed.org/resources/jo-teaching-visual-dot-card-number-talk/
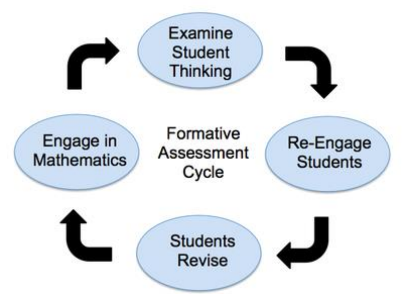
Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
	Academic Choice helps students meet their innate need to feel competent, to belong, and to have some degree of freedom or autonomy. This frees them to pursue constructive learning experiences. • **Encourages students to learn from each other** Academic Choice give students opportunities to consult each other about their work, see each other's finished products, and talk with each other about how they achieved their final result. • **Draws on different strengths, abilities, and interests** Having choices allows students to work from their areas of strength and personal interest. They're then more likely to feel invested in their work and to draw personal meaning from it. • **Maximizes student's learning** The planning, working, and reflecting process mirrors how students naturally learn. It allows them to generate their own goals, actively interact with concrete materials, and make sense of their experiences. This gradually broadens their knowledge and makes them more sophisticated thinkers. https://www.responsiveclassroom.org/academic-choice/ The Learning Circle, Classroom Activities on First Nations in Canada: A Learning Resource for Ages 12-14: This document aims to meet educators' growing need for elementary-level learning exercises on First Nations. The cultural identity of many contemporary First Nations results from a long, complicated history of influences, some peaceful and some arising out of conflict. Topics include: • Urban First Nations • What is in a Name? • First Nations Organizations • Hunting and Trapping • Indian Residential Schools • Literary Images of First Nations • Treaties • First Nations Self-Government		## Squares and Cubes Kids love using hands-on manipulatives to explore math concepts. Thinking about mathematical models in terms of squares and cubes is a great way for students to develop a strong conceptual understanding of a variety of math topics. You can learn more about using squares and cubes as visuals for deep understanding *here*.
Learn about students' current academic skills through informal (and formal) assessments.	Reflection Journals: Students record their feelings, responses, and reactions to what they are learning. They think deeply about the materials they encounter and relate this information to real life. Students will reflect, raise questions, form opinions, and be critical. See Appendices, BLM 2: It's Our Time: First Nations Education Tool Kit National User's Guide (p.135).	Baseline assessments (to be assessed in both languages for French Immersion): -Ask student to write a short text based on a prompt and use samples as a baseline to guide your writing instruction. -Ask student to read a short text and annotate between lines and on the side to make their thinking visible to guide your reading instruction.	A baseline assessment of foundational outcomes for grades 1 to 9 will soon be available on the divisional portal in English and in French. (Link to portal document to be added) Use formative assessments frequently, to check for understanding. Examples include:

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
			  • Have students explain to you how they know something is true. Try to see, from their explanations, if they have any misconceptions. • Write descriptive comments on student work, to help them see how they can improve their work, or point out effective strategies and skills. • Use an exit slip to determine student readiness to proceed. Example:
Introduce learning goals through simple projects and tasks that allow for success.	**Genius Hour & Passion Projects** Students will harness the power of Open or Free Inquiry. Within this model of inquiry learning, students begin by choosing their own topic. This provides agency and autonomy to carve a path of learning that is exciting, engaging and sparks investigations based on student generated questions. Intentional scaffolding helps ensure inquiry learning is structured, follows a plan, and is connected to learning goals. Some considerations should be made to, but not limited to the following: • *Learning targets/Cibles d'apprentissage* • *Success criteria/Critères de succès* • *Types of student inquiry (i.e. Guided versus Free) / Enquête guidée ou libre ?* • *Stages of an inquiry process* • *Traits and types of questions* • *Digital literacy and research/Littératie numérique et recherche* • *Peer critiquing(or feedback ?)/Rétroaction des pairs* • *Feedback loops/cycles de rétroaction* • *Self-assessment and reflection* • *Documentation of process* • *Artifacts of learning/Artéfact d'apprentissage* • *Place, purpose, and audience./ Lieu, intention et public cible.*		

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
Use academic skills such as writing, interviewing, reading, surveying, observing, graphing, and inferring to build a community.	**Option A.** **Introducing Each Other: Interviews, Memoirs, Photos, and Internet Research** Students will work in pairs. The goal for this task will be that each student will share a "biography" of their partner with the class. The biography can take a variety of formats (written and read aloud to the class, as a powerpoint or other presentation). Using the interview question prompts (link below) pairs will interview each other. Teacher may choose to request that students include pictures (of favorite item or place, pet, etc) in their presentations. http://www.readwritethink.org/lesson_images/lesson17/RWTa27-2.PDF Option B. The goal of this activity is for students to interview an elder of their community (grandparent, member of the school community, neighbor, family friend) to learn about significant times/events in that person's life. Students will use the information that they glean in the interview to create a biography of their elder which they will share with their class. Teachers can choose to ask that the biography be in written format that students will share with the class or as a PowerPoint or other presentation. Writing Good Interview Questions The key to writing a good narrative is having good material to work with; and the key to getting good material is asking good questions. Have students work individually or in small groups to come up with questions to ask. Then you might set aside a time for students to share the questions they create. Talk about the questions that are most interesting, and why those questions are interesting. In that way, students think critically about the reasons for asking questions and about the questions that might result in the most interesting responses. After talking about what makes questions good, students create their final question sheet, which should contain 15 to 20 questions. Questions might include some of the following: • What was the happiest time in your life? • What are the most significant ways in which the world has changed since you were a student my age? • What technological advance has most surprised you? • What one or two things have changed little or not at all since your were a student?	Shared reading of short biographies, Co-construction of criteria associated with characteristics of a biography Use OLM structure to model and practice writing of biography (I do, we do, you do/ Je le fais, nous le faisons, tu le fais) Feedback • Students to reflect on own biography with reference to criteria • Students to provide feedback to each other by referencing criteria • Teacher to provide feedback to individual students by referencing criteria	

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
	• What is the most significant political event you have witnessed? • What did you do for fun as a child? • What is the most important lesson you've learned in your life? How did you learn it? Source https://www.educationworld.com/a_tsl/archives/04-1/lesson011.shtml		

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
Social/Emotional: Model and practise expected behaviours and routines.	Regularly review protocols for physical distancing and safe practices for all staff and students. Demonstrate and model appropriate practices with a variety of learners in mind. Establish a classroom community where students can feel safe sharing concerns and asking questions regarding the current learning environment. Use Advisory groups to build sense of community and belonging. At Gr. 9, students are new to the building in most cases, so this is a very stressful time. They want to know the basics of surviving in high school but probably will not ask! New peer groups, new teachers, new building, new independent schedules. Provide time to model and support the use of school platforms and tools with students. Many students need small group instruction to help with navigating remote learning and building independence. For example: Calendar, Assignment Tool Create a weekly calendar with students to help them manage assigned tasks/meetings.	Collaboratively create classroom norms, or share established school norms, to establish routines for effective literacy learning. Some examples could include: • With respect to the current learning environment, all students will come to class prepared, with their own supplies. • All students will listen and speak to each other in more academic ways, while working to complete reading, writing, revising, and sharing ideas. • Personal opinions and preferences are stated in justifiable ways, with structure, and take into consideration to viewpoints and beliefs of others. • Students are allowed to change their opinions and viewpoints. • Self-reflection, dialogue and revision are all part of literacy learning.	Establish routines and expected behaviours for appropriate use of technology in the math classroom, including safety concerns within the current learning environment, and regarding the range of ways technology can assist with, or may be required for learning.
Foster independence while allowing for risk taking and learning from mistakes.	Jo Boaler believes that when we make mistakes we learn. When a mistake is made a synapses fire. A synapse is an electrical signal that moves between parts of the brain when learning occurs. https://youtu.be/3pDanyP8lVc Article: A Classroom of Risktakers It is important for teachers to create a safe classroom environment where students feel safe to take a risk and learn from their mistakes. For example in Math there are often many different answers for the same question. Jo Boaler uses the Visual Dot Card Number Talk which helps students gain an understanding that there are many ways to understand a math concept. Carol Dweck's Fixed vs Growth Mindset states that when students are taught about growth mindset and that the brain is malleable, their motivation to learn dramatically increases. **The Role of Mistakes in the Classroom** https://www.edutopia.org/blog/benefits-mistakes-classroom-alina-tugend Talking Circles: The talking circle is an excellent teaching strategy that is consistent with Aboriginal values and perspectives. Communication is regulated through the passing of a talking piece that fosters respectful listening and reflection. A stick, stone, or feather (something that symbolizes connectedness to the land) will be passed throughout the group and whoever is holding it has the right to speak while others have the responsibility to listen. It's Our Time: First Nations Education Tool Kit National User's Guide (p.133/134).	Use OLM structures and RTI strategies to review writing formats from previous grade level outcomes, and to provide instruction for current formats (I do, we do, you do, you do it together). https://teachingandlearningnotebook.com/ **Mentoring Roles and Responsibilities** |	**Teacher**	**Student**
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I do it /Je le fais (direct instruction)	-provides direct instruction -states goals and purpose -models task -thinks aloud	-actively listens -takes notes -asks for clarification
We do it / Nous le faisons (guided instruction)	-interactive instruction -checks, prompts, clues -provides additional modeling to groups	-participates actively -completes process alongside peers
You do it / Tu le fais (independent practice)	-provides feedback -evaluates -determines level of understanding -provies opportunity for revision	-works alone -relies on notes, classroom resources to complete task -takes responsibility for outcome		Share Jo Boaler's 7 Norms for Positive Math Classrooms: • Everyone can learn math to the highest levels. • Mistakes are valuable. • Questions are really important. • Math is about creativity and making sense. • Math is about connections and communicating. • Math class is about learning, not performing. • Depth is more important than speed. (Version française des normes) http://www.youcubed.org/wp-content/uploads/Positive-Classroom-Norms2.pdf

Domain/Strategy	Project-Based Considerations	Literacy			Numeracy
		You do it together / Vous le faites (collaborative learning)	-clarifies task -encourages group process -provides support to groups	-collaborates with peers -completes task with group representation	
Nurture belonging.	Mentimeter check-in with advisory groups Flipgrid introductions/ two truths and a lie, summer reflections Create opportunities to build school community for students who are new to the building. Grade 9 day, fields days etc. Having students connected with at least one adult in the building (SST or CT). Everyone needs to have a Champion in their corner as they navigate High School. Having common areas for students to visit with peers or access support. Identify safe places for students within the school building to help with stress responses. Students in Grade 9 need to learn what is available to them in this new environment and by being pro-active and building their toolbox of strategies, relationships will strengthen. Collect before you direct-Gordon Neufeld source	Encourage sharing to establish a community of belonging and safety. During the first weeks, students can be invited to share positive insights or experiences gained from their unique time during remote learing. • What did they learn about themselves? / Qu'ont-ils appris au sujet d'eux-mêmes ? • What are they grateful for? / Envers quoi sont-ils reconnaissans ? • What experiences were unique to them? / Quelles experiences étaient uniques pour eux ? • Which new activity/food/game did they try? / Quelle nouvelle activité/nourriture/nouveau jeu ont-ils essayé ? Gradually shift sharing questions to other topics that eventually touch on every students' interest/ability/culture/experience. Provide options to share or pass, making sure everyone has an opportunity to be heard, and that no one voice dominates the group. Use the information in the sharing discussions for writing prompts and/or project themes. The Learning Circle: A Resource for Ages 14 to 16: Five Voices of Aboriginal Youth in Canada is the product of a series of 15 interviews from five different Aboriginal communities across Canada. It is designed to enhance the understanding of issues and realities facing First Nations and Inuit youth today.			Approach math teaching and learning with an empathetic mindset by: • Demonstrating emotional consciousness to understand and manage student frustration. • Reinforce students' identity while engaging them in the academic content. • Show a willingness to partner with student struggles inside and outside of the classroom. https://www.google.com/url?q=http://www.teachingworks.org/images/files/TeachingWorks_Matthews.pdf&usg=AFQjCNF1o-rM6ppnfyvr8QbOlS4x-HmvZg
Nurture independence and responsibility.	Advisory discussions around the use of time during "spares." What are good habits to form with this free time? Many students in Middle School were working with one teacher during remote learning. Since the transition to high school they will have more teachers to collaborate with and the time/workload will increase. Students need support to build independence with this new way of learning. Schools create structures to help with the navigation of and ease of remote learning. Advisory Meetings are a great structure to help build independence in this area. **The four components of Responsive Advisory Meeting are:** 5. **Arrival welcome** – The teacher welcomes each student by name as they enter. 6. **Announcements** – In advance, the teacher writes an interactive message and displays it where it can be easily seen and read by all students.	• Provide opportunities for self-assessment. • Gradually decrease teacher responsibility. • Provide structures for organizing information (graphic organizers). • Help students to become aware of their own learning style. • Provide written and oral feedback to increase confidence. • Encourage collaboration through group tasks. • Give choices and establish expectation of learning goals. • Collect student reflections to inform instruction (Flipgrid, Forms Surveys, Mentimeter). • Encourage student self-reflection (thoughbooks/livres de pensée, journals). https://blog.irisconnect.com/uk/blog/9-tips-for-encouraging-students-to-become-independent-learners/			• Provide opportunities for self-assessment. • Gradually decrease teacher responsibility. • Provide structures for organizing information (graphic organizers). https://kidcourses.com/doesnt-love-good-graphic-organizer/ • Help students to become aware of their own learning style. • Provide written and oral feedback to increase confidence. • Encourage collaboration through group problem-solving. • Give choices and establish expectation of learning goals. • Collect student reflections to inform instruction (Flipgrid, Forms Surveys, Mentimeter). • Encourage student self-reflection (thoughbooks/livres de pensée, math journals). https://blog.irisconnect.com/uk/blog/9-tips-for-encouraging-students-to-become-independent-learners/

Recovery Learning in LRSD: Planning for Student Success Upon the Return to School
1st Draft: June 25, 2020
41 | P a g e
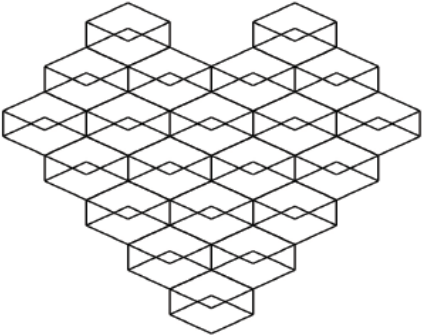
Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
	7. **Acknowledgments** – In pairs or small groups, students share their responses to a prompt in the announcements message, a piece of news about themselves, or ideas about a topic related to their studies or interests. 8. **Activity** – The whole group does a fun, lively activity that's focused on the specific purpose of the meeting Advisory Meeting		
Create an engaging classroom environment where students are highly motivated to learn.	Use a project-based learning approach to engage students in topics that apply to their current learning environment. Examples include: • How can I become more heroic to others? • Are robots friends or foes? • How do stories from the past define who we are today? • What new monument or museum should be built in our city to enhance the lives of our citizens and visitors? • How can we create a more sustainable and efficient modern ecosystem? / Comment pouvons-nous créer un écosystème plus durable et moderne ? • How can we manage scarcity? Comment peut-on gérer la pénurie ? • How can we create "farm to table" at our school during the winter months? Comment pouvons-nous créer "de la ferme à la table » à notre école durant les mois d'hiver ? • How can we build community through art? Comment peut-on créer un esprit de communauté avec l'art ? • How can we make getting around in the winter more safe and convenient? / Comment peut-on rendre les déplacements d'un endroit à l'autre plus sécuritaires et pratiques ? • In which ways can I change the injustices I witness? / De quelles mainères est-ce que je peux changer les injustices dont je suis témoin ? Topics can be chosen from a variety of curricular areas. https://www.edutopia.org/blog/a-world-of-project-ideas-to-steal-suzie-boss	With an inquiry-based theme plan in mind, create a learning launch question. Invite students to state an opinion, based on current knowledge, by choosing a one option from provided benchmarks. Following thematic lessons, provide opportunities to revisit the initial question, where students can reflect on any newly acquired knowledge, then adjust their opinion. http://www.engagingalllearners.ca/ip/critical-thinking/index.php?id=3 Suggestions for inquiry-based learning launches: • To what extent do you believe each provincial government should have control over their own border traffic? / Jusqu'à quel point penses-tu que chaque gouvernement provincial devrait pouvoir contrôler ses propres frontières ? (strongly agree, slightly agree, slightly disagree, strongly disagree) • Which is the most significant theme of the novel Touching Spirit Bear? / Quel est le thème le plus important dans le roman … (Isolation, Family, Perseverance, Nature)	Using Mentimeter, check in with students at the beginning of a new unit, and throughout a unit, to check for knowledge. Pose questions such as: • What words come to mind when thinking of The Pythagorean Thereom? • What do you still need to know about Linear Relations? • Describe your math learning in three words. • Submit your vote about the most important math skill from this unit. • Select which math topic you need to review the most. • Who said, "No employment can be managed without arithmetic, no mechanical invention without geometry." (Benjamin Franklin) • What would you really like to learn about in math this year? • In a class of 23 students, what is the chance that two people will have the same birthday? (50%) Mentimeter can also be used for self-assessment, icebreakers, goal-setting, contributing suggestions or reflections regarding the climate of the math classroom. https://www.mentimeter.com/ https://www.whizz.com/en-us/blog/20-cool-facts-math/ https://www.kidsmathgamesonline.com/facts/famousmathquotes.html
Academic: **Give students a sense of competence.**	Use Academic Choice to structure lessons. Students become purposeful learners who engage in an activity because they want to, not because they were told too. They work with a sense of competence, autonomy and satisfaction. Benefits of Academic Choice • **Support's student's intrinsic motivation to learn** Academic Choice helps students meet their innate need to feel competent, to belong, and to have some degree of	Rubrics and Thoughtbooks/Journals Co-create rubrics to provide information to students prior to completing a task. Using a co-constructed rubric for each substantial task, students will have a complete understanding of expected criteria and features of quality work. Remind students to refer to the rubric during tasks, and prior to submitting the completed work. Upon completion of a task, allow for revision of assigned work, following students' guided reflection of rubric dialogue.	Provide low-floor, high-ceiling problem-solving scenarios which provide opportunities for multiple methods to determine a solution. In addition, shift the focus away from the solution, by encouraging students to consider their thought processes, share their strategies for dissecting the problem, and listen to other ideas for alternate methods.

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	freedom or autonomy. This frees them to pursue constructive learning experiences. • **Encourages students to learn from each other** Academic Choice give students opportunities to consult each other about their work, see each other's finished products, and talk with each other about how they achieved their final result. • **Draws on different strengths, abilities, and interests** Having choices allows students to work from their areas of strength and personal interest. They're then more likely to feel invested in their work and to draw personal meaning from it. • **Maximizes student's learning** The planning, working, and reflecting process mirrors how students naturally learn. It allows them to generate their own goals, actively interact with concrete materials, and make sense of their experiences. This gradually broadens their knowledge and makes them more sophisticated thinkers. https://www.responsiveclassroom.org/academic-choice/	As well, encourage students to review entries in their thoughtbooks. Engage in dialogue that asks students to explain their thinking and their new learning, and which encourages them to revisit lessons to increase their knowledge of a topic. Thoughtbooks can take many forms: • Dated journal or logbook • Charts • Doodles and sketches • Graphic organizers https://tc2.ca/uploads/Samples/usingthoughtbookssample.pdf	 **youcubed my heart!** • What is the area of the shape? • What is the perimeter of the shape? • How many rhombuses do you see? • How many triangles do you see? • How would you colour this shape? • What are some questions to ask? http://www.wismath.org/Resources/Documents/Annual%20Conference/210JMetke-Low%20Floor%20High%20Ceiling%20Handouts.pdf
Establish a baseline of student skills through informal (and formal) assessments.	In the book: *A Fresh Look at Grading and Reporting in High Schools* it states that classroom assessment is understood better now. Now we know that assessment for learning occurs during the learning. We let students know what the learning target or destination is, we share with them what success and quality look like, and we provide them (or they provide themselves) with specific and descriptive feedback so that they can adjust what they are doing and get to that learning target Mathematics Teachers Ahead of the Curve Article	To be assessed in both languages for French Immersion Select a topic for students to complete a writing sample. The skill levels of the writers can inform literacy lessons for the first weeks of school. Ask student to read a short text and annotate between lines and on the side to make their thinking visible to guide your reading instruction. Review reading assessments from feeder schools, or complete reading assessments of current students, to provide information for the formation of literature groups. Use formative assessments frequently, to check for understanding. For example: Ask students to write for one minute, on the most meaningful thing they learned. Or, try prompts for a five minute write: • What are three things you learned, two things you're still wondering about, and one thing you don't understand? Quelles sont trois choses que tu as apprises, deux choses pour lesquelles	A baseline assessment of foundational outcomes for grades 1 to 9 will soon be available on the divisional portal in English and in French. (Link to portal document to be added) Use formative assessments frequently, to check for understanding. Examples include: • Have students explain to you how they know something is true. Try to see, from their explanations, if they have any misconceptions. • Write descriptive comments on student work, to help them see how they can improve their work, or point out effective strategies and skills. • Use an exit slip to determine student readiness to proceed. Example:

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
		tu as encore des questions et une chose que tu ne comprends pas ? • How would you have done things differently today, if you had a choice? Si tu pouvais, que ferais-tu différemment aujourd'hui ? • What I found interesting about this work was…. / Ce que j'ai trouvé d'intéressant au sujet de ce travail est.. • Today was difficult because…. / Aujourd'hui était difficile pour moi parce que… Or, ask students to draw an emoji about their understanding of the lesson, then write about their choice. In addition, formative assessments can be done electronically, using Quizlet, Forms, Mentimeter, etc. In addition, include the information shared in thoughbooks for assessment of topic comprehension. https://secondaryenglishcoffeeshop.blogspot.com/2018/12/co-creating-criteria-with-students.html https://tc2.ca/uploads/Samples/usingthoughtbookssample.pdf https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment	<table><tr><td>3 things I learned today</td><td>2 things I found interesting</td><td>1 question I still have</td></tr><tr><td></td><td></td><td></td></tr></table> https://bhi61nm2cr3mkdgk1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2017/03/Formative-assessent-dw.pdf
Introduce learning goals through scaffolded projects and tasks that allow for success.	The Importance of Scaffolding Article	Establish 3-4 tasks that demonstrate evidence of learning, following lessons related to the learning launch theme/unit plan. Co-create a rubric prior to assigning the task, including performance criteria and criteria for excellence. Provide opportunities for student self-reflection and for teacher dialogue. Encourage revision and submissions for improvement. https://thelearningexchange.ca/cascading-challenges-choreographed-approach-sustained-student-inquiry/ Cascading Curriculum Transcendent Question Over-arching Curricular Challenge Mini Challenge – broad understandings (×4) Lesson Challenges - Daily https://jenclevette.files.wordpress.com/2012/09/printscreen010.jpg	**Cascading Challenges** Establish 3-4 tasks that demonstrate evidence of learning, following lessons related to the learning launch theme/unit plan. Co-create a rubric prior to assigning the task, including performance criteria and criteria for excellence. Provide opportunities for student self-reflection and for teacher dialogue. Encourage revision and submissions for improvement. Example: Probability Unit **Learning Launch / Lancement de l'apprentissage**: Rock, Paper, Scissors: Can you find a way to beat the odds? (Definitely! Maybe? No Way!) Record student opinions. **Lesson topics**: • Topical vocabulary, paired with an assigned task of creating a visual dictionary with all words • Calculating probability of single and combined events, with an assigned task of creating ten questions using cards and dice, for a peer to calculate.

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
		https://secondaryenglishcoffeeshop.blogspot.com/2018/12/co-creating-criteria-with-students.html Sample Rubric: https://threadbarebeauty.com/2020/04/13/remote-and-responsive-teaching-distilling-the-essence/	• Bias and unfair games, followed by testing various games for strategic outcomes and fairness. ***Revisit the learning launch after each lesson, to allow students to adjust opinions. **Final task** Apply skills to further explore the learning launch. Observe two people playing the game of Rock, Paper, Scissors 100 times, tallying the results. Is there a favourite choice? Are there patterns in which choices people make? Create additional choices, so there are four or five options. How does that change the results? **Assessment** Use co-created rubrics that allow for teacher-student dialogue, student self-reflection, and student revision, along with criteria for the task, and for successful achievement. https://thelearningexchange.ca/cascading-challenges-choreographed-approach-sustained-student-inquiry/ https://jenclevette.files.wordpress.com/2012/09/printscreen010.jpg
Use academic discourse such as writing, debating and problem-solving to build a community.	Conduct a short interest interview among students, using the things students are interested in outside of school and how mathematics, science, laws, etc., are involved in those things. Assign the interest interview questions for homework to give students time to think about, develop, and write out their answers. Credit should be given, to communicate the value of this assignment. Students can either interview and record each other or can individually record their own responses.	Using literacy-based activities in interesting ways, to increase interaction between students. • Play **Find Someone**….Partner students, or form groups, based on a different criteria each day. Eg Find someone who is wearing the same colour of socks as you, has the	• Frequently review relevant math vocabulary, encouraging students to share words in various languages. • Post topic vocabulary symbolically and in many languages, to accommodate all learners. • Encourage students to demonstrate their problem-solving skills verbally, individually, and with group activities that take into consideration the current requirements for physical distancing.

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
	Responses are submitted to the teacher for credit. Use the data throughout the term to apply data management concepts, generate word problems, create powerful examples and illustrations, and facilitate group discussions or discovery-based learning projects. Create problem-solving scenarios in any curricular area, where students need to work in small groups, or as a whole-class community, to arrive at a solution. Students may need a review of norms of effective groups, to ensure that all voices are heard, ideas are recorded and reviewed, and time limits are respected. **Critical Thinking Tasks** (and Accompanying Activity Ideas): **Decoding a Puzzle** – When presented with an undated photo, students must work together to determine a potential location, time of day, month and year, using prior knowledge and inference regarding the details in the photo. Select a photo where there is no correct answer, to prevent overriding the goal of the task; collaboration and exploring prior knowledge. **Judging or Ranking an Inquiry Question** – Rank, from greatest to least, the impact each activity has on climate change: driving cars heating homes cow emissions volcanoes mining fertilizer **Design to Specs -** To what degree can safety of an egg be enhanced by the design of an egg carrier? Consider specific criteria to further challenge the creation of the carrier. https://teachingandlearningnotebook.com/	same birth month, binge-watches the same shows, has the same favourite book genre, has the same favourite literary character, etc. • Use curricular topics, like the literacy vocabulary diagnostic page, with partners, to increase dialogue among peers. • Use jokes as a way to establish comprehension of literary devices. Invite students to tell jokes, then analyse together. • **Play Switch Sides If**…to establish discussion topics related to your daily lessons or unit plans. Switch Sides If… https://www.clcnwi.com/file_download/inline/89ca4eab-18c7-4e42-8c95-0c3962fad60e https://www.scholastic.com/teachers/unit-plans/teaching-content/building-relationships-high-school-classroom/	

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
Social/Emotional: Model and practise expected behaviours and routines.	Regularly review protocols for physical distancing and safe practices for all staff and students. Demonstrate and model appropriate practices with a variety of learners in mind. Establish a classroom community where students can feel safe sharing concerns and asking questions regarding the current learning environment.	Collaboratively create, or share established school norms, to establish routines for effective literacy learning. Some examples could include: • With respect to the current learning environment, all students will come to class prepared, with their own supplies. • All students will listen and speak to each other in more academic ways, while working to complete tasks in reading, writing, viewing, revising, and sharing ideas. • Personal opinions and preferences are stated in justifiable ways, with structure, and take into consideration to viewpoints and beliefs of others. • Students are allowed to change their opinions and viewpoints. • Self-reflection, dialogue and revision are all part of literacy learning.	Establish routines and expected behaviours for appropriate use of technology in the math classroom, including safety concerns within the current learning environment, and regarding the range of ways technology can assist with, or may be required for learning.
Foster independence while allowing for risk taking and learning from mistakes.	Jo Boaler believes that when we make mistakes we learn. When a mistake is made a synapses fire. A synapse is an electrical signal that moves between parts of the brain when learning occurs. https://youtu.be/3pDanyP8lVc Article: A Classroom of Risktakers It is important for teachers to create a safe classroom environment where students feel safe to take a risk and learn from their mistakes. For example, in Math there are often many different answers for the same question. Jo Boaler uses the Visual Dot Card Number Talk which helps students gain an understanding that there are many ways to understand a math concept. Carol Dweck's Fixed vs Growth Mindset states that when students are taught about growth mindset and that the brain is malleable, their motivation to learn dramatically increases. **The Role of Mistakes in the Classroom** https://www.edutopia.org/blog/benefits-mistakes-classroom-alina-tugend Talking Circles: The talking circle is an excellent teaching strategy that is consistent with Aboriginal values and perspectives. Communication is regulated through the passing of a talking piece that fosters respectful listening and reflection. A stick, stone, or feather (something that symbolizes connectedness to the land) will be passed throughout the group and whoever is holding it has the right to speak while others have the responsibility to listen. It's Our Time: First Nations Education Tool Kit National User's Guide (p.133/134).	Use OLM structures and RTI strategies to review writing formats from previous grade level outcomes, and to provide instruction for current formats (I do, we do, you do, you do it together). https://teachingandlearningnotebook.com/ **Mentoring Roles and Responsibilities**<table><tr><td></td><td>**Teacher**</td><td>**Student**</td></tr><tr><td>**I do it /Je le fais** (direct instruction)</td><td>-provides direct instruction -states goals and purpose -models task -thinks aloud</td><td>-actively listens -takes notes -asks for clarification</td></tr><tr><td>**We do it / Nous le faisons** (guided instruction)</td><td>-interactive instruction -checks, prompts, clues -provides additional modeling to groups</td><td>-participates actively -completes process alongside peers</td></tr><tr><td>**You do it / Tu le fais** (independent practice)</td><td>-provides feedback -evaluates -determines level of understanding -provies opportunity for revision</td><td>-works alone -relies on notes, classroom resources to complete task -takes responsibility for outcome</td></tr><tr><td>**You do it together / Vous le faites** (collaborative learning)</td><td>-clarifies task -encourages group process -provides support to groups</td><td>-collaborates with peers -completes task with group representation</td></tr></table>	Share Jo Boaler's 7 Norms for Positive Math Classrooms: • Everyone can learn math to the highest levels. • Mistakes are valuable. • Questions are really important. • Math is about creativity and making sense. • Math is about connections and communicating. • Math class is about learning, not performing. • Depth is more important than speed. (Version française des normes) http://www.youcubed.org/wp-content/uploads/Positive-Classroom-Norms2.pdf

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
Nurture belonging.	Mentimeter check-in with advisory groups Flipgrid introductions/ two truths and a lie, summer reflections Create opportunities to build school community and classroom community. Ensure that all students in Grade 10 and 11 have opportunities to re-connect with their adult(s)in the building (SST or CT). Provide opportunities for students in Grade 10 and 11 to have a sense of voice and agency. (Academic Choice) Continue to work with students in Grade 10 and 11 with building their toolbox of strategies for stress responses. Collect before you direct-Gordon Neufeld source	Encourage sharing to establish a community of belonging and safety. During the first weeks, students can be invited to share positive insights or experiences gained from their unique time during remote learing. - What did they learn about themselves? / Qu'ont-ils appris au sujet d'eux-mêmes ? - What are they grateful for? / Envers quoi sont-ils reconnaissants ? - What experiences were unique to them? / Quelles experiences étaient uniques pour eux ? - Which new activity/food/game did they try? / Quelle nouvelle activité/nourriture/nouveau jeu ont-ils essayé ? Gradually shift sharing questions to other topics that eventually touch on every students' interests, abilities, culture and experience. Provide options to share or pass, making sure everyone has an opportunity to be heard, and that no one voice dominates the group. Use the information in the sharing discussions for writing prompts, project themes or community activities. The Learning Circle: A Resource for Ages 14 to 16: Five Voices of Aboriginal Youth in Canada is the product of a series of 15 interviews from five different Aboriginal communities across Canada. It is designed to enhance the understanding of issues and realities facing First Nations and Inuit youth today.	Approach math teaching and learning with an empathetic mindset by: - Demonstrating emotional consciousness to understand and manage student frustration. - Reinforce students' identity while engaging them in the academic content. - Show a willingness to partner with student struggles inside and outside of the classroom. https://www.google.com/url?q=http://www.teachingworks.org/images/files/TeachingWorks_Matthews.pdf&usg=AFQjCNF1o-rM6ppnfyvr8QbOlS4x-HmvZg
Nurture independence and responsibility.	Advisory discussions around the use of time during "spares." What are good habits to form with this free time? Many students in Middle School were working with one teacher during remote learning. Since the transition to high school they will have more teachers to collaborate with and the time/workload will increase. Students need support to build independence with this new way of learning. Schools create structures to help with the navigation of and ease of remote learning. Advisory Meetings are a great structure to help build independence in this area. **The four components of Responsive Advisory Meeting are:** 9. **Arrival welcome** – The teacher welcomes each student by name as they enter. 10. **Announcements** – In advance, the teacher writes an interactive message and displays it where it can be easily seen and read by all students. 11. **Acknowledgments** – In pairs or small groups, students share their responses to a prompt in the announcements message, a piece of news about themselves, or ideas about a topic related to their studies or interests. 12. **Activity** – The whole group does a fun, lively activity that's focused on the specific purpose of the meeting	- Provide opportunities for self-assessment. - Gradually decrease teacher responsibility. - Provide structures for organizing information (graphic organizers). - Help students to become aware of their own learning style. - Provide written and oral feedback to increase confidence. - Encourage collaboration through group tasks. - Give choices and establish expectation of learning goals. - Collect student reflections to inform instruction (Flipgrid, Forms Surveys, Mentimeter). - Encourage student self-reflection (thoughbooks, journals). https://blog.irisconnect.com/uk/blog/9-tips-for-encouraging-students-to-become-independent-learners/	- Provide opportunities for self-assessment. - Gradually decrease teacher responsibility. - Provide structures for organizing information (graphic organizers). https://kidcourses.com/doesnt-love-good-graphic-organizer/ - Help students to become aware of their own learning style. - Provide written and oral feedback to increase confidence. - Encourage collaboration through group problem-solving. - Give choices and establish expectation of learning goals. - Collect student reflections to inform instruction (Flipgrid, Forms Surveys, Mentimeter). - Encourage student self-reflection (thoughbooks, math journals). https://blog.irisconnect.com/uk/blog/9-tips-for-encouraging-students-to-become-independent-learners/

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	Advisory Meeting		
Create an engaging classroom environment where students are highly motivated to learn	Use a project-based learning approach to engage students in topics that apply to their current learning environment. Examples include: • How can I become more heroic to others? • Are robots friends or foes? • How do stories from the past define who we are today? • What new monument or museum should be built in our city to enhance the lives of our citizens and visitors? • How can we create a more sustainable and efficient modern ecosystem? / Comment pouvons-nous créer un écosystème plus durable et moderne ? • How can we manage scarcity? Comment peut-on gérer la pénurie ? • How can we create "farm to table" at our school during the winter months? Comment pouvons-nous créer "de la ferme à la table » à notre école durant les mois d'hiver ? • How can we build community through art? Comment peut-on créer un esprit de communauté avec l'art ? • How can we make getting around in the winter more safe and convenient? / Comment peut-on rendre les déplacements d'un endroit à l'autre plus sécuritaires et pratiques ? • In which ways can I change the injustices I witness? / De quelles mainères est-ce que je peux changer les injustices dont je suis témoin ? Topics can be chosen from a variety of curricular areas. https://www.edutopia.org/blog/a-world-of-project-ideas-to-steal-suzie-boss	With an inquiry-based theme plan in mind, create a learning launch question. Invite students to state an opinion, based on current knowledge, by choosing a one option from provided benchmarks. Following thematic lessons, provide opportunities to revisit the initial question, where students can reflect on any newly acquired knowledge, then adjust their opinion. http://www.engagingalllearners.ca/ip/critical-thinking/index.php?id=3 Suggestions for inquiry-based learning launches: • In which ways do geographical features affect a population's exposure to global events? / De quelles manières les caractéristiques géographiques influencent-elles l'exposition d'une population aux événements globaux ? • What determines whether or not an historical event has long-term consequences? / Qu'est-ce qui détermine si un évènement historique aura des conséquences à long terme ou non? • What is the most significant theme of To Kill a Mockingbird? / Quel est le thème le plus important dans le roman … (Good vs Evil, Racism, The Law, Social Inequity, Bravery)	Using Mentimeter, check in with students at the beginning of a new unit, and throughout a unit, to check for knowledge. Pose questions such as: • What words come to mind when thinking of Quadratic Equations? • What do you still need to know about Exponents? • Describe your math learning in three words. • Submit your vote about the most important math skill from this unit. • Select which math topic you need to review the most. • Who said, "No employment can be managed without arithmetic, no mechanical invention without geometry." (Benjamin Franklin) • What would you really like to learn about in math this year? • In a class of 23 students, what is the chance that two people will have the same birthday? (50%) Mentimeter can also be used for self-assessment, icebreakers, goal-setting, contributing suggestions or reflections regarding the climate of the math classroom. https://www.mentimeter.com/
Academic: **Give students a sense of competence.**	Use Academic Choice to structure lessons. Students become purposeful learners who engage in an activity because they want to, not because they were told too. They work with a sense of competence, autonomy and satisfaction. Benefits of Academic Choice • **Support's student's intrinsic motivation to learn** Academic Choice helps students meet their innate need to feel competent, to belong, and to have some degree of freedom or autonomy. This frees them to pursue constructive learning experiences. • **Encourages students to learn from each other** Academic Choice give students opportunities to consult each other about their work, see each other's finished	Rubrics and Thoughtbooks/Journals Co-create rubrics to provide information to students prior to completing a task. Using a co-constructed rubric for each substantial task, students will have a complete understanding of expected criteria and features of quality work. Remind students to refer to the rubric during tasks, and prior to submitting the completed work. Upon completion of a task, allow for revision of assigned work, following students' guided reflection of rubric dialogue. As well, encourage students to review entries in their thoughtbooks. Engage in dialogue that asks students to explain their thinking and their new learning, and which encourages them to revisit lessons to increase their knowledge of a topic. Thoughtbooks can take many forms:	Provide low-floor, high-ceiling problem-solving scenarios which provide opportunities for multiple methods to determine a solution. In addition, shift the focus away from the solution, by encouraging students to consider their thought processes, share their strategies for dissecting the problem, and listen to other ideas for alternate methods. Some examples are specific to high school grade levels. https://www.youcubed.org/tasks/exploring-exponents/ Ideas can be selected that suit a wide range of grade levels in each problem. http://www.wismath.org/Resources/Documents/Annual%20Conference/210JMetke-Low%20Floor%20High%20Ceiling%20Handouts.pdf

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
	products, and talk with each other about how they achieved their final result. • **Draws on different strengths, abilities, and interests** Having choices allows students to work from their areas of strength and personal interest. They're then more likely to feel invested in their work and to draw personal meaning from it. • **Maximizes student's learning** The planning, working, and reflecting process mirrors how students naturally learn. It allows them to generate their own goals, actively interact with concrete materials, and make sense of their experiences. This gradually broadens their knowledge and makes them more sophisticated thinkers. https://www.responsiveclassroom.org/academic-choice/ English First Peoples 10, 11, and 12 Teacher Resource Guide This document is designed to provide support for teachers of English First Peoples (EFP) 10-12. It is intended to contribute to reconciliation for all by building greater understanding of the skills, knowledge, and perspectives of First Peoples for all students. Themes and topics include: • connection of people to the land and environment • interdependence & connectedness of everything • connection to spirit & spirituality • sustainability & continuity • responsibility to family and community • importance of identity • the nature of learning and connection to story • transformation • diversity • tradition vs modernity • importance of oral tradition • relationship between individual, family, and community • nature of knowledge • experience and impacts of colonization • decolonization • humour and its role in First Peoples' cultures • intergenerational roles • loss • resilience and healing • connection to ancestors • importance of balance	• Dated journal or logbook • Charts • Doodles and sketches • Graphic organizers https://tc2.ca/uploads/Samples/usingthoughtbookssample.pdf	

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Establish a baseline of student skills through informal (and formal) assessments.	In the book: _A Fresh Look at Grading and Reporting in High Schools_ it states that classroom assessment is understood better now. Now we know that assessment for learning occurs during the learning. We let students know what the learning target or destination is, we share with them what success and quality look like, and we provide them (or they provide themselves) with specific and descriptive feedback so that they can adjust what they are doing and get to that learning target Mathematics Teachers Ahead of the Curve Article	To be assessed in both languages for French Immersion. Select a topic for students to complete a writing sample. The skill levels of the writers can inform literacy lessons for the first weeks of school. Ask student to read a short text and annotate between lines and on the side to make their thinking visible to guide your reading instruction. Use formative assessments frequently, to check for understanding. For example: Ask students to write for one minute, on the most meaningful thing they learned. Or, try prompts for a five-minute write: • What are three things you learned, two things you're still wondering about, and one thing you don't understand? Quelles sont trois choses que tu as apprises, deux choses pour lesquelles tu as encore des questions et une chose que tu ne comprends pas ? • How would you have done things differently today, if you had a choice? Si tu pouvais, que ferais-tu différemment aujourd'hui ? • What I found interesting about this work was…. / Ce que j'ai trouvé d'intéressant au sujet de ce travail est.. • Today was difficult because…. / Aujourd'hui était difficile pour moi parce que… Or, ask students to draw an emoji about their understanding of the lesson, then write about their choice. In addition, formative assessments can be done electronically, using Quizlet, Forms, Mentimeter, etc. In addition, include the information shared in thoughbooks for assessment of topic comprehension. https://secondaryenglishcoffeeshop.blogspot.com/2018/12/co-creating-criteria-with-students.html https://tc2.ca/uploads/Samples/usingthoughtbookssample.pdf https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment	Grade 10: A baseline assessment of foundational outcomes for grades 1 to 9 will soon be available on the divisional portal in English and in French. (Link to portal document to be added) Use formative assessments frequently, to check for understanding. Examples include: • Have students explain to you how they know something is true. Try to see, from their explanations, if they have any misconceptions. • Write descriptive comments on student work, to help them see how they can improve their work, or point out effective strategies and skills. • Use an exit slip to determine student readiness to proceed. https://bhi61nm2cr3mkdgk1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2017/03/Formative-assessent-dw.pdf
Introduce learning goals through scaffolded projects and tasks that allow for success.	The Importance of Scaffolding Article	Establish 3-4 tasks that demonstrate evidence of learning, following lessons related to the learning launch theme/unit plan. Co-create a rubric prior to assigning the task, including performance criteria and criteria for excellence. Provide opportunities for student self-reflection and for teacher dialogue. Encourage revision and submissions for improvement. https://thelearningexchange.ca/cascading-challenges-choreographed-approach-sustained-student-inquiry/	**CascadingChallenges** Establish 3-4 tasks that demonstrate evidence of learning, following lessons related to the learning launch theme/unit plan. Co-create a rubric prior to assigning the task, including performance criteria and criteria for excellence. Provide opportunities for student self-reflection and for teacher dialogue. Encourage revision and submissions for improvement.

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https://jenclevette.files.wordpress.com/2012/09/printscreen010.jpg

https://secondaryenglishcoffeeshop.blogspot.com/2018/12/co-creating-criteria-with-students.html

Sample Rubric:

https://threadbarebeauty.com/2020/04/13/remote-and-responsive-teaching-distilling-the-essence/ | Example: Term Topic Review

Learning Launch / Lancement de l'apprentissage: Which mathematician deserves the award for the best mathematical discovery? (Hipparchus, Pythagoras or Rene Descartes) Record student opinions.

Lesson topics:

- Review of Pythagorean Theorem, paired with an assigned task of creating a visual dictionary with all words, or creating a builder's commercial, explaining why their business guarantees a straight structure.
- Trigonometric Ratios review, followed by practice calculations, and an assigned task of creating ten questions, for a peer to calculate.
- Linear Relations review, followed by practice questions and an assigned task to take a picture of a slope used in a public setting, with a calculation of the angles and slope of the ramp, slide, etc.

***Revisit the learning launch after each lesson, to allow students to adjust opinions.

Final task
Apply skills to further explore the learning launch.

Consider the ways trigonometry, linear relations and the Pythagorean Theorem all play a significant role in society. Create a persuasive speech to promote one of the three mathematicians for Mathematician of the Year. Have a class presentation, followed by a mentimeter voting process.

Assessment

Use co-created rubrics that allow for teacher-student dialogue, student self-reflection, and student revision, along with criteria for the task, and for successful achievement.

https://thelearningexchange.ca/cascading-challenges-choreographed-approach-sustained-student-inquiry/ |

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
Use academic discourse such as writing, debate and problem solving to build a community.	Create problem-solving scenarios in any curricular area, where students need to work in small groups, or as a whole-class community, to arrive at a solution. Students may need a review of norms of effective groups, to ensure that all voices are heard, ideas are recorded and reviewed, and time limits are respected. **Critical Thinking Tasks** (and Accompanying Activity Ideas): **Decoding a Puzzle** – When presented with an undated photo, students must work together to determine a potential location, time of day, month and year, using prior knowledge and inference regarding the details in the photo. Select a photo where there is no correct answer, to prevent overriding the goal of the task; collaboration and exploring prior knowledge. **Judging or Ranking an Inquiry Question** – Rank, from greatest to least, the impact each activity has on climate change: driving cars heating homes cow emissions volcanoes mining fertilizer **Design to Specs -** To what degree can safety of an egg be enhanced by the design of an egg carrier? Consider specific criteria to further challenge the creation of the carrier. https://teachingandlearningnotebook.com/	Using literacy-based activities in interesting ways, to increase interaction between students. • Play **Find Someone**….Partner students, or form groups, based on a different criteria each day. Eg Find someone who is wearing the same colour of socks as you, has the same birth month, binge-watches the same shows, has the same favourite book genre, has the same favourite literary character, etc. • Use curricular topics, like the literacy vocabulary diagnostic page, with partners, to increase dialogue among peers. • Use jokes as a way to establish comprehension of literary devices. Invite students to tell jokes, then analyse together. • Play **Switch Sides If**…to establish discussion topics related to your daily lessons or unit plans. Switch Sides If… https://www.clcnwi.com/file_download/inline/89ca4eab-18c7-4e42-8c95-0c3962fad60e https://www.scholastic.com/teachers/unit-plans/teaching-content/building-relationships-high-school-classroom/	• Frequently review relevant math vocabulary, encouraging students to share words in various languages. • Post topic vocabulary symbolically and in many languages, to accommodate all learners. • Encourage students to demonstrate their problem-solving skills verbally, individually, and with group activities that take into consideration the current requirements for physical distancing.

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
Social/Emotional: Model and practise expected behaviours and routines.	Regularly review protocols for physical distancing and safe practices for all staff and students. Demonstrate and model appropriate practices with a variety of learners in mind. Establish a classroom community where students can feel safe sharing concerns and asking questions regarding the current learning environment.	Collaboratively create, or share established school norms, to establish routines for effective literacy learning. Some examples could include: • With respect to the current learning environment, all students will come to class prepared, with their own supplies. • All students will listen and speak to each other in more academic ways, while working to complete reading, writing, revising, and sharing ideas. • Personal opinions and preferences are stated in justifiable ways, with structure, and take into consideration to viewpoints and beliefs of others. • Students are allowed to change their opinions and viewpoints. • Self-reflection, dialogue and revision are all part of literacy learning.	Establish routines and expected behaviours for appropriate use of technology in the math classroom, including safety concerns within the current learning environment, and regarding the range of ways technology can assist with, or may be required for learning.
Foster independence while allowing for risk taking and learning from mistakes.	Jo Boaler believes that when we make mistakes we learn. When a mistake is made a synapses fire. A synapse is an electrical signal that moves between parts of the brain when learning occurs. https://youtu.be/3pDanyP8lVc Article: A Classroom of Risktakers It is important for teachers to create a safe classroom environment where students feel safe to take a risk and learn from their mistakes. For example in Math there are often many different answers for the same question. Jo Boaler uses the Visual Dot Card Number Talk which helps students gain an understanding that there are many ways to understand a math concept. Carol Dweck's Fixed vs Growth Mindset states that when students are taught about growth mindset and that the brain is malleable, their motivation to learn dramatically increases. **The Role of Mistakes in the Classroom** https://www.edutopia.org/blog/benefits-mistakes-classroom-alina-tugend Talking Circles: The talking circle is an excellent teaching strategy that is consistent with Aboriginal values and perspectives. Communication is regulated through the passing of a talking piece that fosters respectful listening and reflection. A stick, stone, or feather (something that symbolizes connectedness to the land) will be passed throughout the group and whoever is holding it has the right to speak while others have the responsibility to listen. It's Our Time: First Nations Education Tool Kit National User's Guide (p.133/134).	Use OLM structures and RTI strategies to review writing formats from previous grade level outcomes, and to provide instruction for current formats (I do, we do, you do, you do it together). https://teachingandlearningnotebook.com/ **Mentoring Roles and Responsibilities** |	**Teacher**	**Student**
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I do it /Je le fais (direct instruction)	-provides direct instruction -states goals and purpose -models task -thinks aloud	-actively listens -takes notes -asks for clarification
We do it / Nous le faisons (guided instruction)	-interactive instruction -checks, prompts, clues -provides additional modeling to groups	-participates actively -completes process alongside peers
You do it / Tu le fais (independent practice)	-provides feedback -evaluates -determines level of understanding -provies opportunity for revision	-works alone -relies on notes, classroom resources to complete task -takes responsibility for outcome
You do it together / Vous le faites (collaborative learning)	-clarifies task -encourages group process -provides support to groups	-collaborates with peers -completes task with group representation		Share Jo Boaler's 7 Norms for Positive Math Classrooms: • Everyone can learn math to the highest levels. • Mistakes are valuable. • Questions are really important. • Math is about creativity and making sense. • Math is about connections and communicating. • Math class is about learning, not performing. • Depth is more important than speed. (Version française des normes) http://www.youcubed.org/wp-content/uploads/Positive-Classroom-Norms2.pdf

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
Nurture belonging.	Mentimeter check-in with advisory groups Flipgrid introductions/ two truths and a lie, summer reflections. What would your ideal grad look like? Create opportunities to build school community and classroom community. Ensure that all students in Grade 12 have opportunities to re-connect with their adult(s) in the building (SST or CT). Provide opportunities for students in Grade 12 to have a sense of voice and agency. (Academic Choice) Continue to work with students in Grade 12 on their transition support to adulthood. They need to have a plan in place or resources to access after they leave their respective high school. Continue to add more tools to their toolbox of strategies for stress responses. Engagement of Grade 12 students within the community setting. Provide mentorship opportunities within the building or at feeder schools. Collect before you direct-Gordon Neufeld source	Encourage sharing to establish a community of belonging and safety. During the first weeks, students can be invited to share positive insights or experiences gained from their unique time during remote learing. • What did they learn about themselves? / Qu'ont-ils appris au sujet d'eux-mêmes ? • What are they grateful for? / Envers quoi sont-ils reconnaissants ? • What experiences were unique to them? / Quelles experiences étaient uniques pour eux ? • Which new activity/food/game did they try? / Quelle nouvelle activité/nourriture/nouveau jeu ont-ils essayé ? Gradually shift sharing questions to other topics that eventually touch on every students' interests, abilities, culture and experience. Provide options to share or pass, making sure everyone has an opportunity to be heard, and that no one voice dominates the group. Use the information in the sharing discussions for writing prompts, project themes or community activities.	Approach math teaching and learning with an empathetic mindset by: • Demonstrating emotional consciousness to understand and manage student frustration. • Reinforce students' identity while engaging them in the academic content. • Show a willingness to partner with student struggles inside and outside of the classroom. https://www.google.com/url?q=http://www.teachingworks.org/images/files/TeachingWorks_Matthews.pdf&usg=AFQjCNF1o-rM6ppnfyvr8QbOlS4x-HmvZg
Nurture independence and responsibility.	Advisory discussions around the graduation and what opportunities are available for students after graduation. Students in Grade 12 should meet with their SST/advisor on a regular basis to discuss their graduation pathway and discuss opportunities beyond Grade 12. Students have a variety of opportunities available to them in trades apprenticeship, work experience or university coursework. Having Grade 12 students organize events that promote opportunities available within their community, school and province. Student will also want to be reposnible for planning many school events in their Grade 12 year which involve the entire student body and promote their school identity. Schools create structures to help with the navigation of and ease of remote learning. Advisory Meetings are a great structure to help build independence in this area. **The four components of Responsive Advisory Meeting are:** 13. **Arrival welcome** – The teacher welcomes each student by name as they enter. 14. **Announcements** – In advance, the teacher writes an interactive message and displays it where it can be easily seen and read by all students. 15. **Acknowledgments** – In pairs or small groups, students share their responses to a prompt in the announcements message, a piece of news about themselves, or ideas about a topic related to their studies or interests.	• Provide opportunities for self-assessment. • Gradually decrease teacher responsibility. • Provide structures for organizing information (graphic organizers). • Help students to become aware of their own learning style. • Provide written and oral feedback to increase confidence. • Encourage collaboration through group tasks. • Give choices and establish expectation of learning goals. • Collect student reflections to inform instruction (Flipgrid, Forms Surveys, Mentimeter). • Encourage student self-reflection (thoughbooks, journals). https://blog.irisconnect.com/uk/blog/9-tips-for-encouraging-students-to-become-independent-learners/	• Provide opportunities for self-assessment. • Gradually decrease teacher responsibility. • Provide structures for organizing information (graphic organizers). https://kidcourses.com/doesnt-love-good-graphic-organizer/ • Help students to become aware of their own learning style. • Provide written and oral feedback to increase confidence. • Encourage collaboration through group problem-solving. • Give choices and establish expectation of learning goals. • Collect student reflections to inform instruction (Flipgrid, Forms Surveys, Mentimeter). • Encourage student self-reflection (thoughbooks, math journals). https://blog.irisconnect.com/uk/blog/9-tips-for-encouraging-students-to-become-independent-learners/

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
	16. Activity – The whole group does a fun, lively activity that's focused on the specific purpose of the meeting Advisory Meeting		
Create an engaging classroom environment where students are highly motivated to learn	Use a project-based learning approach to engage students in topics that apply to the global environment. Topic areas include: • Media • Consumerism • Environment • Poverty, Wealth and Power • Indigenous Peoples • Peace and Conflict • Oppression and Genocide • Health and Biotechnology • Gender and Identity • Social Justice and Human Rights https://www.edu.gov.mb.ca/k12/cur/socstud/global_issues/full_doc.pdf (Ressources en français) Projects can take on many forms. Some suggestions include:	With an inquiry-based theme plan in mind, create a learning launch question. Invite students to state an opinion, based on current knowledge, by choosing a one option from provided benchmarks. Following thematic lessons, provide opportunities to revisit the initial question, where students can reflect on any newly acquired knowledge, then adjust their opinion. http://www.engagingalllearners.ca/ip/critical-thinking/index.php?id=3 Suggestions for inquiry-based learning launches: • How do children's games and toys demonstrate the significance of world events? Eg (Ring Around the Rosy, Red Rover, Hopscotch, toys such as Mattel Thank You Heroes) • What is the most important theme of The Invisible Man? (Racism, Identiy, Power, Ambition) • What are the pros and cons and potential outcomes of a protest?	Using Mentimeter, check in with students at the beginning of a new unit, and throughout a unit, to check for knowledge. Pose questions such as: • What words come to mind when thinking of Calculus? • What do you still need to know about logarithmic functions? • Describe your math learning in three words. • Submit your vote about the most important math skill from this unit. • Select which math topic you need to review the most. • Who said, "No employment can be managed without arithmetic, no mechanical invention without geometry." (Benjamin Franklin) • What would you really like to learn about in math this year? • In a class of 23 students, what is the chance that two people will have the same birthday? (50%) Mentimeter can also be used for self-assessment, icebreakers, goal-setting, contributing suggestions or reflections regarding the climate of the math classroom. https://www.mentimeter.com/

Creating	Design something original and useful in the context of the topic; a game, a product or a pamphlet that provides awareness or a solution to a problem.
Re-Creating	Rework something from an existing design, with a new purpose or context.
Curating	Gather together selections of works; poems, paintings, artifacts, for an exhibit, anthology or digital collection.
Writing for Purpose and Audience/ Intention et public cible	Write using a particular text form for a specified audience and purpose.
Performing	Plan a performance to entertain, educate or persuade others.
Imagining Differently	Develop an imaginative response to a new or old problem, by approaching theissue in a new way, or by putting a twist on an old process.

https://teachingandlearningnotebook.com/

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
Academic: **Give students a sense of competence.**	Use Academic Choice to structure lessons. Students become purposeful learners who engage in an activity because they want to, not because they were told too. They work with a sense of competence, autonomy and satisfaction. Benefits of Academic Choice • **Support's student's intrinsic motivation to learn** Academic Choice helps students meet their innate need to feel competent, to belong, and to have some degree of freedom or autonomy. This frees them to pursue constructive learning experiences. • **Encourages students to learn from each other** Academic Choice give students opportunities to consult each other about their work, see each other's finished products, and talk with each other about how they achieved their final result. • **Draws on different strengths, abilities, and interests** Having choices allows students to work from their areas of strength and personal interest. They're then more likely to feel invested in their work and to draw personal meaning from it. • **Maximizes student's learning** The planning, working, and reflecting process mirrors how students naturally learn. It allows them to generate their own goals, actively interact with concrete materials, and make sense of their experiences. This gradually broadens their knowledge and makes them more sophisticated thinkers. Academic Choice English First Peoples 10, 11, and 12 Teacher Resource Guide This document is designed to provide support for teachers of English First Peoples (EFP) 10-12. It is intended to contribute to reconciliation for all by building greater understanding of the skills, knowledge, and perspectives of First Peoples for all students. Themes and topics include: • connection of people to the land and environment • interdependence & connectedness of everything • connection to spirit & spirituality • sustainability & continuity • responsibility to family and community • importance of identity • the nature of learning and connection to story	Rubrics and Thoughtbooks/Journals Co-create rubrics to provide information to students prior to completing a task. Using a co-constructed rubric for each substantial task, students will have a complete understanding of expected criteria and features of quality work. Remind students to refer to the rubric during tasks, and prior to submitting the completed work. Upon completion of a task, allow for revision of assigned work, following students' guided reflection of rubric dialogue. As well, encourage students to review entries in their thoughtbooks. Engage in dialogue that asks students to explain their thinking and their new learning, and which encourages them to revisit lessons to increase their knowledge of a topic. Thoughtbooks can take many forms: • Dated journal or logbook • Charts • Doodles and sketches • Graphic organizers https://tc2.ca/uploads/Samples/usingthoughtbookssample.pdf	Provide low-floor, high-ceiling problem-solving scenarios which provide opportunities for multiple methods to determine a solution. In addition, shift the focus away from the solution, by encouraging students to consider their thought processes, share their strategies for dissecting the problem, and listen to other ideas for alternate methods. Some examples are specific to high school grade levels. https://www.youcubed.org/tasks/exploring-exponents/ Ideas can be selected that suit a wide range of grade levels in each problem. http://www.wismath.org/Resources/Documents/Annual%20Conference/210JMetke-Low%20Floor%20High%20Ceiling%20Handouts.pdf

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
	• transformation • diversity • tradition vs modernity • importance of oral tradition • relationship between individual, family, and community • nature of knowledge • experience and impacts of colonization • decolonization • humour and its role in First Peoples' cultures • intergenerational roles • loss • resilience and healing • connection to ancestors • importance of balance		

Establish a baseline of student skills through informal (and formal) assessments.	In the book: _A Fresh Look at Grading and Reporting in High Schools_ it states that classroom assessment is understood better now. Now we know that assessment for learning occurs during the learning. We let students know what the learning target or destination is, we share with them what success and quality look like, and we provide them (or they provide themselves) with specific and descriptive feedback so that they can adjust what they are doing and get to that learning target
	
	Mathematics Teachers Ahead of the Curve Article
		To be assessed in both languages for French Immersion
		Select a topic for students to complete a writing sample. The skill levels of the writers can inform literacy lessons for the first weeks of school. Ask student to read a short text and annotate between lines and on the side to make their thinking visible to guide your reading instruction.
		
		Use formative assessments frequently, to check for understanding. For example:
		
		Ask students to write for one minute, on the most meaningful thing they learned.
		Or, try prompts for a five-minute write:
		   • What are three things you learned, two things you're still wondering about, and one thing you don't understand? Quelles sont trois choses que tu as apprises, deux choses pour lesquelles tu as encore des questions et une chose que tu ne comprends pas ?
		   • How would you have done things differently today, if you had a choice? Si tu pouvais, que ferais-tu différemment aujourd'hui ?
		   • What I found interesting about this work was…. / Ce que j'ai trouvé d'intéressant au sujet de ce travail est..
		   • Today was difficult because…. / Aujourd'hui était difficile pour moi parce que…
		
		Or, ask students to draw an emoji about their understanding of the lesson, then write about their choice.
		In addition, formative assessments can be done electronically, using Quizlet, Forms, Mentimeter, etc.
		
		In addition, include the information shared in thoughbooks for assessment of topic comprehension.
			Use formative assessments frequently, to check for understanding. Examples include:
			
			   • Have students explain to you how they know something is true. Try to see, from their explanations, if they have any misconceptions.
			   • Write descriptive comments on student work, to help them see how they can improve their work, or point out effective strategies and skills.
			   • Use an exit slip to determine student readiness to proceed.
			
			https://bhi61nm2cr3mkdgk1dtaov18-wpengine.netdna-ssl.com/wp-content/uploads/2017/03/Formative-assessent-dw.pdf

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
		https://secondaryenglishcoffeeshop.blogspot.com/2018/12/co-creating-criteria-with-students.html https://tc2.ca/uploads/Samples/usingthoughtbookssample.pdf https://www.edutopia.org/article/7-smart-fast-ways-do-formative-assessment	
Introduce learning goals through scaffolded projects and tasks that allow for success.	The Importance of Scaffolding Article	Establish 3-4 tasks that demonstrate evidence of learning, following lessons related to the learning launch theme/unit plan. Co-create a rubric prior to assigning the task, including performance criteria and criteria for excellence. Provide opportunities for student self-reflection and for teacher dialogue. Encourage revision and submissions for improvement. https://thelearningexchange.ca/cascading-challenges-choreographed-approach-sustained-student-inquiry/ https://jenclevette.files.wordpress.com/2012/09/printscreen010.jpg https://secondaryenglishcoffeeshop.blogspot.com/2018/12/co-creating-criteria-with-students.html Sample Rubric:	**CascadingChallenges** Establish 3-4 tasks that demonstrate evidence of learning, following lessons related to the learning launch theme/unit plan. Co-create a rubric prior to assigning the task, including performance criteria and criteria for excellence. Provide opportunities for student self-reflection and for teacher dialogue. Encourage revision and submissions for improvement. **Learning Launch / Lancement de l'apprentissage**: Logarithms are…. (Surprisingly useful! The source of many great math jokes…but not much else! What's a logarithm?) Record student opinions. **Lesson topics can be selected from a variety of curricular areas,** eg. Logarithms. • Vocabulary related to the logarithms unit, paired with an assigned task of creating a visual dictionary with all words, then completing a quizlet on the topic.

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy

Guide to Student Success: Introduction and Conclusion

https://threadbarebeauty.com/2020/04/13/remote-and-responsive-teaching-distilling-the-essence/ | • Logarithm rules, followed by practice calculations, and an assigned task of creating ten questions, for a peer to calculate.
• Growth and Decay problems, followed by practice questions to complete individually or in pairs, folland an assigned task to create a flipgrid presentation on a real-life use of logarithms (Richter Scale, pH balance, star brightness, etc)

***Revisit the learning launch after each lesson, to allow students to adjust opinions.

Final task
Apply skills to further explore the learning launch.Consider the ways logarithms all play a significant role in society. folland an assigned task to create a flipgrid presentation on a real-life use of logarithms (Richter Scale, pH balance, star brightness, etc)

Assessment
Use co-created rubrics that allow for teacher-student dialogue, student self-reflection, and student revision, along with criteria for the task, and for successful achievement.

https://thelearningexchange.ca/cascading-challenges-choreographed-approach-sustained-student-inquiry/ |
| Use academic discourse such as writing, debate and problem solving to build a community. | Create problem-solving scenarios in any curricular area, where students need to work in small groups, or as a whole-class community, to arrive at a solution. Students may need a review of norms of effective groups, to ensure that all voices are heard, ideas are recorded and reviewed, and time limits are respected.

Critical Thinking Tasks (and Accompanying Activity Ideas):

Decoding a Puzzle – When presented with an undated photo, students must work together to determine a potential location, time of day, month and year, using prior knowledge and inference regarding the details in the photo. Select a photo where there is no correct answer, to prevent overriding the goal of the task; collaboration and exploring prior knowledge.

Judging or Ranking an Inquiry Question – Rank, from greatest to least, the impact each activity has on climate change: | Using literacy-based activities in interesting ways, to increase interaction between students.

• Play **Find Someone**….Partner students, or form groups, based on a different criteria each day. Eg Find someone who is wearing the same colour of socks as you, has the same birth month, binge-watches the same shows, has the same favourite book genre, has the same favourite literary character, etc.
• Use curricular topics, like the literacy vocabulary diagnostic page, with partners, to increase dialogue among peers.
• Use jokes as a way to establish comprehension of literary devices. Invite students to tell jokes, then analyse together.
• Play **Switch Sides If**…to establish discussion topics related to your daily lessons or unit plans.

Switch Sides If… | • Frequently review relevant math vocabulary, encouraging students to share words in various languages.
• Post topic vocabulary symbolically and in many languages, to accommodate all learners.
Encourage students to demonstrate their problem-solving skills verbally, individually, and with group activities that take into consideration the current requirements for physical distancing. |

Domain/Strategy	Project-Based Considerations	Literacy	Numeracy
	driving cars heating homes cow emissions volcanoes mining fertilizer **Design to Specs -** To what degree can safety of an egg be enhanced by the design of an egg carrier? Consider specific criteria to further challenge the creation of the carrier. https://teachingandlearningnotebook.com/ Grade 12 Current Topics in First Nations, Métis and Inuit Studies: A Foundation for Implementation This document offers First Nations, Métis, Inuit and non-Indigenous students an opportunity to explore fundamental questions (e.g., Who am I? Where have I come from? Why am I here? Where am I going?). By doing so, they are better able to take pride in the accomplishments of their peoples and engage in an informed and empathetic manner in debates concerning Indigenous issues at local, national, and global levels. Current Topics in First Nations, Métis, and Inuit Studies is structured around the following themes: • Image and Identity • Relations with Government • Social Justice Issues • Indigenous Peoples and the World • Celebrations of Learning	https://www.clcnwi.com/file_download/inline/89ca4eab-18c7-4e42-8c95-0c3962fad60e https://www.scholastic.com/teachers/unit-plans/teaching-content/building-relationships-high-school-classroom/	