

ACHIEVEMENT FOCUS	WHEN KIDS COME FIRST STANDARD/REFERENCE	LEVEL	GUIDING QUESTIONS	ESSENTIAL LEARNINGS	RESP'Y	MONITORING PERIOD					
						NOV		JAN		MAR	
						Complete	Ongoing	Complete	Ongoing	Complete	Ongoing
Improving K-12 Science Knowledge	<p>When Kids Come First” document, p.9</p> <p>Commitments: #2 To work urgently on Literacy, Numeracy and Science. #3-To help children develop a passion for learning. #6-To engage communities and partners in improving schools.</p>	K - 12	What is it we want students to learn?	<ol style="list-style-type: none"> Students will learn the literacy component that accompanies science class. I.E. Writing science labs, the process of gathering information or completing the scientific process. (Literacy-based science: Writing labs, scientific methods) Using their knowledge in science class to extend their learning within their community, in specific areas such as conservation of land, preservation of habitats and forest management. (trail markers, interpretation pavilion, Salmon eggs) Students will learn through interactive activities where they will observe everyday usage for science lessons. I.E. Science East, Environmental Science field trips or Science Olympics or guest speakers. (PBL fieldtrip to The Pines) Students will learn aspects of quality research using various sources ie. technology-based, textbook, science articles or interviews with professionals. (Literacy strategies how to read a science textbook) Students will learn how science plays a role in their own community life (cell presentations). 	All Science teachers, Science Department		X		X		X
			How will we know when each student has mastered the essential learning?	<ol style="list-style-type: none"> Students will demonstrate their knowledge of the subject, as well as their ability to explain their scientific thinking. Students will be able to apply their learning to situations where science will be used in “real life”, I.E., Science Fairs, labs, Science Olympics, community visits, or environmental issues. (School-wide Science Fair and students attended the Region Fair in Fredericton; Turn off Lights Day; NB Power Presentations) 			X		X		X

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			<p>How will we respond when a student experiences initial difficulty in learning?</p>	<ol style="list-style-type: none"> 1. Differentiated assignment through oral language or assisted writing (T.A. support) 2. Continue to offer explicit instruction, tutoring time and one-on-one instruction to assist with the students' learning. 3. Continue to promote differentiated lessons/activities so that a variety of learning styles will be addressed. (Turn off Lights Day for Earth Day) 4. Continuous formative assessments to monitor students' learning 5. Upper level students will benefit from a mentoring partnership with the lower grades. Students will be paired with others on the same scientific concept area and gain a greater understanding of the outcomes. 	<p>All Science teachers, Science Department, PLEP, and Resource and Methods</p>		X		X		X
			<p>How will we deepen the learning for students who have already mastered essential knowledge and skills?</p>	<ol style="list-style-type: none"> 1. Using higher order thinking skills will allow students to move past a simplistic understanding of the topic. 2. Provide opportunities for students to be involved in local community projects I.E. Co-op placements or community environmental groups, PBL 3. Students will be able to demonstrate their knowledge on the subject through self-directed enrichment projects initiated by either teacher, student or resource. 4. Take a pro-active role within their community to assist in the development of a well-balanced environment. 5. Upper level students will benefit from a mentoring partnership with the lower grades. Students will be paired with others on the same scientific concept area and gain a greater understanding of the outcomes. 			X		X		X