

Student Name:

Date:

Parent(s) Name:

Teacher:

*This Student Learning Plan is created in consultation with the student, their parent/guardian and the AVS teacher.*

### **Interests, Strengths**

What does your child love to do?

### **Stretches, Supports**

What supports can we offer? (Tutor, technologies, scribing, time)

### **Goals**

What are your goals for your child this year? What would you like to see them accomplish?

### **Weekly Schedule**

Day of week/time of day, location, frequency of learning time in subject areas.

### Language Arts - Big Ideas

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/1>

- \* Language and text can be a source of creativity and joy.
- \* Stories help us learn about ourselves and our families.
- \* Stories can be told through pictures and words.
- \* Everyone can be a reader and create stories.
- \* Listening and speaking builds our understanding and helps us learn.
- \* Playing with language helps us discover how language works.
- \* Everyone has a unique story.

#### Learning Activities

#### Resources

### Math - Big Ideas

<https://curriculum.gov.bc.ca/curriculum/mathematics/1>

- \* Number represents and describes quantity: Numbers to 20 can be decomposed into 10's and 1's.
- \* Developing computational fluency comes from a strong sense of number: Addition and subtraction can be modelled concretely, pictorially and mentally using strategies involving counting and making 10.
- \* We use patterns to represent identified regularities and to form generalizations: repeating elements can be identified.
- \* We can describe, measure and compare spatial relationships: Objects and shapes have attributes.
- \* Analyzing data and chance help us to compare and interpret: Concrete graphs show one-to-one correspondence.

#### Learning Activities

#### Resources

### **Science - Big Ideas**

<https://curriculum.gov.bc.ca/curriculum/science/1>

- \* Living things have features and behaviors that help them survive in their environment.
- \* Observable patterns and cycles occur in the local sky and landscape.
- \* Matter is useful because of its properties.
- \* Light and sound can be produced and their properties can be changed.

#### **Learning Activities**

#### **Resources**

### **Social Studies - Big Ideas**

<https://curriculum.gov.bc.ca/curriculum/social-studies/1>

- \* We shape the local environment, and the local environment shapes who we are and how we live.
- \* Our rights, roles and responsibilities are important for building strong communities.
- \* Healthy communities recognize and respect the diversity of individual and care for the local environment.

#### **Learning Activities**

#### **Resources**

### **Applied Design, Skills & Technologies - Big Ideas**

<https://curriculum.gov.bc.ca/curriculum/adst/1>

- \* Designs grow out of natural curiosity.
- \* Skills can be developed through play.
- \* Technologies are tools that extend human capabilities.

#### **Learning Activities**

#### **Resources**

### **Arts Education - Big Ideas**

<https://curriculum.gov.bc.ca/curriculum/arts-education/1>

- \* People create art to express who they are as individuals and community.
- \* Engagement in the arts creates opportunities for inquiry through purposeful play.
- \* Dance, drama, music, and visual arts express meaning in unique ways.
- \* People connect to others and share ideas through the arts.

#### **Learning Activities**

#### **Resources**

### **Career Education - Big Ideas**

<https://curriculum.gov.bc.ca/curriculum/career-education/1>

- \* Confidence develops through the process of self-discovery.
- \* Strong communities are the result of being connected to family and community and working together toward common goals.
- \* Effective collaboration relies on clear, respectful communication.
- \* Everything we learn helps us to develop skills and learning is a lifelong enterprise.
- \* Communities include many different roles requiring many different skills.

#### **Learning Activities**

#### **Resources**

### **Physical and Health Education - Big Ideas**

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/1>

- \* Daily physical activity help us develop movement skills and physical literacy, and is an important part of healthy living.
- \* Learning about ourselves and others helps us develop a positive attitude and caring behaviors which helps us build healthy relationships.
- \* Knowing about our bodies and making healthy choices helps us look after ourselves.
- \* Good health comprises physical, mental and emotional well-being.

#### **Learning Activities**

#### **Resources**

### Parent Summaries

This form is to provide a written summary of your child's progress toward each of the learning outcomes identified in their Student Learning Plans. Maintaining a daily or weekly agenda, observation notes and/or learning logs can be useful in compiling these summaries. Parents can bring these summaries to the 1-1 check in's or email them to the AVS teacher on a weekly or bi-weekly basis.

Student's Full Name:

Grade:

Review #:

#### Selected "Big Ideas"

Copied from Student's Learning Plan, can change week to week depending on what that week's focus was.

#### Key areas of learning

Identify the main skills, concepts & topics that the child has studied since last check-in:

#### Student has succeeded in

Identify the skills, concepts & topics the child has a strong grasp of:

#### Student needs more practice with

Identify the skills, concepts & topics the child would benefit from further work on:

#### Suggestions for Evidence of Assessment

Work Samples

Self Reflections

Blog Posts

Videos

Projects

Quizzes/Tests

Photo Journals

Reading Logs

Other:

### Sample Weekly Timetable

We can help supply a template that is uniquely specific to the individual family. Below is a blank template you are welcome to use.

	Child's Name	Child's Name	Child's Name	Child's Name
<b>Time</b>				
7:00				
7:30				
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