

**Gold Trail Distributed Learning
Elementary Program**

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Elementary Handbook 2009/2010

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This program is subject to BC Ministry of Education guidelines that are reviewed and amended on an ongoing basis. We reserve the right to adjust our program information to comply with Ministry of Education orders as required.

Curriculum Options

With Gold Trail Distributed Learning, you have the following options:

- Option #1:** Using provincial and/or locally approved distance education materials.
- Option #2:** Using the “Portfolio Option” using your own secular (non-religious) materials to cover provincial learning outcomes.
- Option #3:** Using the “Blended Option” combining both provincial “distance education” portions as well as “portfolio” portions to cover provincial learning outcomes.

If you choose Option #1 (Provincial & Locally-Approved Distance Education):

- We will provide you with modules, workbooks, and texts as required.
- We will also supply a basic art supplies kit.

If you choose OPTION #2 (The “Portfolio Option”):

- Supplemental resources must be secular (non-religious) and support the appropriate provincial learning outcomes.
- The GTDL teacher, in collaboration with the parent, will ensure that these materials are used to address the intended learning outcomes. These learning outcomes can be viewed at the Ministry website. A link is provided on the Elementary Welcome page on the GTDL website. If you don’t have access to a computer or the internet, please contact your GTDL teacher for copies.
- Any non-consumable supplementary resources purchased by the GTDL will remain the property of the GTDL.

If you choose OPTION #3 (The “Blended Option”):

- We will provide you with the provincial distance education modules, workbooks and texts needed free of charge. All non-consumable materials will remain the property of the GTDL.
- Supplemental resources for the “Portfolio Option” portion must be secular and support the appropriate provincial learning outcomes. The GTDL teacher, in collaboration with the parent, will ensure that these materials are used to address the intended learning outcomes. These learning outcomes can be viewed at the Ministry website. A link is provided on the Elementary Welcome page on the GTDL website. If you don’t have access to a computer or the internet, please contact your GTDL teacher for copies.

Primary Programs Available

Provincial Distance Education Programs (Paper-Based):

<p><u>Kindergarten:</u></p> <ul style="list-style-type: none"> • Consists of 10 modules, each containing 15 half-days of learning. • All subject areas (Language Arts, Science, Mathematics, Social Studies, Art, Music, and physical activity) are integrated into the activities and projects included in the modules. • 1 module of Kindermath. 	<p><u>Grade 1:</u></p> <ul style="list-style-type: none"> • Consists of 9 modules, each containing 15 full days of learning. • All subject areas except Mathematics (Language Arts, Science, Social Studies, Art, Music, and physical activity) are integrated into the activities and projects included in the modules. • 8 modules of Math, each with 20 days of learning.
<p><u>Grade 2:</u></p> <ul style="list-style-type: none"> • Consists of 9 modules, each containing 15 full days of learning. • All subject areas except Mathematics (Language Arts, Science, Social Studies, Art, Music, and physical activity) are integrated into the activities and projects included in the modules. • 3 modules of Math, each containing 10 papers to complete. 	<p><u>Grade 3:</u></p> <ul style="list-style-type: none"> • Consists of 9 modules, each containing 15 full days of learning. • All subject areas except Mathematics (Language Arts, Science, Social Studies, Art, Music, and physical activity) are integrated into the activities and projects included in the modules. • 3 modules of Math, each containing 10 papers to complete.

Additional Approved Resources:

<i>All the Right Type - Computer Software to teach typing</i>
<i>Crosscountry Canada 2 - Computer Software for Socials (National)</i>
<i>Crosscountry BC - Computer Software for Socials (Provincial)</i>
<i>Check our website for other resources as they become available.</i>

Intermediate Programs Available

Provincial Distance Education Programs (Paper-Based)

<p><u>Grade 4</u></p> <ul style="list-style-type: none"> • 6 Mathematics modules. • 1 Cursive Writing booklet. • 7 modules with all curriculum strands integrated (except Math) into the activities and projects. Each contains 18 full days of learning. • 1 core Science module on Sound and Light • 9 optional special interest modules are available • Introductory keyboarding is available but optional. 	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> • 5 Language Arts modules including novel studies. • 6 Mathematics modules. • 4 Social Studies modules. • 4 core Science modules (topics covered include atmosphere and weather, matter, and the human body), as well as 5 optional modules. • 3 Art modules – basic concepts of colour values, texture, pattern, line drawing, cartooning, use of paint and 3D art forms. • 2 French modules plus 2 Special Projects.
<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • 5 Language Arts modules including novel studies. • 6 Mathematic modules. • 3 Social Studies modules. • 3 core plus 7 optional Science modules. • 3 Art modules. • 3 French modules plus 3 Special Projects. 	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> • 6 Language Arts modules including reading, language, spelling and handwriting assignments. • 7 Mathematics modules. • 6 Social studies modules. • 3 Art modules. • 4 Science modules. • 1 French module plus 1 Special Projects.

Additional Approved Resources:

<p><i>TLE 7 (The Learning Equation)</i></p> <ul style="list-style-type: none"> • computer-based Grade 7 mathematics program.
<p><i>All the Right Type – Computer Software to teach typing</i></p>
<p><i>Crosscountry Canada 2 – Computer Software for Socials (National)</i></p>
<p><i>Crosscountry BC – Computer Software for Socials (Provincial)</i></p>
<p><i>SNOOPS – Grade 5-level Science resource.</i></p>
<p><i>Check our website for other resources as they become available.</i></p>

Student Assessment

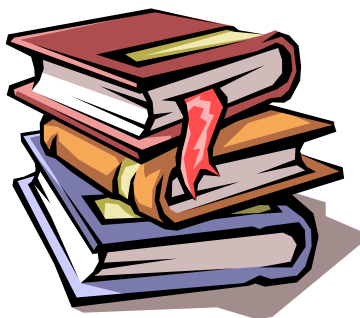
Part of the role of a teacher is to carry out assessment activities comparing each child's educational progress in a number of areas to age-appropriate and provincial standards. In our program, parents assist with this task, helping and guiding their child while ensuring that appropriate "evidence of learning" is sent in to the teacher every 2 – 3 weeks.

If a family chooses to use **"Option #1"** with a child by using provincial distance education materials, the assessment of learning is an integral part of the program (Grades K-3) & individual courses (Grades 4-7). If the family has the child follow the directions and complete all required activities and tests, this issue is "taken care of" by the structure of the program. We do encourage parents to review their child's work on a regular basis for accuracy and to provide immediate feedback and assistance to the child to keep the educational program positive and "on-track". In this way, the family also knows when to ask the teacher for ideas or other assistance.

If a family chooses to use **"Option #2"** or **"Option #3"** with a child, the family works with the teacher to structure how the appropriate learning outcomes will be addressed as well as to determine how "evidence of learning" will be provided. We can help with this by providing families with very useful tools such as "Marking Rubrics" and forms so the parent can provide us with "Performance Standard Snapshots" indicating how the child is doing in relation to provincial Performance Standards. This is especially useful when we need to translate the child's achievement into a letter grade through numeric scores at the Grade 4-7 level.

Whatever instructional program "option" a family chooses for the child, it is important that the student's work and "evidence of learning" samples come back to the teacher regularly. Submission of work every 2-3 weeks allows for proper recognition, corrective feedback, and collection of the necessary "evidence of learning" to take place, as well as maximizing the child's learning.

It is especially important that parents & students are well organized for their program and that a definite time-schedule is kept in mind at all times. Final work submissions for each term should come in at least 3 weeks before each formal report card date to allow the teacher time to do the required marking, mark collation, and report card writing.



Portfolio Assessment

Portfolio assessment offers teachers, students and parents a broad view of student learning by providing a way to document processes in learning as well as students' final products. Portfolio assessment also promotes a student's involvement in, and responsibility for, his/her own learning. For the GTDL, student portfolios will be utilized to provide concrete evidence of student learning for evaluation purposes.

1. Purposes for Portfolio Collections

The GTDL will utilize a *working portfolio* format, which is an on-going collection of samples of work used to highlight the students' efforts, progress, achievement, and reflections in a number of different areas.

2. Guidelines for Portfolio Collections

Together with their GTDL teacher(s), families can collaboratively determine guidelines for both the quantity of samples within a portfolio collection and the format of the collection.

3. Provide for Student Reflection

Involving students in reflecting on their own learning:

- Helps them view errors and risk-taking as avenues for continued growth.
- Builds confidence in their own abilities.
- Improves their study skills by helping them to focus on what is known as well as what is not known.
- Encourages them to take responsibility and ownership for their own learning.
- Helps them develop realistic self-concepts.
- Builds their self-esteem.

4. Evaluation

Each of the above will assist in gathering the information necessary for your child's GTDL teacher to generate the three formal report cards required by the Ministry of Education. We will produce these formal reports as per School District #74 guidelines.

Process:

Student completes assignments.

Assignments are sent to the GTDL teacher.

GTDL teacher marks and evaluates assignments.

GTDL teacher makes copies of work to create a portfolio.

Assignments are returned to the student.

Student Learning Plan

Portfolio Options

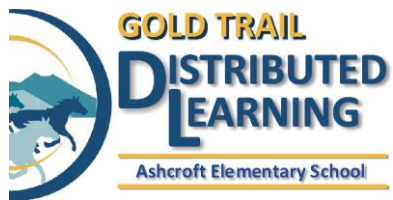
Portfolios need to include:

- Samples of student work showing “evidence of learning” throughout the year in all curriculum areas.

Work samples may include:

- Anecdotal records.
- Art work.
- Journal samples.
- Lab write-ups.
- Media presentations:
 - Audio tapes/files:
 - Oral Reading Samples.
 - Oral Language Samples.
 - Electronic slide presentations (e.g., PowerPoint presentations, etc.).
 - Photographic essays.
 - Photographs/digital picture files of projects.
 - Videotapes/video files.
- Monthly Tracking Sheets.
- Observation notes/checklists.
- Progressive Writing Samples:
 - Graphic Organizer (webs, charts, etc.).
 - Rough Drafts.
 - Final Drafts.
- Reading logs.
- Special reports.
- Spelling words mastered.
- Student self-assessment forms.
- Student reflection samples.
- Tests:
 - Unit or chapter tests.
 - Pre- and/or post-tests.
- Wide variety of work samples.





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