

# Carisbrooke – 2019/2020 - School Plan



		SEPTEMBER/OCTOBER	NOVEMBER/ DECEMBER	JANUARY/FEBRUARY	MARCH/APRIL	MAY/JUNE
<b>THE TEACHINGS</b>	<p><b>Skwxwu7mesh Snichim</b></p> <p><b>(“Sko-ho-mesh snee-chim”)</b></p>	<p><b>Skelaw or Beaver (Personal Awareness &amp; Responsibility)</b>  (“skuh-law”)</p> <p>Skelaw is our <b>diligent collaborator</b>. Skelaw teaches us to work cooperatively to make a change for the greater good by making the world a better place for all. Through Beaver, we can learn to care for our community and environment by valuing diversity, advocating for others and working together for a greater good.</p> <p><b>Tkaya or Wolf (Communicator)</b>  (“tuh-kai-ya”)</p> <p>Tkaya is a great <b>communicator</b>. Tkaya teaches us how to communicate clearly. Wolf teaches us how we can connect and engage with others; gather and share information; and co-operate with others by listening to and respecting each other.</p>	<p><b>Mixalh or Black Bear (Personal and Cultural Identity)</b>  (“may-hoth”)</p> <p>Mixalh is our <b>great protector</b>. Mixalh teaches us to reflect on our feelings and find balance with rest. Through the Black Bear, we can learn to nurture our own personal well-being by valuing ourselves and our accomplishments; understanding our feelings and making good choice that demonstrate respect for ourselves and others.</p> <p><b>Tkaya or Wolf (Communicator)</b>  (“tuh-kai-ya”)</p> <p>Tkaya is a great <b>communicator</b>. Tkaya teaches us how to communicate clearly. Wolf teaches us how we can connect and engage with others; gather and share information; and co-operate with others by listening to and respecting each other.</p>	<p><b>Skewk or Raven (Creative Thinking)</b>  (“sk-oww-k”)</p> <p>Skewk is a <b>creative thinker</b>. Skewk teaches us to be creative and playful in all that we do. Raven teaches us to generate new ideas inspired by others or by our own personal experiences. As Creative Thinkers, we can generate unique and innovative ideas.</p> <p><b>Tkaya or Wolf (Communicator)</b>  (“tuh-kai-ya”)</p> <p>Tkaya is a great <b>communicator</b>. Tkaya teaches us how to communicate clearly. Wolf teaches us how we can connect and engage with others; gather and share information; and co-operate with others by listening to and respecting each other.</p>	<p><b>Kayx or Mink (Critical Thinker)</b>  (“kai-hh”)</p> <p>Kayx is a <b>critical thinker</b>. Kayx teaches us to think critically and persevere when faced with a challenge. Mink teaches us to observe, analyze and critique information and experiences. Our inquiries provide us with opportunities to question and investigate as well as develop and design plans.</p> <p><b>Tkaya or Wolf (Communicator)</b>  (“tuh-kai-ya”)</p> <p>Tkaya is a great <b>communicator</b>. Tkaya teaches us how to communicate clearly. Wolf teaches us how we can connect and engage with others; gather and share information; and co-operate with others by listening to and respecting each other.</p>	<p><b>Yewyews or Orca (Social Responsibility)</b>  (“yo-yose”)</p> <p>Yewyews is our <b>guardian</b> and navigator of the sea. Yewyews teaches us about who we are, where we come from, and to understand our personal histories by learning the ways of our ancestors. Through Orca, we can learn about ourselves by exploring our relationship to others through cultural contexts such as family background, heritage, language, sexuality, etc.. We can develop an understanding of our personal strengths and abilities, as well as how our values shape our choices in the varied contexts of our lives.</p> <p><b>Tkaya or Wolf (Communicator)</b>  (“tuh-kai-ya”)</p> <p>Tkaya is a great <b>communicator</b>. Tkaya teaches us how to co-operate with others by listening to and respecting each other.</p>
	<b>FIRST PEOPLES PRINCIPLES OF LEARNING</b>	<ul style="list-style-type: none"> <li>Learning ultimately supports the well-being of the self and the family, the community, the land, the spirits, and the ancestors</li> <li>Learning involves generational roles and responsibilities</li> <li>Learning is embedded in memory, history and story</li> <li>Learning involves patience and time</li> </ul>	<ul style="list-style-type: none"> <li>Learning requires explorations of one’s identity</li> <li>Learning involves recognizing the consequences of one’s actions</li> <li>Learning is holistic, reflexive, experiential, relational (focused on connectedness, on reciprocal relationships and a sense of place)</li> <li>Learning recognizes the role of indigenous knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Learning is holistic, reflexive, experiential, relational (focused on connectedness, on reciprocal relationships and a sense of place)</li> <li>Learning involves recognizing that some knowledge is sacred and only shared with permission</li> <li>Learning requires explorations of one’s identity</li> </ul>	<ul style="list-style-type: none"> <li>Learning ultimately supports the well-being of the self and the family, the community, the land, the spirits, and the ancestors</li> <li>Learning involves recognizing that some knowledge is sacred and only shared with permission</li> <li>Learning involves generational roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Learning involves generational roles and responsibilities</li> <li>Learning ultimately supports the well-being of the self and the family, the community, the land, the spirits, and the ancestors</li> <li>Learning is embedded in memory, history and story</li> </ul>

# Carisbrooke – 2019/2020 - School Plan

	<p><b>VOICE</b></p> <ul style="list-style-type: none"> <li>- <i>The Zones of Regulation</i></li> <li>- <i>Second Step</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Second Step</i> unit on Skills for Learning</li> <li>• Introduce/review <i>Zones</i> language and complete <i>Zones of Regulation</i> poster with class</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Second Step</i> unit on Empathy</li> <li>• Review/integrate related <i>Zones</i> lessons (ie. Lesson 5: Understanding different perspectives)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Second Step</i> unit on Emotion Management</li> <li>• Review/integrate related <i>Zones</i> lessons (ie. Lesson 9- Caution-Triggers; Lesson 10-13 Exploring Tools)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Second Step</i> unit on Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Second Step</i> Problem Solving Unit continued and, if time, review of skills learned</li> </ul>
CORE COMPETENCIES	<p><b>POSITIVE PERSONAL &amp; CULTURAL RESPONSIBILITY</b> (<i>Personal &amp; Cultural Identity; Personal Awareness &amp; Responsibility</i>)</p> <p><b>COMMUNICATION</b></p>	<p><b>POSITIVE PERSONAL &amp; CULTURAL RESPONSIBILITY</b> (<i>Personal &amp; Cultural Identity Personal Awareness and Responsibility; Social Responsibility</i>)</p> <p><b>COMMUNICATION</b></p>	<p><b>CREATIVE THINKING</b></p> <p><b>COMMUNICATION</b></p>	<p><b>CRITICAL THINKING</b></p> <p><b>COMMUNICATION</b></p>	<p><b>SOCIAL RESPONSIBILITY</b></p> <p><b>COMMUNICATION</b></p>	
	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• I can sometimes recognize emotions</li> <li>• I can use strategies that help me manage my feelings and emotions</li> <li>• I can persevere with challenging tasks</li> <li>• I can implement, monitor and adjust a plan and assess the results</li> <li>• I can take ownership of my goals, learning and behavior</li> </ul> <p><b>Self Determination</b></p> <ul style="list-style-type: none"> <li>• I can imagine and work toward change in myself and the world</li> <li>• I take the initiative to inform myself about controversial issues</li> </ul> <p><b>Connect and engage with others (to share and develop ideas)</b></p> <ul style="list-style-type: none"> <li>• I can understand and share information about a topic</li> <li>• I am an active listener; I support and encourage the person speaking</li> <li>• I recognize that there are different points of view and I can disagree respectfully</li> </ul> <p><b>Explain/recount and reflect on experiences and accomplishments</b></p> <ul style="list-style-type: none"> <li>• I give, receive, and act on feedback</li> </ul>	<p><b>Well-Being</b></p> <ul style="list-style-type: none"> <li>• I can participate in activities that support my well-being and tell how they help me</li> <li>• I can take some responsibility for my physical and emotional well being</li> <li>• I can make choices that benefit my well-being and keep me safe</li> <li>• I can use strategies to find peace in stressful times</li> <li>• I can sustain a healthy and balanced lifestyle</li> </ul> <p><b>Relationships and Cultural Contexts</b></p> <ul style="list-style-type: none"> <li>• I can describe my family and community</li> <li>• I am able to identify the different groups I belong to</li> <li>• I understand that my identity is made up of interconnected aspects</li> <li>• I understand that learning is continuous and my concept of self and identity will evolve</li> </ul> <p><b>Personal Values and Choices</b></p> <ul style="list-style-type: none"> <li>• I can tell what is important to me</li> <li>• I can explain what my values are and how they affect the choices I make?</li> <li>• I can tell how some important aspects of my life have influenced my values</li> <li>• I understand how my values shape my choices</li> </ul>	<p><b>Novelty and Value</b></p> <ul style="list-style-type: none"> <li>• I get ideas when I play</li> <li>• I can get new ideas or build on other people’s ideas to create new things</li> <li>• I generate new ideas as I pursue my interests</li> <li>• I get ideas that are new to my peers</li> <li>• I can develop a body of creative work</li> </ul> <p><b>Generating Ideas</b></p> <ul style="list-style-type: none"> <li>• I get ideas when I use my senses to explore</li> <li>• I build on others’ ideas and add new ideas of my own</li> <li>• I deliberately learn a lot about something</li> <li>• I have deliberate strategies for quieting my mind so I can be more creative</li> <li>• I have interests and passions that I pursue</li> </ul> <p><b>Developing Ideas</b></p> <ul style="list-style-type: none"> <li>• I make my ideas work or change what I am doing</li> <li>• I can usually make my ideas work</li> <li>• I build the skills I need to make my ideas work</li> <li>• I use my experiences to direct my future work</li> <li>• I can persevere</li> </ul>	<p><b>Analyze and Critique</b></p> <ul style="list-style-type: none"> <li>• I can show if I like something or not</li> <li>• I can identify criteria that I can use to analyze evidence</li> <li>• I can analyze evidence from different perspectives</li> <li>• I can reflect on and evaluate my thinking, products and actions</li> <li>• I can analyze my own assumptions or beliefs</li> </ul> <p><b>Question and Investigate</b></p> <ul style="list-style-type: none"> <li>• I can explore materials and actions</li> <li>• I can ask open-ended questions and gather information</li> <li>• I can consider more than one way to proceed an investigation</li> <li>• I can evaluate the credibility of sources of information</li> <li>• I can tell the difference between facts and interpretations, opinions and judgements</li> </ul> <p><b>Develop and Design</b></p> <ul style="list-style-type: none"> <li>• I can experiment with different ways of doing things</li> <li>• I can develop criteria for evaluating design options</li> <li>• I can monitor my own progress and adjust my actions</li> <li>• I can make choices that will help me create</li> </ul>	<p><b>Contributing to Community and Caring for the Environment</b></p> <ul style="list-style-type: none"> <li>• I can be part of a group</li> <li>• I can participate in classroom and group activities to improve the classroom, school, community or world</li> <li>• I contribute to group activities to make things better</li> <li>• I can identify how my actions and those of others affect the community</li> <li>• I can analyze social and environmental issues from multiple perspectives</li> </ul> <p><b>Solving Problems in Peaceful Ways</b></p> <ul style="list-style-type: none"> <li>• I can solve problems by myself and identify when to ask for help</li> <li>• I can identify problems and compare potential solutions</li> <li>• I can clarify problems, consider alternatives and evaluate strategies</li> </ul> <p><b>Valuing Diversity</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate respectful and inclusive behavior</li> <li>• I can explain when something is unfair</li> <li>• I can advocate for others</li> <li>• I take action to support diversity and defend human rights</li> </ul>	

# Carisbrooke – 2019/2020 - School Plan



	<ul style="list-style-type: none"> <li>I can recount simple experiences and activities and tell something I learned</li> <li>I can represent my learning, and tell how it connects to my experiences and efforts</li> </ul> <p><b>Acquire, interpret, and present information</b></p> <ul style="list-style-type: none"> <li>I can understand and share information about a topic that is important to me</li> <li>I present information clearly and in an organized way</li> <li>I can present information and ideas to an audience I may not know</li> </ul>	<p><b>Personal Strengths and Abilities</b></p> <ul style="list-style-type: none"> <li>I can identify my individual characteristics</li> <li>I can describe/express my attributes, characteristics and skills</li> <li>I can reflect on my strengths and</li> <li>I understand I will continue to develop new abilities and strengths</li> </ul> <p><b>Self Determination</b></p> <ul style="list-style-type: none"> <li>I can show a sense of accomplishment and joy</li> <li>I can celebrate my efforts and accomplishments</li> <li>I can advocate for myself and my ideas</li> </ul>	<p><b>Collaborate to plan, carry out and review constructions and activities</b></p> <ul style="list-style-type: none"> <li>I can work with others to achieve a common goal; I do my share</li> <li>I can take on roles and responsibilities in a group</li> <li>I can summarize key ideas and identify the ways we agree</li> </ul>	<p><b>Explain/recount and reflect on experiences and accomplishments</b></p> <ul style="list-style-type: none"> <li>I give, receive, and act on feedback</li> <li>I can recount simple experiences and activities and tell something I learned</li> <li>I can represent my learning, and tell how it connects to my experiences and efforts</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>I can be part of a group</li> <li>I am kind to others</li> <li>I can work or play cooperatively</li> <li>I can identify when others need support and provide it</li> <li>I am aware of how others may feel and help them feel included</li> <li>I build and sustain positive relationships</li> </ul> <p><b>Collaborate to plan, carry out and review constructions and activities</b></p> <ul style="list-style-type: none"> <li>I can work with others to achieve a common goal; I do my share</li> <li>I can take on roles and responsibilities in a group</li> <li>I can summarize key ideas and identify the ways we agree</li> </ul>
<p><b>Essential Questions for Core Competencies</b></p>	<ul style="list-style-type: none"> <li>What makes you unique?</li> <li>What is communicating?</li> <li>What does good communication look and sound like?</li> </ul>	<ul style="list-style-type: none"> <li>What makes you unique?</li> <li>How do your decisions and actions affect your well-being?</li> <li>What do you value?</li> </ul>	<ul style="list-style-type: none"> <li>What is a creative thinker?</li> <li>How do you come up with ideas?</li> </ul>	<ul style="list-style-type: none"> <li>How do you know information is accurate?</li> <li>What makes a good question?</li> </ul>	<ul style="list-style-type: none"> <li>How can you help make the world a better place?</li> <li>How do your actions impact those around you?</li> </ul>
<p><b>Summative Task to build Portfolio of Evidence for Core Competencies</b></p>	<p><b>I used to think, now I think...</b></p> <ul style="list-style-type: none"> <li>How has your understanding of Collaboration changed?</li> <li>How has your understanding of Communication changed?</li> <li>Identify a strength and a stretch related to Personal and Social Responsibility</li> <li>Identify a strength and a stretch related to Collaboration and Communication</li> <li>Use a Formative Self-Assessment tool for Communication</li> </ul>	<p><b>Visual Piece about what makes you unique</b></p> <ul style="list-style-type: none"> <li>i.e. silhouette of student head with collage inside</li> <li>connect to the Squamish animal that you relate to</li> <li>Identify a strength and a stretch related to Personal and Cultural Identity</li> <li>Use a Formative Self-Assessment tool for Personal and Social Responsibility from Curriculum Hub</li> </ul>	<ul style="list-style-type: none"> <li><b>What Makes You Say That?</b> <ul style="list-style-type: none"> <li>Answer the essential questions with evidence</li> </ul> </li> <li>Identify a strength and a stretch related to Creative Thinking</li> <li>Use a Formative Self-Assessment tool for Creative Thinking from Curriculum Hub</li> </ul>	<p><b>Think Puzzle Explore</b></p> <ul style="list-style-type: none"> <li>What do you think about this?</li> <li>What do you still wonder about?</li> <li>How are you going to find out more?</li> <li>Identify a strength and a stretch related to Critical Thinking</li> <li>Use a Formative Self-Assessment tool for Critical Thinking from Curriculum Hub</li> </ul>	<ul style="list-style-type: none"> <li><b>Choose a cause to champion as a class or a school</b></li> <li>Identify a strength and a stretch related to Personal and Social Responsibility</li> <li>Use a Formative Self-Assessment tool for Personal and Social Responsibility from Curriculum Hub</li> </ul>

# Carisbrooke – 2019/2020 - School Plan

	<b>Other Summative Task Ideas for Core Competencies</b>	<ul style="list-style-type: none"> <li>Each pair of Buddy classes will create a presentation that answers the CC essential questions to share at an assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Each pair of Buddy classes will create a presentation that answers the CC essential questions to share at an assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Each pair of Buddy classes will create a presentation that answers the CC essential questions to share at an assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Each pair of Buddy classes will create a presentation that answers the CC essential questions to share at an assembly.</li> </ul>	<ul style="list-style-type: none"> <li>Each pair of Buddy classes will create a presentation that answers the CC essential questions to share at an assembly.</li> </ul>					
	<b>Gatherings and Assemblies</b>	<u>September</u> Post Carisbrooke CC Posters  Pick a Buddy class; Buddy class & sign up for Assembly  Initial Self Ass't; could loop back to June Scholantis  Intro FPPL for everyday use (magnets)  Thunderbird Logo Project  Review Zones & Toolkit; Intro Second Step "Skills for Learning"  Collab Time: Sharing of Second Step  Orange Shirt Day	<u>October</u> Buddy Class sharing  Performance?  Harvest Festival to include Metis or cultural dance  Introduce November and December focus	<u>November</u> Rem. Day Assembly; highlight First People's contributions & local soldiers  Second Step "Empathy"  Common Pro Day w Shelley Moore?  SFT Conf  Launch logo	<u>December</u> Buddy Class sharing  Holiday Concert	<u>January</u> Intro January and February focus  Indigenous author visit?  Second Step "Emotions Management"	<u>February</u> Buddy Class sharing  Introduce March and April Focus  Pink Shirt Day	<u>March</u> Performance	<u>April</u> Buddy Class sharing Introduce May and June Focus  Carving Project  Second Step "Solving Problems"	<u>May</u> Performance	<u>June</u> Buddy Class sharing  Indigenous Peoples Day/Month