Learning Continuity Information for Secondary Teachers

(This document was created by the SD62 Curriculum and Learning Team and was informed by the Continuity of Learning - Planning Guide for Teachers and the SD62 Interim Continuity of Learning Guidelines)

From *SD62 Interim Continuity of Learning Guidelines*:

- Each student should have direct contact from a teacher two times per week. [Teachers working] collaboratively to determine the best way for these contacts to occur.
- Protocols are being developed for the pick-up and drop-off of paper-based resource materials.
- Working collaboratively, teachers are providing the following amount of learning opportunities* for their students.
  - Secondary: 2-3 hours per course per week

The purpose of this *Learning Continuity Information for Secondary Teachers* document is to provide a framework and resources to consider what Continuity of Learning could look like for your Secondary course. The Continuity of Learning will look different for each course, based on the area of learning, teaching style and preferences, and students' abilities and needs. Plans to assist you in assessing and ultimately providing final decisions about student progress (e.g. letter grades) for reporting are still being developed by the Ministry of Education.

We recognize that everyone is learning new skills and new ways of engaging our learners.

You have many supports available - your Teacher Librarian, Aborginal Education, Learning Assistance, Inclusive Education, and other teachers from your school or from across the district. Consider coplanning with another teacher or two, or creating/joining a professional learning community. The Curriculum and Learning Team is always here to support you. You can reach us individually by email, and we are happy to answer questions about resources, planning, or any other areas where teachers require support. The Curriculum and Learning team is also sharing information on the Engage Covid-19 Resources for Educators page.

These are challenging times for not only teachers, but students and their families as well. There are a range of experiences, emotions, and learning environments in students' homes at this time. We encourage you to go slowly and to offer activities that promote connections both to each other and to the learning. We are all in this together.

There are many resources and lists of recommendations available to educators at this time.

Start with what you already know, have, and do - What routines and procedures do you have in place? What are the essential learning standards for your course? How are you already integrating the curricular competencies, content, First Peoples Principles of Learning, and core competencies? How are you using observation, conversation, and student product in your assessment process? What are your existing key resources?

Then, thinking ahead to learning continuity possibilities - What supports are needed for your teaching and assessment practices? What new types of resources might be helpful at this time? What kind of support(s) might you need?

When reviewing digital learning resources, consider whether the resources support B.C.'s concept-based, competency driven curriculum and meet other criteria as listed below:

- ✓ Supports our concept-based and competency driven curriculum
- ✓ Provides opportunity for learners to develop and use targeted curricular competencies
- ✓ Is appropriate for targeted age/grade
- ✓ Provides opportunity for cross-curricular learning, where possible
- ✓ Provides differentiated learning opportunities so all learners can engage
- ✓ Supports pedagogically sound practices and inclusive language

(adapted from *Continuity of Learning - Planning Guide for Teachers*)

When reviewing recommendations, question: "Is this most suitable for:"

- New learning, with visible, virtual guidance from the teacher?

  → During a video or demonstration, the teacher could pause to provide additional notes or suggestions and to check in on the learning with students.

- Practice of learning?

  → Students use online questions to practice or review new learning.

  → Students review learning by watching a video or demonstration.

- Working independently, with a peer partner, or with a group of peers?

  → Students share or demonstrate their understanding through an audio-recording or video blog.

  → Students connect with peers to ask questions or work collaboratively.

  → Students discussing as a class through video or chat functions.

- Outside learning?

  → Encouraging students to explore the connections between their learning and their natural environment.

  → Students can create notes or sketches in a physical notebook to share later in a digital space.

- Technology free learning?

  → Learning Continuity does not always need to take place on a computer. Learning occurs everywhere.

  → Many students and their families may have limited access to technology.

Learning Continuity Considerations

Considerations	What does this mean?	What does this look like?
This is a unique time and it is imperative that we keep student safety, privacy and learning needs at the forefront of whatever decisions we make in regards to the digital resources that we use and support. **Be sure to follow the most recent information and guidance provided by the district.** As a general guide, use apps that do not require student/school to provide personal information including first and last names/email addresses. Use online programs that require the creation of a class account and student profiles, where students can use code names or first names only and school names are not identified.	**Digital Platforms** The "platform" is the tool teachers use to communicate and interact (send/receive files) with Students. **Digital Learning Resources** A digital resource is a tool that teachers will be offering to students to support them in their learning. There are many digital resources that can be used to assist students in learning from home. These resources should be used to supplement an educational program. They are not intended to be used as the main delivery of curriculum.	The following platforms are approved for use: FreshGrade, MyEducationBC, MyBlueprintBC, Google Suite, and Microsoft Teams. More information on our platforms is available on Engage: https://engage.sd62.bc.ca/covid-19 **Cross-Curricular and Subject-Specific Digital Learning Resources listed on page 7.**
Learners rely on the connections they have with the adults and peers in their class and school setting.	It is essential that learners – especially those in vulnerable circumstances – don't feel alone; regular one on one and group learning sessions can make a real difference.	- Your relationship with your students is key; find ways to maintain relationships. Follow up with individual learners who are struggling. This is essential, it helps the child feel reassured that they are not alone. For example, by phone, email, and/or video - Facilitate ways for peers to connect - ex. online chats

Learners will need to be more Independent and self-directed.	Focus on developing skills related to learning about topics that are of interest to students (and their families).	- Inquiries/project-based learning assignments that: - develop learners' understanding of a topic of interest - develop core and curricular competencies (ie: communicating with intent and purpose or questioning and investigating, etc.) - Emphasize learner self-assessment; have them identify "What I am proud of…" and "Next steps…" - virtual or telephone conferences with your students - create class or student blogs - students post to e-portfolio with a comment - engage students in peer feedback processes as appropriate - Together with your colleagues, prioritize which learning standards are most important and can be learned from home with teacher support. - Offer ways for students to share their growth in their Core Competencies - Consider interdisciplinary approaches for project/inquiry learning for authenticity as well as manageability
Consider the unique needs or circumstances of individual students and differentiate as appropriate.	We have a number of students identified as requiring additional support(s) because of unique learning needs. Families may also be a good source of ideas that work at home for students with unique needs.	Collaborate with your Inclusive Education Services and Learning Assistance teachers and teams to develop approaches that build in a variety of ways for students to access and demonstrate their understanding.
Parents and families as partners. Consideration of the family and their capacity and comfort in being more directly and regularly	Our realistic expectations need to be responsive to the capacity each family has to support their child's learning.	- Offer multiple ways/times for families to engage: - Survey families offering various ways to connect (ex: via an email, a post on our class page, a phone call, a video conference lesson or recording, etc.)

involved in their children's learning	Some families will have more or less time, energy, and expertise to contribute to their child's learning opportunities. Many families will also be supporting more than one student at home, or a combination of pre-school and school-aged children.	○ Offering options to complete each day/week ○ Give children and families a sense of ownership and honour their schedules ○ Plan for low and high tech options

(With recognition and thanks to SD69's *Continuity of Learning K-12* and SD68's *Selecting Digital Resources*))

Digital Learning Resources

***Be sure to follow the most recent digital security and privacy information and guidance provided by the district.** As a general guide, use apps that do not require student/school to provide personal information including first and last names/email addresses. Use online programs that require the creation of a class account and student profiles, where students can use code names or first names only and school names are not identified.

In addition to the resources listed below, there are a number of resources already posted on Engage that might help to support you:

Aboriginal Education Teaching Resources

Curriculum and Learning Teacher and Learning Resources

Careers and Transitions (see left column)

Early Learning Resources

ELL and International Education Teacher Resources

French Programs (see left column)

Healthy Schools, Healthy People

Thank you to all of the SD62 educators who provided suggestions, information about, and links to resources!

Cross-Curricular	**Focused (formerly ERAC) Digital Classroom Access**: information and usernames/passwords are posted on Engage under [Digital Resources](). Available to all staff, students, and families in SD62 - database that includes World Book Online, GALE, and others. **National Film Board (NFB) Campus**: English and French Films and lesson plans available. Teachers can activate their NFB CAMPUS account using these token links: English: https://www.nfb.ca/transaction/institutional-subscription/token/6340214756843983/ French: https://www.onf.ca/transaction/abonnement-institutionnel/jeton/6340214756843983/ You will need to activate your account (one-time only) to access CAMPUS remotely and to access the CAMPUS features. **Royal BC Museum:** [Learning Portal]() - collections of images, videos, lessons, and more. **Common Sense:** [Wide Open School]() - collection of resources from Scholastic, PBS, and others. **B.C. Ministry of Education:** [Keep Learning BC]() - A collection of resources and supports for educators, students, and families. **Gale:** Free access to Canada In Context and PD books on virtual learning. More information and access details can be found here https://www.gale.com/covid19support **Curio:** CBC's subscription-based education streaming platform. https://curio.ca/en/ **Common Sense Media:** Digital Citizenship resources: https://www.commonsense.org/ **National Geographic**: [Explorer Classroom]() **Junior Achievement BC:** financial literacy, work readiness and entrepreneurship learning opportunities to students across BC: https://jabc.ca/online-learning/ **TeachBC:** Resources and lesson plans submitted by B.C. teachers: [TeachBC]() **G-Suite Tools**: Login with your SD62Learns.org account: [Google Drive]() **Google Sites:** Easily make your own website or student portfolio (make sure to use your SD62Learns.org account, not a personal GMAIL account): [Google Sites]() **Google Arts & Culture:** Virtually explore world class museums from around the world: [Google Arts & Culture]() **Google Earth:** [Virtual Tours]() **TedEd @ Home:** High-quality, interactive, video-based lessons in multiple subject areas: [TedEd @ Home]() **Wonder of the Day:** [Wonderopolis.org]()

	Online Access to Publisher Resources: ● *Nelson*: Open access to a variety of student resources Teachers, Parents or students can access any of the resources. Access given online. [Nelson Student Resources Online](#) ● *Pearson*: Open access to over 70 of our most widely-used digital learning resources at [www.pearsoncanada.ca/athome](#) ● *Scholastic*: Supplemental ideas and day by day projects to keep kids reading, thinking, and growing [Teaching Remotely for Grades K - 12	Free Resources and Strategies](#) **Virtual Tours:** ● Vancouver Art Gallery: [Vancouver Art Gallery](#) ● Virtual Museum Canada: [VMC](#) ● Vancouver Aquarium: [https://ocean.org/learnonline](#) *[SD62 Learning Continuity Resources for Families](#): Contains resources, information, and links
Aboriginal Education	● **Indigenous Languages:** First Voices for Kids is designed to promote Indigenous oral culture and revitalize the rich linguistic history of this land. With over 50 Indigenous nations represented, this unique site demonstrates the diversity of Indigenous language and culture in British Columbia. Simply click on a link to start learning one of the many languages available! The KIDS PORTAL includes words, phrases, songs, stories, and games too! We raise our hands to the many elders for contributing their knowledge and voices to this site. [Kids Home](#) ● **Learn Michif**, the Gabriel Dumont Institute proudly features over 1000 words and phrases with various learning activities: [The Virtual Museum of Métis History and Culture](#) In addition, **Michif Legacy Project** online games is supported through the BC Métis Federation at [Michif Legacy Project](#) ● **Back to Batoche** brings to life the colourful history of Batoche and showcases the rich culture of the Métis. In both English and French, this website includes games, videos, photos, recipes, interviews with elders, as well as virtual tours of 1885 Batoche and the festival grounds of today. [Welcome to Back to Batoche](#) ● FNESC: Learning First Peoples Classroom resources includes resources for Science, Math, and more. [http://www.fnesc.ca/learningfirstpeoples/](#)

ADST	• Design Thinking activities: https://www.stem.family/activities/design-thinking-activities/ • Online engineering resources: https://www.andreabeaty.com/rosie-educational-resources.html • **TinkerCAD:** - 3D design tutorials: https://www.tinkercad.com/learn/designs/learning • **Hour of Code:** https://code.org/learn • **Tynker:** Coding for Kids - free access to premium coding courses during school closure: https://www.tynker.com/ • **Scratch:** block based coding platform: https://scratch.mit.edu/

English Language Arts	• **Surrey English Teachers' Association:** Sites contains many resources for curriculum and assessment: https://surreyenglishta.wordpress.com/
	 • **Teen Book Cloud:** A collection of Graphic Novels, eBooks, classic literature, National Geographic videos, resources and audiobooks: Teen Book Cloud
	 • **Audible:** audiobooks for teens – no account necessary and stories are available in six different languages that are read out loud: Audible Teens
	 • **CommonLit:** A free reading program that includes over 2,000 reading lessons: CommonLit
	 • **Podcasts for kids:** Top 25 for elem, middle, and secondary: Podcasts for kids
	 • **NY Times:** What's going on in this picture? Images from The New York Times stripped of their captions – and an invitation for students to discuss and write about: What's going on in this picture?
	 • Public libraries have a wealth of online resources (books, magazines, newspapers, movies, etc); many of which can be used without a library card:
	    ○ **Vancouver Island Regional Library (VIRL):** https://virl.bc.ca/
	    ○ **Greater Victoria Public Library (GVPL):** https://www.gvpl.ca/

English Language Learners	• **ESL at Home:** ESL at Home offers a variety of activities that have been translated into many different languages • **The Westcoast Reader:** Westcoast Reader: has current news articles, and comprehension questions and grammar activities.

Mathematics	**BC Numeracy Network**: Managed and vetted by outstanding Numeracy educators in BC. There are numerous links, downloadables, assessment ideas and tools and math lessons. **YouCubed:** Jo Boaler's website offering articles, math tasks, videos and professional development for Math teachers of all grade levels. - Learning Activities for Students - Apps and Games for Students 3-Act Math Tasks: Problem-based lessons that foster curiosity, these are video clips of a problem in 3 parts. Act 1 video sets up the question with things to think about/discuss. Act 2 gives you more information - if you need it. Act 3 shows the possible answer. You could share each section and have students respond to the questions online or in an MS Teams chat. **Chris Hunter (SD36):** Collection of Instructional Math Routines and other math resources - BCAMT resource page and Pinterest collection - SD36 Math 8 and 9 Video Series for Parents - would be helpful for students as well. - Peter Liljedahl - Numeracy Tasks **CEMC (University of Waterloo):** - CEMC's Courseware covers most mathematics topics covered curricula from Grade 7 to Grade 12: https://cemc.uwaterloo.ca/resources/courseware/courseware.html - Each course includes online teaching, interactive components, and lots of opportunities for practice. The Grade 9/10/11 Courseware includes curriculum maps that explicitly show how the lessons connect to the various Canadian provincial curricula: https://cemc.uwaterloo.ca/resources/courseware/grade-9-10-11-curriculum-maps.html - CEMC's Problem of the Week and Problem of the Month offer students the chance to do some problem solving: https://cemc.uwaterloo.ca/resources/potw.php https://cemc.uwaterloo.ca/resources/potm.php - CS Circles is an excellent resource for students to learn the basics of programming: https://cscircles.cemc.uwaterloo.ca/ - In addition to these resources, the CEMC offers a wide range of other online resources supporting Grade 4 to Grade 12: https://cemc.uwaterloo.ca/resources/resources.html - Desmos: offering learning for teachers and resources for students. - nrich: a good source for problems but is British and so not aligned with our curriculum organization but easy to search for topics. **Solveme Puzzles**: Solveme Puzzles

	- **Figure This!:** [Math Challenges for Families](#) - **Khan Academy Math:** Recommend for student practice, not introduction of new learning. [Khan Academy Math](#) - [Study Matrix:](#) Lessons and resources for students. **Note that some of the content is from the old curriculum. Use for specific topics, not whole courses.
Physical and Health Education	- **ChatterHigh:** [free online COVID-19 and Mental Health modules to support students and educators](#) - [YMCA - Victoria](#) - offering a number of online supports, such as activity suggestions and videos. - **Calm.com:** Free mindfulness resources for adults and kids - meditations and videos: https://blog.calm.com/take-a-deep-breath - **MindUP:** activities and information for families at home: https://mindup.org.uk/families/ - https://mindup.org.uk/mindup-activities/ - **Kids in the Know:** Personal safety skills, online safety, friendships/relationships, through games, booklets, and activities [Kids in the Know](#) - **Cosmic Kids Yoga:** https://www.youtube.com/user/CosmicKidsYoga - **GoNoodle**: https://family.gonoodle.com/ - **PE with Joe:** daily 30 min home workouts for kids/families (weekdays only) [PE with Joe](#)
Science	- **Science World:** [Science World Resources](#) - **Live it Earth:** Educational experiences from sea to space: [Live it Earth](#) - **San Diego Zoo:** Videos and live cams: https://zoo.sandiegozoo.org/videos - **Khan Academy Science:** [Khan Academy Science](#)
Social Studies	- **BCSSTA**: [Resources for Teaching and Learning at a Distance](#) - **Royal BC Museum:** [The Big Ideas in Social Studies](#) - **Critical Thinking Consortium**: Lesson plans and units that are ready to go with primary source documents and black line masters and in some cases videos. Lessons/assignments focus on the Historical Thinking Concepts, with attention to critical

	thinking. Teacher's Guides to Thoughtful Books, activities to go along with picture books for primary grades. History Documents including picture sets and briefing sheets for a variety of topics. The Critical Thinking Consortium: Home ● **Google Maps:** 10 ways to use Google Maps in a lesson: http://www.thethinkingstick.com/10-ways-to-use-google-maps-in-the-classroom/
Recommendations and Resources from other districts	**Surrey Schools: One** **Saanich Schools Online: Remote Learning Resources for Educators and Parents** **Cowichan Valley School District: Home Learning Activities** **Victoria School District: Secondary Home Activities**