Learning Activity 3

Rationale: Jane Jacek

Students-Teacher: face to face meeting or online: assessment/discussion,

Math: student demonstrate where they are at (VIDMA) adjust level of this based on discussion with student, parent, info on IEP or info shared with me by admin or former teacher, may be grade level, higher level or lower ( identifiers removed so students are not aware it is below grade level) take from where they are at, based to meet their needs, meet with success, leads to assigning of created grade level materials (relate meet learning outcomes) or review/introduction of concepts that are needed as building blocks for success. Once started adjust materials if student finds it too difficult or easy to meet their learning style/needs; paper based or online learning or combination of both ( online Riverdeep, Successmaker, Khan Academy). I may totally change resource or add to what they are using based on how student is doing or if student/parent voice concern.

Once working on materials given pre-knowledge questions, demonstrate full understanding them straight to end unit assessment, no need to do work if already understand concepts.

 Math: Learning outcomes laid out for students to see before start each unit, lessons with real world applications. Each unit has pre and post knowledge questions. Teacher as guide, help available as needed face to face or online, answers available (back of book) for instant self-check, formative assessment I or they check as they go along, if they check I have them mark questions they need my help with they seek me out for assistance or I ask to have a look and discuss with them areas I see needing further discussion. Post knowledge questions, if demonstrate understanding then go to summative/unit assessment, if still unsure then further practice given before unit assessment. Once done summative assessment, given test back to do corrections, try on own if need assistance given by teacher, for student value in seeing incorrect and then learning how to do it correctly, marks given for corrections, important to show all work see thinking, process as valuable as final answer.

Full course outline given to those who are working on grade related materials (relate meet learning outcomes) based on terms. With teacher/parent guidance set up a schedule for working on assignments, adjust as needed to meet student’s schedule, pace.

 Others working on materials to develop solid grounding, students at first lead the way to give me sense of their pace and abilities then if needed I assign certain pages/sections that need to be completed within a certain time frame. As course progresses if student takes ownership of this I let them do so.

PE: Secondary: requirement minimum 2.5 hours per week, meet ministry physical activity requirements. Online assigned (Blackboard management system) or paper based which best meets students learning need/style. For the reflections again paragraph or point form, scribe if needed, whichever meets their needs. Participate in activities that are of interest to the student, student centred/directed, taking in to account learning outcomes and activities that meet these outcomes. First meeting, teacher elicits from student due date for initial assignment and when they hope to complete the course. Future submissions based on the students pace in completing the required participation hours for the course, they choose when they submit the work. Three times throughout the year due dates are set for submission of evidence relating to ministry 1701 funding dates. Assessment with initial assignment as guide for future submissions, initial less hours and mark value less so clear expectations before move on to main part of course. I write detailed comments on initial and future submissions for students to refer to before writing and submitting next assignment. To add to what doing direct for further info to Canada Food Guide, direct to other options for participation. Teacher as guide to answer questions as needed, student leads the way. Exceptions made for some students who complete the hours and in reflections demonstrates they have met the learning outcomes prior to all assignments being submitted, may then complete the course. Throughout the course take in to account health issues, family circumstances and other circumstances that may affect submission of work. Course may be put on hold and restarted when student able. Submissions allowed past time participation took place, no marks taken off for later submissions.

Elementary/Middle School: requirement 30 minutes per day 5 times a week as laid out by ministry. Participate in activities that are of interest to the student, student centred/directed. Paper based or online email submission (activity tracker), again which ever best meets student’s needs. The first submitted within two weeks to give immediate feedback and then submissions at the end of each month.

PE: participate in real world activities, this includes team sports ( school and/or community) or self-chosen activities (community based classes/drop-ins/gym/get together with friends family for physical activity). If choose activities that are not a scheduled activity they (or with parent assistance) have to come up with routines. Student directed, goal to lead to lifelong participation in physical activity. Students learn to make it part of their life/routine find activities they enjoy. Course gives chance to try activities they may not have thought of in past. Others get credit for what they are already doing, valued for what they do.