

# INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

## Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
  - My Learning at Home ([www.edu.gov.mb.ca/k12/mylearning](http://www.edu.gov.mb.ca/k12/mylearning))
  - My Child in School ([www.edu.gov.mb.ca/k12/mychild/index.html](http://www.edu.gov.mb.ca/k12/mychild/index.html))

## PROJECT OVERVIEW

<b>Grade:</b>	7
<b>Main Subject:</b>	English Language Arts
<b>Big Idea:</b>	Wellness
<b>Title:</b>	INQUIRY INTO IMPROVING WELLNESS
<b>Practice:</b>	Power and Agency/Exploration and Design/Sense Making/System
<b>Duration:</b>	2–3 weeks
<b>Materials:</b>	Paper, writing utensils, technological device, or pdf printouts
<b>Short Description:</b>	This multidisciplinary project infuses English language arts and physical education/health education. The learning experience is organized around three main inquiry questions around wellness. Each inquiry begins with a provocation to engage and active student thinking. Students engage with various texts to explore the ideas and experiences of others and to reflect on their current habits and routines. They are challenged to create an action plan and design a motivational text with positive affirmations to reach their goals.

## LEARNING OUTCOMES

English Language Arts: [www.edu.gov.mb.ca/k12/cur/ela/framework/index.html](http://www.edu.gov.mb.ca/k12/cur/ela/framework/index.html)

Power and Agency, Exploration and Design, Sense Making, System

Physical Education/Health Education: [www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html](http://www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html)

K.4.7.A.2a, K.4.7.A.2b, K.5.7.E.2b

## ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X	X	X	X	X									

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## LEARNING EXPERIENCES AND ASSESSMENT

**Question: What can you do to improve your wellness and promote healthy habits?**

Teacher's instructions:

This learning experience has been designed to be used either synchronously, asynchronously, or a combination of both. Teachers will consider how to adapt this learning experience to their students, contexts, and curricula. Instructions and texts are embedded within the PowerPoint slides for student support.

- It is good practice to make your **learning intentions** clear at the beginning of each class. A morning meeting could provide a space and time for this.
- **Time allotments** are a suggestion only. Adjust them as needed for the developmental needs of your students. As best you can, "read the room" and consider the stamina of your students in combination with the complexity and depth of the task.
- **Scaffolding and modelling** are an essential part of remote learning, especially when independent practice is offline during asynchronous time.
- **Feedback** is provided throughout the learning experience as students share their work.
- **High Yield Strategies** such as think alouds, class discussions, and demonstration writing can be infused throughout this learning experience.
- **UDL Considerations** such as visual cues, repeated formatting, and processes have been included to support all learners. Use any additional adaptations/scaffolds necessary for all learners to engage meaningfully in the learning experience.

## APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

- Grade 7 Inquiry into Improving Wellness PowerPoint
- Grade 7 Inquiry into Improving Wellness Assessment Tool
- Student T-Chart
- Student Comparison Chart

## Assessment Tool

### Grade 7 Inquiry into Improving Wellness

The following chart is one way to record your body of evidence of student learning. It is important to consider the identified grade band descriptors in relation to the practices and elements as you look through the body of evidence. You are describing the extent to which students enacted the descriptors. Transfer this information into the appropriate report categories.

Evidence of Learning in English language arts <a href="https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#3to5overview">https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#3to5overview</a>		Interrelated Dimensions of Learning Growth (IDOL-G) <a href="https://app.mapleforem.ca/en/groups/229/wiki/pages/2205">https://app.mapleforem.ca/en/groups/229/wiki/pages/2205</a>			
		Independence Emerging Expanding Extending	Breadth Emerging Expanding Extending	Depth Emerging Expanding Extending	Transformation Emerging Expanding Extending
4 ELA Practices & Elements	Grade Band Descriptors Identified				
<b>Power and Agency</b> <ul style="list-style-type: none"> <li>Recognize and analyze inequities, viewpoints, and bias in texts and ideas</li> <li>Investigate complex moral and ethical issues</li> <li>Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives</li> </ul>	Learners are understanding that texts represent and promote particular beliefs, values, and ideas.	Example: Extending In conversation with teacher student confidently discussed the ideas in the various texts			
	Learners are recognizing that one's identities are influenced by various factors and change over time and contexts.				
<b>Exploration and Design</b> <ul style="list-style-type: none"> <li>Research and study topics and ideas</li> <li>Interpret and integrate information and ideas from multiple texts and sources</li> <li>Manage information and ideas</li> <li>Invent, take risks, and reflect to create possibilities</li> </ul>	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.		Example: Extending Student's creations show intentional decision making that connects to themselves and a wider community.		

<b>Sense Making</b> <ul style="list-style-type: none"> <li>• Access, use, build, and refine schema</li> <li>• Select from and use a variety of strategies</li> <li>• Be aware of and articulate the ways that one engages with text.</li> </ul>	Learners are using and integrating background knowledge and sources of information purposefully to make sense of increasingly varied and complex text.			Example: Extending Student reflections and conversations about the texts show that they have internalized the ideas and created realistic and achievable goals.	
	Learners are using a variety of thinking processes (e.g., computational, imaginative creative, interpretive, critical) to make sense of and respond to increasingly varied and complex text.				
<b>System</b> <ul style="list-style-type: none"> <li>• Recognize, apply, and adapt rules and conventions</li> <li>• Identify, analyze, and apply understandings of whole-part-whole relationships</li> </ul>	Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.				Example: Extending Student's creations show independent informed decision making in using appropriate text structures and features. In conversation, the student describes their investigations to transform their texts. They initiated this new learning.
	Learners are more consistently and strategically applying knowledge of and using various resources for spelling, grammar, punctuation, and capitalization.				

## Grade 7 Physical Education/Health Education

Student Learning Outcomes  <a href="http://www.edu.gov.mb.ca/k12/cur/physhlth/grade_7.html">www.edu.gov.mb.ca/k12/cur/physhlth/grade_7.html</a>	Grading Scale	
	Incomplete	Complete
K.4.7.A.2a Identify the obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) that may influence achievement of and making revisions to personal goals and strategies (e.g., decision-making/problem-solving processes...)		
K.4.7.A.2b Describe the mental skills (I.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction.		
K.5.7.E.2b Identify positive ways of coping with daily moods and emotions associated with puberty (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...).		

Improve My Habits

Do More Of	Do Less Of

Make Comparisons

Similarities	Differences	New habits I may want to fit into my routine