



Odyssey

A K-9 Distributed Learning community for home school learners

Odyssey @ Fairview Elementary

12209 206th Street, Maple Ridge, BC

V2X 1T8

Principal: Cathie Watkins

Teacher: Lindice Hill

Introduction

Odyssey is committed to providing quality educational instruction and support to students and families who want to pursue a home-school program that is flexible and individualize. Based on age, learners are grouped into 'divisions' with holistic learning outcomes for each age grouping:

Primary Years (Kindergarten – grade 3)

Intermediate Years (grade 4 – grade 7)

Secondary Years (grade 8 – grade 9)

This guide provides some basic information about this unique alternative educational program. In addition to this information, there will be emails that will provide you with specific information about classes, field trips, special events, and workshops. At our resource centre, your teacher-advisor assist in choosing appropriate and applicable learning resources as well as provide ongoing guidance and support through the year.

While addressing the B.C. Ministry of Education's learning standards and core competencies for their subject and grade, each learner's unique needs and learning strengths are considered in developing their annual Student Learning Plan.

Working in community, we offer a variety of learning experiences to support the personal and social needs of the developing learner. Our goal is to offer classes and learning experiences that enhance each student's intellectual, personal and social development as well as provide enriching experiences, within a home school program.

Odyssey Program offers:

- Many fieldtrips including Wild Play, UBC Research Forest, Maplewood Farm, Vancouver Symphony Orchestra, the ACT, Bowling, Rock Climbing, Vancouver, Children's Festival, Science World etc.
- Access to Art starts performances at local schools
- Art classes with working artists: Creative Kaos and 4 Cats
- Programming at ACT community art centre in Maple Ridge including plays and pottery classes
- Specialized workshops depending on the needs of the students: science, art, aboriginal culture, and literacy
- Admission to the district beginning band program in Grade 6.

Communication**Monthly Communication**

Regular communication with your child's teacher ensures that your child receives guidance and timely constructive feedback on their progress. A necessary part of your relationship with your child's teacher is monthly communications. Reports are submitted each month and can be submitted in person or by email, with attachments, and should include:

- Anecdotal comments and observations of your child's learning in Mathematics, Social Studies, Sciences, Language Arts, Physical Education, Fine Arts, Health and Career Education and a second language (Grade 5 or older).
- Original, scanned, or photocopied inclusions of select formative exercises that support the anecdotal observations.
- Completed 'summative' assignments (tests, projects, reports, stories etc.) can be submitted by attachment to an email or, preferably, brought into the centre and dropped off for evaluation.

In-Person

The Odyssey room is open weekly with scheduled drop-in hours for individual or small group assistance. The schedule for each day varies depending on the times that classes, fieldtrips and meetings are scheduled. Access to resource materials and the school library will also be during the day. If you want to meet specifically with the Odyssey teacher, it is advisable to call ahead to see if they are available.

Address

Odyssey Program @ Fairview Elementary
12209 206th Street, Maple Ridge, BC
V2X 1T8
Principal: Cathie Watikins
Teacher: Lindice Hill

Mail should be addressed to:
Odyssey Program
ATTN: Lindice Hill
c/o Fairview Elementary

Phone

Phone inquiries are welcomed. Please call 604-465-9331.
For your call to be directed, ask for the Odyssey teacher.
Odyssey direct line: 778-908-4761.

Email

We appreciate parents giving us a current email address as a means of corresponding efficiently and quickly.

Fax

Documents can be faxed to 604-465-7856, attention: Odyssey.

Website and Moodle

The Maple Ridge/Pitt Meadows District website contains some basic information about Odyssey (Home and School tab) and the Connected Learning Community program, as well as a variety of information about district programs and options. <http://www.sd42.ca/>
Click on the Odyssey icon to get to our homepage.

Enrollment Procedures & Requirements

Odyssey accepts applications for each school year. To qualify to enter Kindergarten, a student must be five years of age, as of December 31st of the enrolling year.

Limits will be placed on the maximum number of students that can be accommodated in the program.

Complete an Application Form

If you are enrolling a new student, please contact Fairview Elementary School for more information regarding the application process. Application forms need to be completed in order to provide the Ministry of Education and the School District with the required information about the student.

Birth Certificate Photocopy

Please note that a photocopy of the student's birth certificate or the appropriate immigration form will be needed to confirm birth date and citizenship status.

Student Learning Plan Meetings

Parents are required to meet with the Odyssey teacher in September to establish a student learning plan, which will meet the requirements of the learning standards and core competencies. The parent(s), student and teacher will meet monthly following the initial learning plan meeting to celebrate accomplishments, hand in completed work and set learning goals for specific subject areas for the next month.

Student Led Conferences

At the end of each term, the parent(s), learner and teacher will meet to celebrate and evaluate the accomplishments of the term, review the terms report card, and plan for the next term.

Resource Allotments

Allotments are intended to support the learning outcomes for students. All resources to support meeting the core prescribed learning outcomes are supplied. Funding may be used for instructional materials, supplies, texts, calculators, audio-visual resources, art supplies, science equipment, instrument rentals, and educational magazines **that relate directly to the learning standards for each student's grade level**. A portion of the funds may also be used to pay for registration fees for fine arts lessons or athletic programs. Capitol expenses such as computers and musical instruments cannot be purchased using the student allotment.

**Any non-consumable materials belong to the Odyssey Program and must be returned to the Odyssey program once a student has finished using them for their learning. This includes books, resource kits, and all materials that can be used for another student.*

Fieldtrips and classes offered by the Odyssey Program

Costs associated with group workshops or field trips are covered using funds from student allotments.

Responsibility to All Learners

We value learning opportunities for all learners associated with the school district. Although students are our primary focus, we believe that all associated with the district have the capacity and commitment to learn.

Uniqueness of Each Individual

We value the uniqueness of each learner and respect all learning styles and diverse needs. We foster a variety of instructional methods to ensure these styles and needs are being met and to build individual capacity so all learners can realize their potential.

Diverse Learning Opportunities

We value a wide range of diverse learning opportunities to support each learner and the development of well-rounded individuals. We value choices for learners, equity of

access to all programs and a holistic approach in order to integrate learning. We encourage learning opportunities beyond the classroom.

High-Expectations and Success

We value the individual's ability to set high expectations and to describe personal success.

Expectations are based on honest information and self-assessment. Personal success follows goal setting and a clear sense of priorities. We are accountable to the individual and the community for achieving success for all learners.

Personal and Social Responsibility

We value a place where everyone has a sense of belonging. From this sense of belonging, comes consideration for self and others. Through personal engagement, all take responsibility for themselves, others and their environment. We support opportunities that develop leadership and citizenship capacity.

Culture and Community

We celebrate our many cultures and seek ways to appreciate and respect this diversity. We value our community partnerships and encourage the interdependence that sharing fosters.

Odyssey Program Values

Learning without Limits

We value the potential within each learner by reducing the constraints of time, space, classrooms and curriculum. We celebrate a learner's uniqueness as the gateway to his gifts and success rather than a limitation. We value individual paths of learning based on the learner's needs, interests and inherent curiosity. We value the natural stages of learning and development, including the quiet times when learners forge experience into knowing and prepare for growth. Learning without limits helps learners celebrate, challenge and know themselves.

Learning and Living in Community

We value a democratic environment that provides learners with an authentic support network of family, educators and fellow students. In the learning community each child is known and valued as a contributor. We value the wealth of opportunities and resources available in community learning including mixed age groups, multi-disciplinary activities, and learner-led projects and mentoring. We integrate learning and living by embracing active involvement in the local and global communities.

The Multi-faceted Teacher & Advisor

We value educators for their many roles in student-centered learning. They balance direction and guidance with modelling and observation, so that students learn how to learn and ultimately take the lead in challenging themselves. Advisors facilitate, challenge and encourage learners to explore and expand their understanding. We value trust and collaboration as the foundation of the learner/advisor relationship.

Parents as Partners

We value parents as a child's "first and forever" educators and strongest advocates. Parents are the core of a learner's support network and the bridge that connects the learner to community.

Parents can ensure a child's needs are fully met for they know the child best and are lovingly invested in the total well-being of their child. No child can fall through the cracks when a parent is directly involved in a child's education.

Wholeness & Discovery

We value diverse learning experiences that engage and empower the whole child. We value emotional, physical, spiritual, personal and social development as equal to and necessary for intellectual development. We value environments that promote inquiry, discovery and learning through personal experience. We value learning by doing, watching and sharing, not just by being told. Regardless of a learner's age, we value play and imagination as the keys to cognition.



and Responsibilities

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**Collaborative options: Conferences, Presentations, Exhibitions
Student Planning, Working & Evaluating Tools, Journal, self-evaluation, etc.
On-going Assessments and Updates with Core Advising Team
Parent, Partner & Mentor reports**

Learner's Role

The Self Directed Equation: Freedom + Responsibility = Ownership

Odyssey values learners taking ownership of their education through exploring their passions, setting goals and developing personal learning styles.

Knowing how to vision and plan, refine and adapt, and reflect on one's work is vital to students' growth towards independence. Self-directed learners become self-directed adults, equipped for the future with valuable skills, a positive approach to learning and a strong sense of self.

The role of a learner in the Odyssey Program is to:

- ! Actively participate in the planning, development and implementation of their Learning Plan with their core learning team: (learner, teacher and parent partner)
- ! Consult with their teacher to develop Action Plans for projects, proposals, and other activities.
- ! Independently maintain their working journal (a learner's collection of ideas, plans, challenges, reflections, and items to bring up with learning team).
- ! Keeping the journal is encouraged; sharing is optional.
- ! Actively participate in the Odyssey program learning community and the community at large; assuming leadership opportunities where possible.
- ! Be guided and supported by their Core Advisors, such that they demonstrate their ability to:
- ! Use their insights to design and implement personal learning plans and curriculum
- ! Inquire, investigate, think and learn independently
- ! Vision, plan, set goals, make decisions, reflect and evaluate their work
- ! Value their individual learning processes, celebrate success and work through problems
- ! Marry freedom and interests with accountability and responsibility
- ! Learn to choose meaningful activities and challenges
- ! Become Self-Directed, take ownership of their learning and ultimately their life
- ! Manage time, self-assess, and develop personal goal setting strategies to increase their skills at independent learning

Odyssey Teacher's Role

The Odyssey Program values educators for their many roles in student-centered learning. They balance direction and guidance with modeling and observation, so that students learn how to learn and ultimately take the lead in challenging themselves. Teacher's facilitate, challenge and encourage learners to explore and expand their understanding. We value trust and collaboration as the foundation of the learner/advisor relationship.

- ! The advising teacher of a learner in the Odyssey Program will:
- ! Collaborate with parent and students to initiate and maintain Learning plans through the year;
- ! Facilitate the creation Action Plans for projects, proposals, and other activities
- ! Individualize learning expectations through adaptations and/or modifications for students with learning needs and advise families of the learning options available in the district;
- ! Outline curriculum and suggest appropriate resource materials to support the Learning plans and approve supplementary materials;

- ! Provide the expertise in understanding the curriculum content and learning outcomes;
- ! Guide and encourage student progress and provide feedback;
- ! Provide guidance and support such that the unique needs of the student are considered while meeting the Ministry prescribed learning outcomes;
- ! Provide advising services for learning opportunities provided by Odyssey, the district, and in the community.
- ! Provide guidance and support such that the unique needs of the student are considered while meeting the Ministry prescribed learning outcomes;
- ! Communicate the other learning opportunities provided by Odyssey, the district and in the community.
- ! Provide mentorship with navigating the online learning opportunities (ie: eClass)

Parent/Guardian's Role in the Odyssey Program

Odyssey values parents as a child's "first and forever" educators and strongest advocates. Parents are the core of a learner's support network and the bridge that connects the learner to community. Parents can ensure a child's needs are fully met for they know the child best and are lovingly invested in the total well-being of their child.

The parent/guardian(s) of a learner in the Odyssey Program will:

- ! Work collaboratively with the core teaching team to create and implement the PLEDGE plan.
- ! Provide a variety of learning experiences that will enable their child to develop in the three domains of the
- ! Odyssey Program:
 - Personal Development (Emotional and Physical /Well Being)*
 - Intellectual Development (Arts and Aesthetic, Literacy, Numeracy, Humanities and Sciences)*
 - Social Development (Social Responsibility and Citizenship)*
- ! Communicate monthly anecdotal observations of their child's progress in the three domains of learning using face-to-face meetings, Canada Post, phone calls, or emails.
- ! Use Performance Standards to guide and challenge their child's development in Numeracy, Literacy, and Social Responsibility.
- ! Facilitate the selection of samples for submission with their child of written, oral, or aesthetic progress through hard copies, video/audio recordings, scanned samples sent by email, face-to-face meetings and/or photographs.
- ! Be an active participant in their child's progress by encouraging, challenging and supporting their child's learning and curiosity.
- ! Actively encourage their child to participate in the Odyssey Learning Community.
- ! Seek a variety opportunities and learning/work experiences in the local community for their child to engage in.
- ! Participate in term-end meetings to review progress and develop new learning goals for the following term.

Guide and support their child such that they demonstrate their ability to:

Use their insights to design and implement personal learning plans and curriculum
Inquire, investigate, think and learn independently
Vision, plan, set goals, make decisions, reflect and evaluate their work
Value their individual learning processes, celebrate success and work through problems
Marry freedom and interests with accountability and responsibility
Learn to choose meaningful activities and challenges
Become Self-Directed, take ownership of their learning and ultimately their life
Manage time, self-assess, and develop personal goal setting strategies to increase their skills at independent learning.

District Programs and Student Services

District Services

Students enrolled with Odyssey are able to access all district programs including:

- District Band Programs
- Athletics
- Sessions for gifted students
- Access to online coursework and classes at the high school level
- Aboriginal studies and woodcarving
- Academies (hockey, soccer, equestrian)
- Drama programs

Student Services

- ESL
- Psycho-educational assessments
- Learning assistance
- Individualized Education Plans for students with learning needs
- Counseling
- Access to district support services



Semi Monthly Reports

Reports help teachers, parents and especially students to set goals, make choices, think about their work, and celebrate learning. The main purposes for using a portfolio are:

- ! To share with the coordinator and/or teacher the learning that has occurred.
- ! To help parents monitor the degree to which students are meeting the prescribed learning outcomes.
- ! To monitor student progress over time.
- ! To make reporting an effective and valuable process that provides Odyssey personnel, the parent and the student, with relevant information and feedback.

Several kinds of work samples may be selected to represent a particular subject area. Sample items are listed below, but you do not need to provide a sample for every item. The list is a guide and the choice of work samples that you include is your choice.

As work samples are selected to be included in the student's portfolio, please consider the following questions:

- ! Is each piece dated?
- ! Do these samples show what the student is capable of doing?
- ! Do they show what skills have been mastered and what ones are in progress?
- ! Have work samples been chosen that represent a variety of activities and show the student's learning this term/year?
- ! Do the samples show student's work and progress over time, including rough drafts?
- ! Are spelling, punctuation, capitalization and grammar checked on finished pieces?
- ! Are there areas in which improvement is needed?
- ! Are things included, which the student is especially proud of doing?
- ! Have I included some form of reflection on the work I did?
- ! Are there writing samples included?

General Ideas for inclusion in a portfolio:

Photo displays or photo journals

Videotaping of a presentation

Tape recordings

Projects or display boards

Writing Journal

Samples of workbook pages

Math

- ! Daily work in Math : assessment focus (ABC123) and reflect
- ! Unit Problems and Unit Reviews
- ! Problem-solving examples, with solutions and written explanations of the strategies
- ! used to solve the problems
- ! Solutions to open-ended problems
- ! Math research reports
- ! Math lessons, tests or quizzes (and marks given)
- ! Progress charts and graphs
- ! Self-evaluation of math work
- ! Description of student's feelings about math

Language Arts

- ! Daily work in writing, reading and language activities
- ! Writing samples from the beginning, middle and end of the school term
- ! Writing samples representing various genres of writing (stories, poems, letters, biographies, posters, etc.)
- ! Student-authored and student-published books
- ! Research reports
- ! Summaries or reading logs of the books read
- ! Self-evaluation of writing, reading and language activities
- ! Description of student's feelings about writing, reading and language activities
- ! Writing and reading projects

- ! Samples of tests and marks given
- ! **Writing samples will be collected each term*

Social Studies and Science

- ! Daily work in Social Studies and Science
- ! Charts, graphs and outlines
- ! Special reports or research projects in Science and Social Studies
- ! Responses to Social Studies and Science questions
- ! Journal entries, detailing scientific observations and experiments
- ! Summaries of Social Studies and Science resource books
- ! Self-evaluation of Social Studies and Science work
- ! Description of student's feelings about Social Studies and Science
- ! Samples of tests and marks given
- ! Photo journals

Music

- ! Research reports (composers, styles of music)
- ! Logs of attendance at concerts, musical presentations
- ! Video or tape recording of student's performance
- ! Photos of students participating in musical activities
- ! Written summary of student's musical involvement (formal music lessons, concerts, choirs, singing, music appreciation, etc.)
- ! Program brochures from concerts and performances attended and/or participated in

Art

- ! Illustrated stories
- ! Paintings
- ! Drawings
- ! 3-D pieces of work (actual or photos)
- ! Written summary of art experiences, which may include: paintings, drawing, sculpture, photography, collage, printmaking, sewing, needle work, etc.
- ! Record of visits to art galleries or artists' studios.

Physical Education

- ! Photos of students participating in physical activities
- ! Certificates demonstrating completion of/or participation in physical activities
- ! A written summary of physical activities, which may include:
 - o Gymnastics
 - o Soccer
 - o Skating
 - o Outdoor pursuits (skating, skiing, tobogganing, biking, hiking)
 - o Dance
 - o Swimming
 - o Aerobics, etc.

Drama

- ! A record of attendance at live dramatic performances
- ! Photographs and/or video tapes, programs indicating student involvement (could be imaginative play at home)
- ! Tape recordings, i.e. reader's theatre
- ! Lists of plays studied
- ! Lists of movies seen and/or studied



The child's development is guided through learning supported by their parent and teacher advisor. The primary group determines frequency of social meetings and specific activities. Home instruction and programming offered at through the centre will focus on a hands on approach and will often employ movement and creativity with other curricular areas. Self-direction and inquiry are introduced through choices in activities and exploring various prepared and natural environments. Co-operative playing and learning builds social skills, early pointers to advising, and democratic processes.

Experiential learning is encouraged and emphasized in the acquisition of the skills and attitudes. The prescribed learning outcomes for the primary program will be achieved by providing a variety of experiences that will enable the child to socially, personally and intellectually progress.

Personal Development

<p><i>Personal Development</i></p>	
<p style="text-align: center;"><i>Emotional</i></p> <p>develop a positive and realistic self-concept</p> <ul style="list-style-type: none"> • identify his or her personal attributes, skills, and successes • show self-confidence <p>develop independence</p> <ul style="list-style-type: none"> • set goals and feel satisfaction in accomplishments and efforts • make thoughtful choices and accept responsibility for decisions • be aware of the influence of others on her or his attitudes and values <p>share, co-operate, and learn from others</p> <ul style="list-style-type: none"> • communicate a range of feelings and ideas • interact and co-operate with others • develop and maintain friendships 	<p style="text-align: center;"><i>Physical and Well Being</i></p> <p>learn and practice safety</p> <ul style="list-style-type: none"> • identify the characteristics that make a situation safe or unsafe • identify and use basic principles of safety in the home, at school, and in the community • handle equipment and materials safely • use strategies for moving safely, depending on the situation <p>develop an appreciation and enjoyment of movement</p> <ul style="list-style-type: none"> • show interest and enjoyment in physical activity • describe the benefits of physical activity <p>take care of and respect her or his body</p> <ul style="list-style-type: none"> • be aware of good nutrition • develop motor skills while maintaining physical fitness • apply specific motor skills • understand and follow a healthy lifestyle • identify changes in personal growth and development

Social Development

Social Responsibility and Citizenship

value and respect diversity and the contributions people make to their communities

- show respect for the contributions of self and others
- value and respect cultural identity and heritage
- tell how families can be similar and different

contribute to a collaborative environment

- know and act on rights and responsibilities
- take responsibility for a shared social environment

develop an awareness of the roles and responsibilities

of a member of a community

- identify the purpose and functions of family, school, and community
- respect and care for the environment
- recognize the role of work
- adapt to a changing world

develop an understanding of the world around them

- understand the social and political world

*If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in.
~ Rachel Carson*

Primary Program Continued...

Intellectual Development

Literacy

develop an awareness of the nature and purposes of language and literacy

- be aware of himself or herself as a user of language
- understand the different purposes and uses of language
- understand the nature of oral and written language

develop listening and speaking abilities

- participate willingly in activities requiring listening and speaking
- orally convey feelings, ideas, and information
- listen to make meaning from ideas and information

develop reading and viewing abilities

- show interest and enjoyment in reading and viewing
- use various strategies and approaches to reading
- read with comprehension and accuracy
- respond to and analyze what is read

develop writing and representing abilities

- show interest and enjoyment in writing and representing
- write and represent to convey feelings, ideas, and information

develop information processing abilities

- apply standard conventions when writing
- identify information needs; and locate and gather information
- organize and analyze information
- present information

develop strategies to facilitate thinking and learning

- use strategies to identify, clarify, and address problems and issues

Numeracy

develop number sense

- use numbers to describe quantities
- read and represent numbers in a variety of ways
- understand and develop proficiency with calculations
- first describe and then use arithmetic operations to solve problems

develop spatial sense

- use direct or indirect measurement to describe and compare in "real world" situations
- describe and construct 3-D objects and 2-D shapes and analyze the relationships among them
- perform, analyze, and create transformations

develop statistical sense

- collect, display, and analyze data to make predictions
- use probability to represent and solve problems involving uncertainty

develop a sense of relationships and patterns

- use patterns to describe the world around them and to solve problems

Humanities/ Sciences

develop an understanding of the world around them

- understand the natural world
- understand the physical world
- understand the social and political world

- categorize information, ideas, events, and objects according to specific criteria
- compare and contrast information, ideas, objects, and concepts
- reflect on her or his work and assess accomplishments
- predict and experiment to extend understanding

- understand information technology and be willing to use information technology tools

Arts and Aesthetic

develop enthusiasm and appreciation for the arts

- participate in the arts
- show appropriate performance skills and audience etiquette
- be aware of various art forms, and various purposes for artworks
- give reasons for preferences in artworks and literature

respond to the arts in imaginative ways

- recognize the elements and principles of the art form in a specific work
- identify the expressive elements in a work of art
- respond to artworks in personal ways

communicate through the arts

- apply artistic elements and principles to create original artworks or specific effects
- create patterns and images for self-expression and to represent his or her world
- use a variety of materials, tools, equipment, and processes to create artworks



Odyssey Intermediate Years

A primary program for children aged 9-12

As in the Primary Program, experiential learning is encouraged and emphasized in the acquisition of the skills and attitudes of the Odyssey Program. Programming options increase and relate to broader range of curriculum subjects, are often multidisciplinary and endeavor to include a sense of adventure. To promote and maintain a sense of curiosity and wonder, inquiries and investigations explore learning outcomes as questions.

Group projects provide opportunities for collaboration, social development and practice with public presentations as well as modeling peer advisory team dynamics. Individual learners are more involved in working with their advising team in selecting curriculum that is challenging and suited to the learner's ability and readiness. Individual projects are encouraged in areas of interest to initiate development of self-directed skills.

Personal Development

Emotional

develop a positive and realistic self-concept

- identify personal attributes, skills, and successes
- show self-confidence
- identify transferable skills that relate to career development
- accept praise and criticism in an objective manner

develop independence and self-directedness

- planning to support and achieve a specific goal
- make thoughtful choices and accept responsibility for decisions
- influences on decision making and goal setting
- apply a decision making model
- understand importance of effective work habits
- meet commitments to yourself and others, reliability
- manage time effectively
- complete tasks on schedule
- pursue interesting activities to discover new areas of passion

share, co-operate, and learn from others

- interpersonal skills in and influences on relationships
- benefits of personal support networks
- awareness of healthy and unhealthy relationships

Physical and Well Being

learn and practice safety

- Internet safety
- social pressures and risk taking
- personal strategies to avoid substance abuse or exploitation
- avoiding unsafe situations on road and in community
- responding to emergency situations

develop the knowledge, skills, and attitudes to attain and maintain a healthy, active lifestyle.

- personal physical and emotional benefits of daily participation in physical activity
- plan for meeting physical activity goals

take care of and respect their body

- choices for healthy eating as well as emotional and physical health
- practices for preventing communicable and non-communicable diseases
- planning for and benefits of healthy lifestyles
- physical, emotional, and social changes at puberty
- accessing community information and support services

Social Development

Social Responsibility

contribute to a collaborative environment

- preventing and responding to stereotyping, discrimination, and bullying
- seeks opportunities to help or include others
- voluntarily takes responsibility in classroom and group activities
- works cooperatively and effectively with a variety of classmates and in a variety of roles and situations
- routinely encouraging and supportive
- willing to participate in positive actions suggested by others

solve problems in peaceful ways

- effective strategies for resolving minor conflicts; takes responsibility and shows good judgment about when to get adult
- clarify an increasing range of problems or issues, generate and compare potential strategies, and anticipate some consequences

Citizenship

exercising democratic rights and responsibilities

- emerging sense of idealism—wants to make the world a better place; beginning to notice opportunities for action
- attempts to use resources wisely and practice conservation
- increasing commitment to acting on own beliefs, works to modify rules when they obstruct progress or improvement
- shows a strong sense of community; often suggests positive actions to be taken

develop an understanding of the world around them

- identify some specific ways to make the world a better place
- demonstrates understanding of global citizenship and suggests appropriate actions

value and respect diversity and defend human rights

- consistently fair and respectful; recognizes and comments on unfairness
- interest and pride for Canadian multicultural identity and heritage
- describes the positive contributions and effects of diversity

Intellectual Development

<p style="text-align: center;"><i>Literacy</i></p> <p>demonstrate development in use of oral language</p> <ul style="list-style-type: none"> • read/utilize body language to interpret/convey meaning • listen then, summarize, analyze, synthesize and evaluate ideas • understand the nature of oral and written language • organize and sequentially deliver information • orally present with a clear sense of audience • identify purpose and perspective and consider alternatives <p>demonstrate reading and viewing abilities</p> <ul style="list-style-type: none"> • chose and respond to a variety of 'just right' texts • reflect on, respond to and analyze what is read <p>demonstrate writing and representing abilities</p> <ul style="list-style-type: none"> • write well-developed texts featuring a variety of genres, selecting genre and form depending on purpose • write and represent to convey feelings, ideas, and information • enhancing meaning and artistry in writing, using features and conventions of language <p>demonstrate information processing abilities</p> <ul style="list-style-type: none"> • determining importance of ideas and information • construct and confirm meaning using text features • acknowledge and evaluate alternative viewpoints in texts • writing to critique or defend positions • writing to compare, analyze, generalize and speculate <p>employ strategies to facilitate thinking and learning</p> <ul style="list-style-type: none"> • analyzing thinking by expressing opinions and alternatives through writing • draw conclusions, compare, analyze and synthesize texts • employ the age appropriate performance standards for self and peer evaluation • developing and applying criteria to improve writing 	<p style="text-align: center;"><i>Numeracy</i></p> <p>demonstrate number sense</p> <ul style="list-style-type: none"> • operations with Rational Numbers • addition/subtraction of fractions and mixed numbers • the relationship between decimals, fractions and %'s • first describe and then use arithmetic operations to solve problems <p>demonstrate spatial sense</p> <ul style="list-style-type: none"> • time: analog and digital • length, volume, capacity and area of 2D and 3D objects • analysis of 2D shapes (lines, vertices, angles, symmetry) • transformations in the four quadrants of the Cartesian plane <p>demonstrate statistical sense</p> <ul style="list-style-type: none"> • collect, display, and analyze data to make predictions using line, bar and circle graphs • experimental & theoretical probability • ratios, fractions, & percents to express probabilities • central tendency, outliers & range <p>demonstrate a sense of relationships and patterns</p> <ul style="list-style-type: none"> • patterns & relationships in graphs & tables, including tables of value and linear relations • preservation of equality expressions & equations one-step linear equations
<p style="text-align: center;"><i>Arts and Aesthetic</i></p> <p>Fine arts experiences in the intermediate years continue to expand the knowledge, skills, and attitudes gained through ongoing, active participation in dance, drama, music, and visual arts. As students move through the intermediate years, they develop artistic literacy and use it to extend skills in creating, responding, and presenting. Students gain increasing competence through activities that require the practice and use of these skills within an expanded range of expressive options.</p> <p>develop enthusiasm and appreciation for the arts</p> <ul style="list-style-type: none"> • wonder, explore, and create • show appropriate performance skills and audience etiquette • be aware of various art forms, and various purposes for artworks • discover and appreciate beauty • value diverse expressions of culture <p>respond to the arts in imaginative ways</p> <ul style="list-style-type: none"> • recognize the elements and principles of the art form in a specific work • describe and interpret through a variety of expressive forms • respond to artworks in personal ways • express their individual spirits • respond and reflect 	<p style="text-align: center;"><i>Humanities/ Sciences</i></p> <p>demonstrate an understanding of the world around them through:</p> <p>Identity, Society, and Culture</p> <ul style="list-style-type: none"> • develop the skills and attitudes necessary to become thoughtful, active participants in their communities and as global citizens • demonstrate respect for human equality and cultural diversity <p>Governance</p> <ul style="list-style-type: none"> • understand and prepare to exercise their roles, rights, and responsibilities within their family, the community, Canada, and the world <p>Economy and Technology</p> <ul style="list-style-type: none"> • develop an understanding of basic economic concepts and systems explore the impact of technological innovation on individuals, society, and the environment. <p>Human and Physical Environment</p> <ul style="list-style-type: none"> • understanding connections among science, technology, society, and the environment • acquiring knowledge and understanding of concepts in life science, physical science, and Earth and space science • acquire an understanding of and appreciation for the historical and geographical forces that have shaped and continue to shape Canadian society and the societies of countries around the world <p>employ a variety of processes to interpret the world around them</p> <ul style="list-style-type: none"> • develop science-related skills through employing the scientific method • develop attitudes conducive to the acquisition and application of information • critical thinking strategies ie: defending a position