***COURSE DESCRIPTIONS***

Enhancement Summer School offers remedial support for school-aged children in Abbotsford currently enrolled in grades K to 8. *These programs are for students who will benefit from extra help to meet learning outcomes in basic literacy and numeracy*. Enrolment for these programs is conducted in schools by referral only. Please do not refer students if your primary reason is respite for the parents, or if the child has a history of poor attendance. The proposed classes offered for the 2020 Enhancement Summer School: Elementary & Middle Programs are:

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| **ELL (English Language Learners)**  **[Grades 1-8: Proficiency Level 1-4]** | |
| **Description** | **Course & Campus** |
| The ELL program is for students whose first language is NOT English and/or who speak another language in the home.  The ELL classes will be split into grade levels and divided into proficiency levels at both campuses.  These programs are intensive language-focused programs geared to helping students develop English skills in oral fluency, listening and reading comprehension, vocabulary extension, and writing formats through real life, meaningful, hands on experiences. **Reading and writing competencies for each grade level will parallel those of the Literacy Explorations programs, with supports for ELL.** Language development will be supported by daily activities such as athletics, cooking, science, outdoor ed and cooperative/social games.  International students will be participating in these programs. | *Campus: @ Terry Fox*    Grade level 1-2, proficiency level 1-2  Grade level 1-2, proficiency level 3-4  Grade level 3-4, proficiency level 1-2  Grade level 3-4 proficiency level 3-4  Campus: @ Abby Middle  Grade levels 5-8, proficiency level 1-2  Grade levels 5-8, proficiency level 3-4 |

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| **HEADSTART & HEADSTART ELL (Entering Grade 1)**  *Campus Headstart – Centennial, Headstart ELL – Terry Fox* | | | | |
| **Description** | **Curricular Competencies** | | **Learning Goals** | |
| This is a reading readiness program geared towards kindergarten students who will be starting grade one in September.  It has an emphasis on improving basic letter, word, and sound recognition skills (phonemic awareness).  Students will demonstrate an interest and growing confidence in reading.  Students will improve their reading readiness skills through a variety of language-rich guided, group, and independent instructional activities. Students will learn that text has meaning through real life connections to books.  They will practice their reading skills by recognizing upper and lowercase letters, reading sight words and matching letter sounds.  To promote student engagement, learning will occur around real life, meaningful, hands on experiences such as play, science, cooking, and sports and other supported social games and interactions. | Use developmentally appropriate reading, listening and viewing strategies to make meaning  Engage actively as  listeners, viewers and readers to develop understanding of self, identity and community  Explore foundational concepts of print, oral and visual texts  Exchange ideas and perspectives to build shared understanding | | I am building stamina reading “good fit” books. (reading, looking at pictures, listening)  I can identify most uppercase letters in the alphabet.  I can identify most lowercase letters in the alphabet.  I can match letter sounds to 10 or more letters.  I can read 10 or more sight words.  I can talk about my ideas with others.  I can listen while others share their ideas. | |
| **LITERACY EXPLORATIONS (GRADE 1)**  *Campus @ Centennial* | | | | | |
| **Description** | | **Curricular Competencies** | | **Learning Goals** | |
| This program is geared to grade one students who are reading below grade level.  The students will demonstrate an interest and growing confidence in reading.  The students will improve their reading skills through a variety of language-rich shared, guided and independent instructional activities.  The students will focus on decoding and comprehension strategies while reading “good fit” fiction and non-fiction books  Vocabulary development will be a part of this program.  Students will work on response to literature activities for grade level materials (read alouds), as well as “good fit” books, which will include opportunities to practice writing.  To promote student engagement, learning will occur around real life, meaningful, hands on experiences such as play, science, cooking, sports and other supported social games and interactions. | | Use developmentally appropriate reading, listening and viewing strategies to make meaning  Engage actively as  listeners, viewers and readers to develop understanding of self, identity and community  Explore foundational concepts of print, oral and visual texts  Exchange ideas and perspectives to build shared understanding  Communicate using letters and words and applying some conventions of spelling, grammar and punctuation | | I can identify and associate sounds with the letters of the alphabet  I can decode and comprehend text using a variety of reading strategies.  I can describe and retell the beginning, middle and end of a story.  I can describe what I learned from reading non-fiction text.  I can monitor my own reading and self-correct.  I can read with fluency.  I am building stamina when reading “good fit” books | |

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| **LITERACY EXPLORATIONS (GRADE 2)**  *Campus @* Centennial Park | | | | |
| **Description** | | **Curricular Competencies** | **Learning Goals** | |
| This program is geared to grade two students who are reading and writing below grade level.  The students will improve their reading and writing skills through a variety of language-rich shared, guided, and independent instructional activities.  The students will become more confident using decoding and comprehension strategies while reading “good fit” fiction and non-fiction books  Students will work on response to literature activities for grade level materials (read alouds), as well as “good fit” books, which will include opportunities to practice writing.  Vocabulary development will be a part of this program.  In writing, students will work on expressing their ideas clearly through personal narrative and/or informational genres.  To promote student engagement, learning will occur around real life, meaningful, hands on experiences such as play, science, cooking, sports and other supported social games and interactions. | | Use developmentally appropriate reading, listening and viewing strategies to make meaning  Engage actively as  listeners, viewers and readers to develop understanding of self, identity and community  Recognize the structure and elements of story  Exchange ideas and perspectives to build shared understanding  Communicate using letters and words and applying some conventions of spelling, grammar and punctuation | I can read and understand grade level books  I can decode and comprehend text using a variety of reading strategies.  I can monitor my own reading and self-correct.  I can read with fluency.  I am building reading stamina when reading “good fit” books.  I can write using details to help support my ideas.  I use writing conventions appropriate for my grade level.  I am building writing stamina | |
| **LITERACY EXPLORATIONS (GRADE 3)**  *Campus @* Centennial Park | | | | |
| **Description** | | **Curricular Competencies** | | **Learning Goals** |
| This program is geared to grade three students who are reading and writing below grade level.  The students will improve their reading skills through a variety of language-rich shared, guided and independent instructional activities.  The students will become more confident using decoding and comprehension strategies while reading “good fit” fiction and non-fiction books  Vocabulary development will be a part of this program.  Students will work on response to literature activities for grade level materials (read alouds), as well as “good fit” books, which will include opportunities to practice writing.  In writing, students will learn to express their ideas clearly through personal narrative and/or informational genres.  To promote student engagement, learning will occur around real life, meaningful, hands on experiences such as play, science, cooking, sports and other supported social games and interactions. | | Use developmentally appropriate reading, listening and viewing strategies to make meaning  Engage actively as  listeners, viewers and readers to develop understanding of self, identity and community  Recognize the structure and elements of story  Exchange ideas and perspectives to build shared understanding  Communicate using letters and words and applying some conventions of spelling, grammar and punctuation  Plan and create a variety of communication forms for different purposes and audiences | | I can read and understand books at my grade level.  I can decode and comprehend text using a variety of reading strategies when reading “good fit” books.  I can monitor my own reading and self-correct.  I can read “good fit” books with fluency.  I am building stamina when reading “good fit” books  I can retell the beginning, middle and end of a story.  I can include details and examples when I write.  I use writing conventions appropriate for my grade level.  I am building writing stamina |

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| **LITERACY EXPLORATIONS (GRADE 4)**  *Campus @* Centennial Park | | | |
| **Description** | **Curricular Competencies** | | **Learning Goals** |
| This program is geared to grade four students who are reading and writing below grade level.  The students will improve their reading (fiction and non-fiction) and writing skills through a variety of language-rich instructional activities and by engaging meaningfully with “good fit” books  Students will work on response to literature activities for grade level materials (read alouds), as well as “good fit” books, which will include opportunities to practice writing  When reading non-fiction texts, students will learn to will make use of text features such as captions, headings, charts and graphs and build comprehension by identifying main ideas and supporting details.  Students will practice generating ideas on a variety of non-fiction topics and learn to construct paragraphs containing main ideas and supporting details.  To promote student engagement, learning will occur around real life, meaningful, hands on experiences such as play, science, cooking, sports and other supported social games and interactions. | Use a variety of comprehension strategies before, during and after reading, listening or viewing to deepen understanding of text  Use personal experience and knowledge to connect to text and deepen understanding of self, community and world  Respond to text in personal and creative ways  Recognize how literary elements, techniques and devices enhance meaning in texts  Communicate in sentences and paragraphs, applying conventions of spelling grammar and punctuation | | I can read and understand fiction and non-fiction texts at my grade level.  I can identify, explain the use of, and use text features: title, table of contents, index, glossary, caption, web, chart, picture, and fact box to aid in my understanding of non-fiction texts.  I can comprehend text using a variety of reading strategies (decoding, re-reading, using context cues, picture cues, syntactic cues) when reading “good fit” books.  I can read “good fit” books with fluency and stamina.  I can include details and examples in a non-fiction paragraph.  I can write topic and concluding sentences for a non-fiction paragraph.  I can organize my writing ahead of time using a graphic organizer. |
| **LITERACY EXPLORATIONS (GRADE 5)**  *Campus @* Abby Middle | | | |
| **Description** | | **Curricular Competencies** | **Learning Goals** |
| This program is geared to grade five students who are reading and writing below grade level.  The students will improve their reading (fiction and non-fiction) and writing skills through a variety of language-rich instructional activities and by engaging meaningfully with “good fit” books  Students will work on response to literature activities for grade level materials (read alouds), as well as “good fit” books, which will include opportunities to practice writing  When reading non-fiction texts, students will learn to make use of text features such as captions, headings, charts and graphs and build comprehension by identifying main ideas and supporting details.  Students will practice generating ideas on a variety of non-fiction topics and learn to construct paragraphs containing main ideas and supporting details.  To promote student engagement, learning will occur around real life, meaningful, hands on experiences such as science, technology, cooking, sports or other areas of student interest. | | Use a variety of comprehension strategies before, during and after reading, listening or viewing to deepen understanding of text  Use personal experience and knowledge to connect to text and deepen understanding of self, community and world  Respond to text in personal and creative ways  Recognize how literary elements, techniques and devices enhance meaning in texts  Communicate in writing using paragraphs, and applying conventions of spelling grammar and punctuation | I can read and understand fiction and non-fiction texts at my grade level.  I can identify, explain the use of, and use text features: title, table of contents, index, glossary, caption, web, chart, picture, and fact box to aid in my understanding of non-fiction texts.  I can comprehend text using a variety of reading strategies (decoding, re-reading, using context cues, picture cues, syntactic cues).  I can read “good fit” books with fluency and stamina.  I can include details and examples in a non-fiction paragraph.  I can write topic and concluding sentences for a non-fiction paragraph.  I can organize my writing ahead of time using a graphic organizer. |

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| **LITERACY EXPLORATIONS (GRADE 6)**  *Campus @* Abby Middle | | | | | |
| **Description** | | **Curricular Competencies** | | | **Learning Goals** |
| This program is geared to grade six students who are reading and writing below grade level.  The students will improve their non-fiction reading and writing skills through a variety of language-rich learning activities.  Students will learn to read non-fiction texts by identifying main ideas and supporting details.  To aid in comprehension, students will make full use of text features such as captions, headings, charts and graphs.  Subject/genre specific vocabulary development will be a part of this program.  Students will practice generating ideas on a variety of non-fiction topics and learn to construct written pieces containing proper paragraphs which include main ideas, supporting details and clear explanations.  To promote student engagement, learning will occur around real life, meaningful, hands on experiences such as science, technology, cooking, sports or other areas of student interest. | | Apply appropriate strategies to comprehend written, oral and visual texts, guide inquiry and extend thinking  Synthesize ideas from a variety of sources to build understanding  Respond to text in personal and creative ways  Understand how literary elements, techniques and devices enhance and shape meaning  Use an increasing repertoire of conventions of spelling grammar and punctuation  Use writing and design processes to plan, develop and create texts for a variety of purposes and audiences | | I can read and understand a variety of non-fiction texts at my grade level.  I can reference text features (title, table of contents, index, glossary, caption, web, chart, picture, fact box) to aid in my understanding of non-fiction texts.  I can comprehend the specialized language of a variety of text genres using appropriate reading strategies (decoding, re-reading, using context cues, syntactic cues).  I can read “good fit” books with fluency and stamina.  I can include main ideas, supported by details and examples in non-fiction writing.  I can write influential words that serve to persuade and inform the reader.  I am becoming more responsible by planning, revising, and editing my writing independently. | |
| **LITERACY EXPLORATIONS (GRADE 7/8)**  *Campus @* Abby Middle | | | | |
| **Description** | **Curricular Competencies** | **Learning Goals** | | |
| This program is geared to grade seven and eight students who are reading and writing below grade level.  The students will improve their non-fiction reading and writing skills through a variety of language-rich learning activities.  Students will learn to read non-fiction texts by identifying main ideas and supporting details.  To aid in comprehension, students will make full use of text features such as captions, headings, charts and graphs.  Subject/genre specific vocabulary development will be a part of this program.  Students will practice generating ideas on a variety of non-fiction topics and learn to construct written pieces containing proper paragraphs; including main ideas, supporting details and clear explanations.  To promote student engagement, learning will occur around real life, meaningful, hands on experiences such as science, technology, cooking, sports or other areas of student interest. | Apply appropriate strategies to comprehend written, oral and visual texts, guide inquiry and extend thinking  Synthesize ideas from a variety of sources to build understanding  Respond to text in personal and creative ways  Understand how literary elements, techniques and devices enhance and shape meaning  Use an increasing repertoire of conventions of spelling grammar and punctuation  Use writing and design processes to plan, develop and create texts for a variety of purposes and audiences | I can tell the main idea of the reading.  I can list 3 or more supporting details about the topic.  I can reference text features to aid in my understanding of non-fiction texts.  I can comprehend the specialized language of a variety of texts.  I can read “good fit” books with fluency and stamina.  I can include main ideas, supported by details and examples in non-fiction writing.  I can write influential words that serve to persuade and inform the reader.  I am becoming more responsible by planning, revising, and editing my writing independently.  I can present to others my researched information on a chosen topic. | | |

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| **INTERACTIVE LITERACY (GRADES 1-2-3) Pilot Project Class**  **Campus @ Centennial Park** | | | | | | |
| **Description** | | **Curricular Competencies** | **Learning Goals** | | | |
| This program is geared to students in grades 1 -3 who are reading and writing below grade level, who would also benefit from working in a multi aged grouping for reasons of social skills growth/support, building of core competencies through learning from and teaching others, and building leadership, or confidence. Students will be working towards grade appropriate reading/writing outcomes, while building social skills and confidence through relationships with others.  The students will improve their reading skills through a variety of language-rich shared, guided and independent instructional activities.  The students will become more confident using decoding and comprehension strategies while reading “good fit” fiction and non-fiction books  Vocabulary development will be a part of this program.  Students will work on response to literature activities for grade level materials (read alouds), as well as “good fit” books, which will include opportunities to practice writing.  In writing, students will learn to express their ideas clearly through personal narrative and/or informational genres.  To promote student engagement, learning will occur around real life, meaningful, hands on experiences such as play, science, cooking, sports and other supported social games and interactions. | | Use developmentally appropriate reading, listening and viewing strategies to make meaning  Engage actively as  listeners, viewers and readers to develop understanding of self, identity and community  Recognize the structure and elements of story  Exchange ideas and perspectives to build shared understanding  Communicate using letters and words and applying some conventions of spelling, grammar and punctuation  Plan and create a variety of communication forms for different purposes and audiences | I can read and understand books at my grade level.  I can decode and comprehend text using a variety of reading strategies when reading “good fit” books.  I can monitor my own reading and self-correct.  I can read “good fit” books with fluency.  I am building stamina when reading “good fit” books  I can retell the beginning, middle and end of a story.  I can include details and examples when I write.  I use writing conventions appropriate for my grade level.  I am building writing stamina.  I can share my ideas with others.  I can listen to others and learn something new. | | | |
| \*Please consider students for this course who would benefit from working with older/younger students for reasons of:  -growth in core competencies  -social skills, growth in interpersonal skills  -confidence, leadership development | | | | |  |  |
| **PRIMARY FRENCH IMMERSION EXPLORATIONS (GRADE 1/2)**  *Campus @* Centennial Park | | | | | | |
| **Description** | **Curricular Competencies** | | | **Learning Goals** | | |
| A reading and writing program geared to assist students to develop their repertoire of skills and strategies in all areas of Language Arts (French Immersion).  Students will participate in a wide variety of shared, guided and independent reading and writing activities.  In writing, students will demonstrate the composition of complete simple sentences with proper punctuation, grammar and spelling.  In reading, students will utilize reading strategies to help make meaning and improve comprehension.  To promote student engagement, learning will occur around real life, meaningful, hands on experiences such as play, science, cooking, sports and other supported social games and interactions. | *Writing*:   * Recourir à diverses strategies, telles que la correspondance son-graphie, pour écrire correctement les mots familiers *(use strategies such as sound/letter in order to write correctly high frequency words).* * Construire des phrases simples en utilisant convenablement la majuscule et le point *(create simple sentences including capitals and periods).*   *Reading*:   * Utiliser divers moyens pour soutenir sa lecture, son écoute ou son visionnage: contexte, correspondance letters-sons, indices visuals etc. *uses reading strategies (ex. Uses images) to direct and support his/her reading).* * Relever dans une histoire les elements permettant de répondre aux questions qui, ou, quand, quoi, et comment *(Is able to answer certain questions from a story with regards to who, where, when, what & how).* | | | I can sound out words to spell common French words correctly.  I can write simple sentences that include capitals and periods.  I can write simple sentences that make sense.  I can understand the books I read.  I can use pictures to help me understand what I am reading.  I can use different reading strategies to help me understand what I am reading.  I can answer questions correctly about the books I am reading. | | |

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| **MATH EXPLORATIONS (GRADE 2/3)**  *Campus @* Centennial Park | | |
| **Description** | **Curricula Competencies** | **Learning Goals** |
| This math program is geared to grade two and three students who need extra practice and support developing number sense and computation skills.  Developing number sense through skip counting and place value practice and practicing computation skills in both written form and using mental math strategies are the focus of this program.  Students will review how to skip count in order, write numbers to 100 (gr. 2) 1000 (gr. 3), and add and subtract numbers with regrouping using different strategies.  To promote student engagement, learning will occur around real life, meaningful, hands on numeracy experiences such as play, science, cooking, sports and through sharing of thinking and problem solving ideas. | Develop mental math strategies and abilities to make sense of quantities  Develop and use multiple strategies to engage in problem solving  Use mathematical vocabulary and language to contribute to mathematical discussions  Represent mathematical ideas in concrete, pictorial and symbolic forms | I know my addition facts up to 20  .  I know my subtraction facts up to 20.  I can add and subtract numbers correctly.  (gr. 2 to 100/gr. 3 to 1000)  I can skip count forward and backward by 2s, 5s and 10s.  I can share my thinking when problem solving  I can draw pictures to show numbers, equalities and inequalities.  I can use symbols to show numbers, equalities and inequalities.  I can mentally add 2-digit numbers (w/o regrouping). |

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| **MATH EXPLORATIONS (GRADE 4)**  *Campus @* Centennial Park | | |
| **Description** | **Curricular Competencies** | **Learning Goals** |
| This math program is geared to grade four students who need extra practice and support developing mathematical computation skills.  Basic math facts and number concepts are the focus of this program.  Students will review 3 digit by 1 digit multiplication, 2 digit by 1 digit division with and without remainders, pictorial and symbolic fractions up to one whole, and pictorial and symbolic decimals of tenths and hundredths.  To promote student engagement, learning will occur around real life, meaningful, hands on numeracy experiences such as play, science, technology, cooking, sports and through sharing of thinking and problem solving ideas. | Develop mental math strategies and abilities to make sense of quantities  Develop and use multiple strategies to engage in problem solving  Use mathematical vocabulary and language to contribute to mathematical discussions  Represent mathematical ideas in concrete, pictorial and symbolic forms  Reflect on mathematical thinking | * I know my addition and subtraction facts to 20 * I can add and subtract numbers to 10 000. * I can multiply and divide two and three digit numbers by one digit numbers.   I can draw pictures to show fractions up to 1 whole.  I can write the symbol to show fractions up to 1 whole.  I can draw pictures to show decimals in 10ths & 100ths.  I can write the symbol to show decimals in 10ths and 100ths.  I can share my thinking and learn from others when problem solving. |
| **MATH EXPLORATIONS (GRADE 5)**  *Campus @* Abby Middle | | |
| **Description** | **Curricular Competencies** | **Learning Goals** |
| This math program is geared to grade five students who need extra practice and support developing mathematical computation skills.  Basic math facts and number concepts are the focus of this program.  Students will review 2 digit by 2 digit multiplication, 3 digit by 1 digit division with and without remainders, pictorial and symbolic fractions up to one whole, equivalent fractions, and addition and subtraction of decimals.  To promote student engagement, learning will occur around real life, meaningful, hands on numeracy experiences such as, science, technology, cooking, sports and through sharing of thinking and problem solving ideas. | Develop mental math strategies and abilities to make sense of quantities  Develop and use multiple strategies to engage in problem solving  Use mathematical vocabulary and language to contribute to mathematical discussions  Represent mathematical ideas in concrete, pictorial and symbolic forms  Reflect on mathematical thinking | I know my addition and subtraction facts to 20  I can add and subtract accurately to 1 000 000.  I know my multiplication and division facts to 100.  I can multiply and divide to three digits with and without remainders.  I can show fractions with different denominators can be equivalent (2/4 = 1/2).  I can add and subtract decimals to 1000ths.  I can share my thinking and learn from others when problem solving. |

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| **MATH EXPLORATIONS (GRADE 6)**  *Campus @* Abby Middle | | |
| **Description** | **Curricular Competencies** | **Learning Goals** |
| This math program is geared to grade 6 students who need extra practice and support developing mathematical computation skills.    The students will focus on their math skills of number sense, factors and multiples, fractions and mixed numbers, ratio, percent, and integers.  To promote student engagement, learning will occur around real life, meaningful, hands on numeracy experiences such as, science, technology, cooking, sports and through sharing of thinking and problem solving ideas. | Demonstrate and apply mental math strategies.  Apply multiple strategies to solve problems in both abstract and conceptualized situations.  Use mathematical vocabulary and language to contribute to mathematical discussions.  Represent mathematical ideas in concrete, pictorial and symbolic forms  Reflect on mathematical thinking. | * I know and can explain the difference between numbers that are bigger than one million. * I know and can explain the difference between numbers that smaller than one thousandths.   I can determine and explain multiples of numbers less than 100.  I can determine and explain factors of numbers less than 100.  I can understand and explain improper fractions and mixed numbers.  I can understand and explain the information presented by ratios.  I can understand and explain the information presented by percents.  I can understand and explain integers. |

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| **MATH EXPLORATIONS (GRADE 7)**  *Campus @* Abby Middle | | |
| **Description** | **Curricular Competencies** | **Learning Goals** |
| This math program is geared to grade 7 students who need extra practice and support developing mathematical computation skills.  The students will focus on their math skills of percentage problems, addition and subtraction of integers, and comparing and ordering fractions.  To promote student engagement, learning will occur around real life, meaningful, hands on numeracy experiences such as, science, technology, cooking, sports and through sharing of thinking and problem solving ideas. | Demonstrate and apply mental math strategies.  Apply multiple strategies to solve problems in both abstract and conceptualized situations.  Use mathematical vocabulary and language to contribute to mathematical discussions.  Represent mathematical ideas in concrete, pictorial and symbolic forms  Reflect on mathematical thinking. | * I know and can explain how to solve problems involving percents. * I understand and can explain the relationship between terminating decimals and fractions.   I understand & can explain the relationship between repeating decimals and fractions.  I know & can explain how to add and subtract fractions and mixed numbers with like denominators.  I know and can explain how to add and subtract fractions and mixed numbers with unlike denominators.  I know and can explain how to add and subtract integers.  I know and can explain how to compare fractions, decimals and whole numbers.  I know & can explain how to compare and order fractions, decimals and whole numbers. |

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| **MATH EXPLORATIONS (GRADE 8)**  *Campus @* Abby Middle | | |
| **Description** | **Essential Outcomes** | **Learning Goals** |
| This math program is geared to grade 8 students who need extra practice and support developing mathematical computation skills.  The students will focus on their math skills of converting between fractions, decimals, percents and ratios; addition, subtraction, multiplication and division of fractions, mixed numbers and integers; and model and solve problems using linear functions.  To promote student engagement, learning will occur around real life, meaningful, hands on numeracy experiences such as, science, technology, cooking, sports and through sharing of thinking and problem solving ideas. | Demonstrate and apply mental math strategies.  Apply multiple strategies to solve problems in both abstract and conceptualized situations.  Use mathematical vocabulary and language to contribute to mathematical discussions.  Represent mathematical ideas in concrete, pictorial and symbolic forms  Reflect on mathematical thinking. | * I know and can explain how to convert between a fraction and decimal. * I know and can explain how to convert between a percent and ratio.   I know and can explain how to convert between a fraction, decimal, percent and ratio.  I know and can explain how to add and subtract fractions and mixed numbers.  I know and can explain how to multiply and divide fractions and mixed numbers.  I know and can explain how to add and subtract integers.  I know and can explain how to multiply and divide integers.  I know and can explain how to model and solve linear equations. |

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| **PRIMARY SUMMER SEEKERS (Grades 1-4)**  *Campus @* Centennial Park | | |
| **Description** | **Individual Educational Plan Outcomes** | **Learning Goals** |
| The Primary Summer Adventures program is for grade 1-4 students who are currently on an Individual Educational Plan (IEP) and require small group support. These students explore and practice a variety of social, communication, functional, and academic/pre-academic skills as outlined in their IEP. Students are supported by one teacher and 3-4 education assistants.  This program *is not* for IEP students who can be supported in the regular classroom through differentiated instruction and some EA support. Please refer these students to the appropriate Literacy or Math Explorations courses.  Please note students who require their own full-time one-on-one education assistant, or who have extreme medical needs requiring specialized care, *may* not be able to be considered for this program, depending on whether or not we can manage the medical or behavioural needs within the confines of a 12 day program. \* | Development of academic skills.  Development of social skills.  Development of life skills | *To be determined based on IEPs.* |

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| **INTERMEDIATE SUMMER SEEKERS (Grades 5-7)**  *Campus @* Abby Middle | | |
| **Description** | **Individual Educational Plan Outcomes** | **Learning Goals** |
| The Intermediate Summer Adventures program is for grade 5-7 students who are currently on an Individual Educational Plan (IEP) and require small group support. These students explore and practice a variety of social, communication, functional, and academic/pre-academic skills as outlined in their IEP. Students are supported by one teacher and 3-4 education assistants.  This program *is not* for IEP students who can be supported in the regular classroom through differentiated instruction and some EA support. Please refer these students to the appropriate Literacy or Math Explorations courses.  Please note students who require their own full-time one-on-one teaching assistant, or who have extreme medical needs requiring specialized care, *may* not be able to be considered for this program, depending on whether or not we can manage the medical or behavioural needs within the confines of a 12 day program. \* | Development of academic skills.  Development of social skills.  Development of life skills | *To be determined based on IEPs* |

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| **SUMMER DISCOVERY PROGRAM (Grades 8-10)**  *Campus @* Abby Middle or Abby Senior Secondary (to be determined) | | |
| **Description** | **Individual Educational Plan Outcomes** | **Learning Goals** |
| The Summer Discovery Program is for students currently on an Individual Educational Plan (IEP) and who typically are enrolled in District Resource Programs.  These students would benefit from an enhancement program that incorporates community field trip experiences, functional skill development, physical exercise, and relevant language exploration across theme areas.  The primary goals of the program are to enhance communication skills, maintain and enhance fine and gross motor skills, encourage socialization skill development, enhance life skill development and maintain cognitive skill development.  There will be 3 teaching assistants assigned to this class with 8 to 12 students.  Please note students who require their own full-time one-on-one teaching assistant, or who have extreme medical needs requiring specialized care, *may* not be able to be considered for this program, depending on whether or not we can manage the medical or behavioural needs within the confines of a 12 day program. \* | Functional skill development in daily living routines and communication.  Functional skills development in physical exercise and socialization.  Develop relevant language exploration across theme areas. | I can communicate what I want and need.  I can use my big and small muscles in my daily activities.  I can listen to other people and respond to their questions.  I have learned life skills that will help me at school.  I have learned life skills that will help me at home and in the community.  I can follow through on the step I needed to complete any task. |

\*Please consult with LSS teachers or contact Tara Plantinga if you have questions regarding referrals for the summer school Summer Seekers or Discovery Programs. When you refer a student for any of these three programs, please be prepared to have a discussion (phone call) regarding the student’s needs, to confirm eligibility, and how we can best support the student.