

Carisbrooke – 2018/2019 - School Plan



GRADE:		SEPTEMBER/OCTOBER	NOVEMBER/ DECEMBER	JANUARY/FEBRUARY	MARCH/APRIL	MAY/JUNE
THE TEACHINGS	THE SIX CEDAR TREES	Wolf (Communicator)	Raven (Creative Thinking)	Salmon (Critical Thinking) and Bear (Reflective) Eastern Canada - Buffalo	Orca (Knowing Who I Am)	Beaver (Making the World A Better Place and Working with Others) and Eagle (Wisdom and Love) Eastern Canada - Turtle
	FIRST PEOPLES PRINCIPLES OF LEARNING	<ul style="list-style-type: none"> Learning is embedded in memory, history and story Learning involves patience and time Learning ultimately supports the well-being of the self and the family, the community, the land, the spirits, and the ancestors Learning recognizes the role of indigenous knowledge 	<ul style="list-style-type: none"> Learning involves recognizing the consequences of one's actions Learning is holistic, reflexive, experiential, relational (focused on connectedness, on reciprocal relationships and a sense of place) 	<ul style="list-style-type: none"> Learning is holistic, reflexive, experiential, relational (focused on connectedness, on reciprocal relationships and a sense of place) Learning involves recognizing that some knowledge is sacred and only shared with permission Learning requires explorations of one's identity 	<ul style="list-style-type: none"> Learning involves patience and time Learning involves recognizing that some knowledge is sacred and only shared with permission Learning involves generational roles and responsibilities 	<ul style="list-style-type: none"> Learning is embedded in memory, history and story Learning ultimately supports the well-being of the self and the family, the community, the land, the spirits, and the ancestors
	VOICE - The Zones of Regulation - introduce to teachers at Staff Meetings - Provide teaching packages for teachers	<ul style="list-style-type: none"> Common language Introduction Lesson 1 – Creating Wall Posters of the Zones Lesson 2 – Zones Bingo Lesson 3 – The Zones in Video 	<ul style="list-style-type: none"> Lesson 5 – Understanding different perspectives 	<ul style="list-style-type: none"> Lesson 6 – Me and My Zones Lesson 7 – How do I Feel? Lesson 8 – My Zones Across the Day 	<ul style="list-style-type: none"> Lesson 9 – Caution! Triggers Ahead Lesson 10-12 – Exploring Tools 	<ul style="list-style-type: none"> Lesson 13 – The Toolbox Lesson 14 – 16 – How to Use the Tools
CORE COMPETENCIES		COMMUNICATION	CREATIVE THINKING	CRITICAL THINKING	POSITIVE PERSONAL & CULTURAL RESPONSIBILITY (Personal and Cultural Identity; Personal Awareness and Responsibility)	POSITIVE PERSONAL & CULTURAL RESPONSIBILITY (Personal Awareness and Responsibility; Social Responsibility)
		Connect and engage with others (to share and develop ideas) <ul style="list-style-type: none"> I can understand and share information about a topic I am an active listener; I support and encourage the person speaking 	Novelty and Value <ul style="list-style-type: none"> I get ideas when I play I can get new ideas or build on other people's ideas to create new things I generate new ideas as I pursue my interests I get ideas that are new to my peers 	Analyze and Critique <ul style="list-style-type: none"> I can show if I like something or not I can identify criteria that I can use to analyze evidence I can analyze evidence from different perspectives I can reflect on and evaluate my thinking, products and actions 	Relationships and Cultural Contexts <ul style="list-style-type: none"> I can describe my family and community I am able to identify the different groups I belong to I understand that my identity is made up of interconnected aspects 	Self Determination <ul style="list-style-type: none"> I can imagine and work toward change in myself and the world I take the initiative to inform myself about controversial issues Contributing to Community and Caring for the Environment

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		<ul style="list-style-type: none"> I recognize that there are different points of view and I can disagree respectfully <p>Acquire, interpret, and present information</p> <ul style="list-style-type: none"> I can understand and share information about a topic that is important to me I present information clearly and in an organized way I can present information and ideas to an audience I may not know <p>Collaborate to plan, carry out and review constructions and activities</p> <ul style="list-style-type: none"> I can work with others to achieve a common goal; I do my share I can take on roles and responsibilities in a group I can summarize key ideas and identify the ways we agree <p>Explain/recount and reflect on experiences and accomplishments</p> <ul style="list-style-type: none"> I give, receive, and act on feedback I can recount simple experiences and activities and tell something I learned I can represent my learning, and tell how it connects to my experiences and efforts 	<ul style="list-style-type: none"> I can develop a body of creative work <p>Generating Ideas</p> <ul style="list-style-type: none"> I get ideas when I use my senses to explore I build on others' ideas and add new ideas of my own I deliberately learn a lot about something I have deliberate strategies for quieting my mind so I can be more creative I have interests and passions that I pursue <p>Developing Ideas</p> <ul style="list-style-type: none"> I make my ideas work or change what I am doing I can usually make my ideas work I build the skills I need to make my ideas work I use my experiences to direct my future work I can persevere 	<ul style="list-style-type: none"> I can analyze my own assumptions or beliefs <p>Question and Investigate</p> <ul style="list-style-type: none"> I can explore materials and actions I can ask open-ended questions and gather information I can consider more than one way to proceed an investigation I can evaluate the credibility of sources of information I can tell the difference between facts and interpretations, opinions and judgements <p>Develop and Design</p> <ul style="list-style-type: none"> I can experiment with different ways of doing things I can develop criteria for evaluating design options I can monitor my own progress and adjust my actions I can make choices that will help me create 	<ul style="list-style-type: none"> I understand that learning is continuous and my concept of self and identity will evolve <p>Personal Values and Choices</p> <ul style="list-style-type: none"> I can tell what is important to me I can explain what my values are and how they affect the choices I make? I can tell how some important aspects of my life have influenced my values I understand how my values shape my choices <p>Personal Strengths and Abilities</p> <ul style="list-style-type: none"> I can identify my individual characteristics I can describe/express my attributes, characteristics and skills I can reflect on my strengths and I understand I will continue to develop new abilities and strengths <p>Self Determination</p> <ul style="list-style-type: none"> I can show a sense of accomplishment and joy I can celebrate my efforts and accomplishments I can advocate for myself and my ideas <p>Self-Regulation</p> <ul style="list-style-type: none"> I can sometimes recognize emotions I can use strategies that help me manage my feelings and emotions I can persevere with challenging tasks I can implement, monitor and adjust a plan and assess the results I can take ownership of my goals, learning and behavior <p>Well-Being</p> <ul style="list-style-type: none"> I can participate in activities that support my well-being and tell how they help me I can take some responsibility for my physical and emotional well being I can make choices that benefit my well-being and keep me safe I can use strategies to find peace in stressful times 	<ul style="list-style-type: none"> I can be part of a group I can participate in classroom and group activities to improve the classroom, school, community or world I contribute to group activities to make things better I can identify how my actions and those of others affect the community I can analyze social and environmental issues from multiple perspectives <p>Solving Problems in Peaceful Ways</p> <ul style="list-style-type: none"> I can solve problems by myself and identify when to ask for help I can identify problems and compare potential solutions I can clarify problems, consider alternatives and evaluate strategies <p>Valuing Diversity</p> <ul style="list-style-type: none"> I can demonstrate respectful and inclusive behavior I can explain when something is unfair I can advocate for others I take action to support diversity and defend human rights <p>Building Relationships</p> <ul style="list-style-type: none"> I can be part of a group I am kind to others I can work or play cooperatively I can identify when others need support and provide it I am aware of how others may feel and help them feel included I build and sustain positive relationships
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					<ul style="list-style-type: none"> I can sustain a healthy and balanced lifestyle 	
	Essential Questions for Core Competencies	<ul style="list-style-type: none"> What is communicating? What does good communication look and sound like? 	<ul style="list-style-type: none"> What is a creative thinker? How do you come up with ideas? 	<ul style="list-style-type: none"> How do you know information is accurate? What makes a good question? 	<ul style="list-style-type: none"> What makes you unique? How do your decisions and actions affect your well-being? What do I value? 	<ul style="list-style-type: none"> How can you help make the world a better place? How do your actions impact those around you?
	Summative Task to build Portfolio of Evidence for Core Competencies	<ul style="list-style-type: none"> I used to think, now I think... <ul style="list-style-type: none"> How has your understanding of communication changed? Identify a strength and a stretch related to Communication Use a Formative Self-Assessment tool for Communication from Curriculum Hub 	<ul style="list-style-type: none"> What Makes You Say That? <ul style="list-style-type: none"> Answer the essential questions with evidence Identify a strength and a stretch related to Creative Thinking Use a Formative Self-Assessment tool for Creative Thinking from Curriculum Hub 	<ul style="list-style-type: none"> Think Puzzle Explore <ul style="list-style-type: none"> What do you think about this? What do you still wonder about? How are you going to find out more? Identify a strength and a stretch related to Critical Thinking Use a Formative Self-Assessment tool for Critical Thinking from Curriculum Hub 	<ul style="list-style-type: none"> Visual Piece about what makes you unique <ul style="list-style-type: none"> i.e. silhouette of student head with collage inside connect to the animal you relate to from the Six Cedar Trees Identify a strength and a stretch related to Personal and Social Responsibility Use a Formative Self-Assessment tool for Personal and Social Responsibility from Curriculum Hub 	<ul style="list-style-type: none"> Choose a cause to champion as a class or a school Identify a strength and a stretch related to Personal and Social Responsibility Use a Formative Self-Assessment tool for Personal and Social Responsibility from Curriculum Hub
	Other Summative Task Ideas for Core Competencies	<ul style="list-style-type: none"> Create a video that answers the essential questions in relation to the Core Competency (6/7 classes to do this for assembly) 	<ul style="list-style-type: none"> Create a video that answers the essential questions in relation to the Core Competency (6/7 classes to do this for assembly) 	<ul style="list-style-type: none"> Create a video that answers the essential questions in relation to the Core Competency (6/7 classes to do this for assembly) 	<ul style="list-style-type: none"> Create a video that answers the essential questions in relation to the Core Competency (6/7 classes to do this for assembly) 	<ul style="list-style-type: none"> Create a video that answers the essential questions in relation to the Core Competency (6/7 classes to do this for assembly)



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	<u>September 6th</u>	<u>October 30th</u>	<u>November 9th</u>	<u>December 20th</u>	<u>January 16th</u>	<u>February 27th</u>	<u>March 14th</u>	<u>April 25th</u>	<u>May 15th</u>	<u>June 7th</u>
Assemblies	Intro staff Intro core comps Intro questions Intro Six Cedars Focus	Show video of core comps Introduce November and December focus	Rem. Day Assembly	Show video of core comps	Performance Intro January and February focus	Show video of core comps Introduce March and April Focus Pink Shirt Day	Performance?	Show video of core comps Introduce May and June Focus	Performance	Show video of core comps