**Name** School
**Year** – **Year**
**Grade**
Year Plan

**Teacher**

# Outline of Year Plan
Summary

*Glossary* – *Explanation of terms and abbreviations.*
*Professional Development Goals* – Key areas that I need to improve and a plan for this professional development.
*Documentation and Resources* – Documents and additional sources used in the creation of this year plan.
*year-year Summary: Overview and results of previous years program*
*General Class Demographics* – Overview of the students in the class name.
*Class Environment* – The physical organization of the classroom and resources.
*Routines* – The daily routines and classroom activities, which have limited changes during the year.
*Behaviour Management Plan* – Prevention, response and follow-up to encourage positive classroom behaviour.
*General Year Outline* – Overview of the program topics combined with the program goals and methods.
*Long Term Goals* – The key outcomes for the year-year year to develop students' skills.
*Stage Goals* – The key outcomes for the year-year year based on curriculum.
*Methods* – Overview of the teaching techniques used to support students' language development.
*Assessment* – Methods to identify students' progress throughout the year in regards to the identified outcomes.

# Documentation and Resources
The following curriculum texts and additional professional development resources were used to develop the year-year grade program.

**Resources**

# Professional Development
The following are key goals that I plan to improve on over the year-year school year; along with a plan for training, mentoring and additional resources to support this development.

| Planning | - goal | 1)<br>2)<br>3)<br>4) |
|---|---|---|
| Teaching | - goal | 1)<br>2)<br>3)<br>4) |
| | - goal | 1)<br>2)<br>3)<br>4) |
| | - goal | 1)<br>2)<br>3)<br>4) |
| Assessment | - goal | 1)<br>2)<br>3)<br>4) |
| | - goal | 1)<br>2)<br>3)<br>4) |
| | - goal | 1)<br>2)<br>3)<br>4) |
| Additional | - goal | 1)<br>2)<br>3)<br>4) |
| | - goal | 1)<br>2)<br>3)<br>4) |
| | - goal | 1)<br>2)<br>3)<br>4) |
| Cultural | - goal | 1)<br>2)<br>3)<br>4) |

# year-year Summary

Changes and adjustments to plans are indicted with *italics*.

| | Year Round | August (topic) | September (topic) | October (topic) | November (topic) | December (topic) | January (topic) | February (topic) | March (topic) | April (topic) | May (topic) | June |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Topic** | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary |
| **Topic** | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary |
| **Topic** | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary |
| **Topic** | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary |

**Grade/Topic**
- Previous year.
- Success/Struggles
- Goals

**Grade/Topic**
- Previous year.
- Success/Struggles
- Goals

**Grade/Topic**
- Previous year.
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**Grade/Topic**
- Previous year.
- Success/Struggles
- Goals

**Grade/Topic**
- Previous year.
- Success/Struggles
- Goals

**Grade/Topic**
- Previous year.
- Success/Struggles
- Goals

**Grade/Topic**
- Previous year.
- Success/Struggles
- Goals

# General Class Demographics

This is an estimate based on informal and observational assessment from date to date as well as previous year's June assessment. Further information is being collected and recorded in the individual student's assessment files.

| Household Language | Grade | Grade | Grade | Grade |
|---|---|---|---|---|
| Inktitut | | | | |
| English | | | | |
| Both | | | | |
| Unknown | | | | |

| | Grade | Grade | Grade | Grade |
|---|---|---|---|---|
| Unknown | | | | |
| Pre-Skill | | | | |
| Emergent EL2 | | | | |
| Transitional EL2 | | | | |
| Communicative EL2 | | | | |
| Confident EL2 | | | | |
| Proficient EL2 | | | | |

Distribution of skill/content levels:
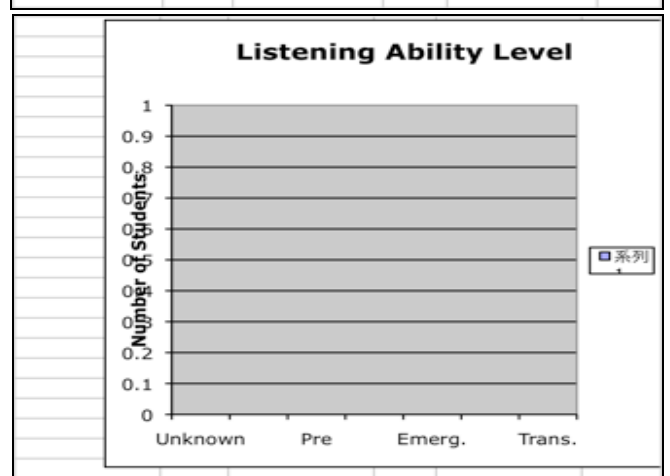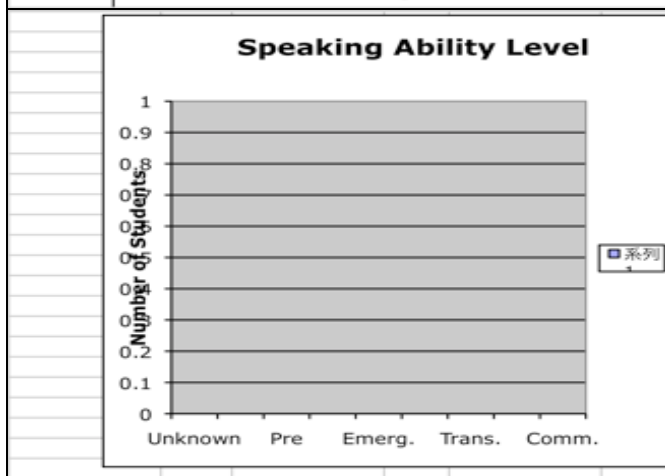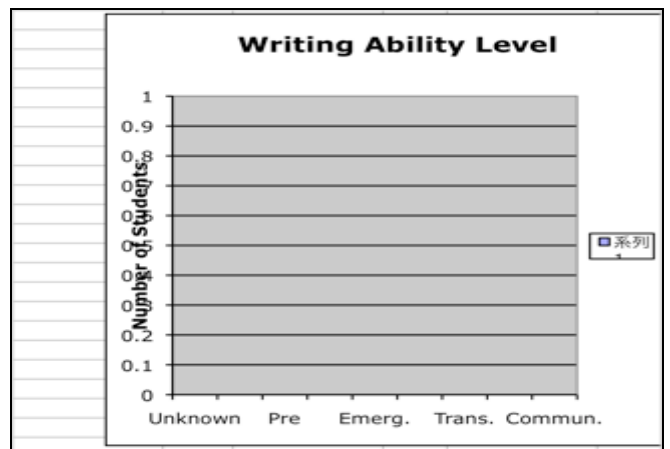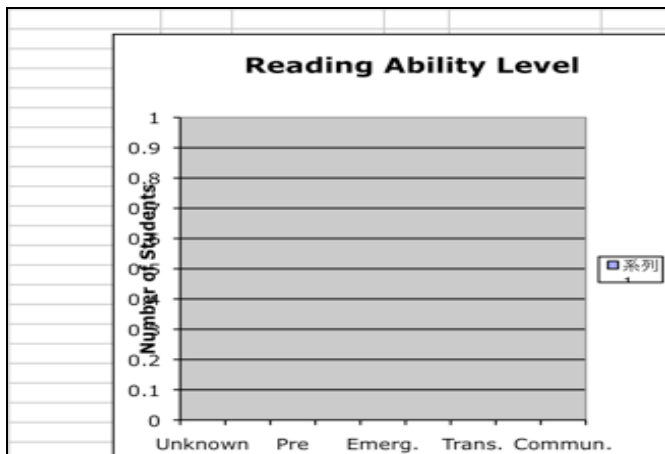


Pre-Skill: Has not demonstrated an interest or ability in this skill.
Emergent: Demonstrated some interest and simple experimentation with the skill.
Transitional: Demonstrating improvement in using the skill, beginning conventional rules.
Communication/Confident: Expresses idea coherently and experiments with the skills rules.
Proficient: Is capable of using the skill to further higher order learning.
*(See EL2 Junior Secondary Handbook for skill specific guidelines.)*

Additional Considerations

| | Grade | Grade | Grade | Grade |
|---|---|---|---|---|
| Seeing Impairment: | | | | |
| Hearing Impairment: | | | | |
| IEP & IAP: | | | | |
| Attendance Concerns: | | | | |
| Behavioural Concerns: | | | | |
| Behavioural Medication: | | | | |

# Class Environment

**Presentation**
Summary

**Activity Sitting/Standing Arrangement**
Summary

**Seating Arrangement**
Summary

**Centers**

Language centers will be arranged around the room for the weekly student choice time (Fun Friday). Students will move to each center in groups of 3 or 4 for 5 minutes depending on available class time. Centers will include (but not be limited to):

Library – Wide selection of topic-related print materials.

Recording Studio – Tape recorders, puppets ..etc.. for students to practice speaking.

Authors' Desk– Writing activities such as 'write the room', alphabet stamps…etc…

Movie Theater – Short videos or audio recordings of books and music.

Game Area – Puzzles, games and other theme related interactive activities

Literacy Games – Folder activities to develop phonics and reading skills.

Leveled Reading Group – Works with teacher on reading skills.

Skill-based Folder Activities – Students with similar needs are grouped and work on folder activities to improve their shared difficulties.

# Routines

**Curriculum Guidelines**
Summary

*(See curriculum document for skill specific guidelines.)*

**Weekly Format**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic |
| (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic |
| (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic |
| (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic |
| (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic |
| (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic |
| (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic |
| (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic |

**General Lesson Format**

The following is a sample of a lesson but timing may change for specialized activities (e.g. Picture/Writing).

- 00:00 - Student's prepare for lesson.
- 00:05 - Group Greeting or Calendar Routine & Reading Activity (e.g. daily message, book)
- 00:10 - Group Activity
- 00:15 - Individual Activity
  - Speaking (e.g. role play)     Listening (e.g. Bingo)
  - Reading (e.g. PWIM reading)     Writing (e.g. Make a sentence)
- 00:25 - Transition

**Routines for the start of the day**

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic | (Time) Topic |

**Managing Unfinished and Finished Work**
Summary

# Behaviour Management Plan

## Prevention: Action Pictures and Role Play

To encourage positive behaviour management, students will be taught the expected routine behaviours through a combination of pictures, demonstration and role-play games in August. These will be repeated throughout the year as a reminder of expectations.

## Prevention: Activity Demonstration

To prevent behaviour problems due to confusion, students will be taken through the activity as a collective class and then small group remedial assistance provided immediately. Care will be taken to insure visuals are used to reduce the challenge of vocabulary. Pair and group work will be encouraged during class to further develop Pilriqatigiingniq and peer support. Also games will be repeated (with the vocabulary changed) so that students can learn the process and will need less teacher instruction.

## Prevention: Class Sayings

Common sayings will be used to remind students of behaviour during activities. These include: Listening behaviour: "Our eyes are looking. Ears are listening. Lips are shut. Legs are crossed and hands are in our lap." Sitting in circle behaviour: "Criss-cross apple sauce. Hands in basket." Line-up and walking behaviour: "Facing forwards. Hands at side. Nice and quiet in the hall."

## Prevention & Positive Reinforcement: Verbal Encouragement, thumps up and "High Fives"

When students demonstrate positive behaviours and successfully complete work, verbal encouragement (e.g. "Way to go") will be used to acknowledge them and promote future repetition. "High fives" (right palm to right palm clap) will also be used as it turns positive encouragement into a kinesthetic form and reduces influence of language difficulties for ESL/ELL students. Thumbs up is another language-reduced option but will be used during situations when high fives are not possible (e.g. class is sitting in a circle).

## Positive Reinforcement: Clean-up Stickers

Every day the students will be given a 30 second count down to clean up their work. Pictures of the clean-up will be posted on the board. If the student successfully clean-up during the time they will receive a happy face beside the class name. If they receive 5 happy faces in a week, they get a sticker to add to their folder. Once 12 stickers are collected they can trade it in for a prize.

## Negative Reinforcement: Group Reminders

When one or more students are engaging in a mild disruptive behaviour (e.g. not watching instruction) a group reminder will be used without centering out the individual. Wording introduced during the Action Pictures and Role Play prevention techniques will be used to ensure consistency.

## Negative Reinforcement: Behaviour Response Routines

When an inappropriate or disruptive behaviour (e.g. talking during instruction) occurs the following process will be used:
Warning 2:      Verbal.
        " (name). (behaviour) is (consequence/emotion). Please (required behaviour) or you will have a time out."
Repeat 1:       2 Minute time-out beside the door.
Repeat 2:       5 Minute time-out beside the door plus classroom teacher informed.
Repeat 3:       Visit to office.
If a student refuses to move to the assigned time-out location, the small group or class will be moved and the student will remain in that location.

## Follow-Up: Post-Behaviour Response Routines

After the student receives a time out or alternative, a few moments will be taken to check-in with the student. The student will be asked what behaviour led to the discipline, how it effected their peers and what behaviour they will use in the future.

## Follow-Up: Class-Wide Behaviour Response

If a particular behaviour is reoccurring within a grade 2 or 3 class, a group discussion will occur to identify the behaviour and guide the students as they decide upon an acceptable consequence. This response will be supported and enforced by the teacher. The intent of this method is to support the principal of Aajiqatigiingniq (consensus decision making), while helping the students to monitor their own behaviour choices.

# General Year Outline: Topics

| | Year Round | August (topic) | September (topic) | October (topic) | November (topic) | December (topic) | January (topic) | February (topic) | March (topic) | April (topic) | May (topic) | June |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Topic** | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary |
| **Topic** | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary |
| **Topic** | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary |
| **Topic** | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary | summary |

# Long-Term Goals

The following goals will set the foundation of the 2013-2014 EL2 program.

(A) "Goal"
- Summary

(B) "Goal"
- Summary

(C) "Goal"
- Summary

(D) "Goal"
- Summary

(E) "Goal"
- Summary

# Curriculum Expectations

Summary.

These are initial estimates of when particular goals will be introduced, practiced and assessed. However, timing may change during the school year to accommodate the students' progress.

| | Not formally introduced | | Introduced, Practiced, Assessed | | Monitored |
|---|---|---|---|---|---|

**Topic**

Months (rows): May, Jun | Feb, Mar, Apr | Nov, Dec, Jan | Aug, Sept, Oct

Columns:
Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation, Expectation

Sub-Topic, Sub-Topic, Sub-Topic, Sub-Topic, Sub-Topic, Sub-Topic

# Topic

| Aug, Sept, Oct | Nov, Dec, Jan | Feb, Mar, Apr | May, Jun | Sub-Topic | |
|---|---|---|---|---|---|

Aug, Sept, Oct | Nov, Dec, Jan | Feb, Mar, Apr | May, Jun

**Sub-Topic**
- Expectation
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**Sub-Topic**
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**Sub-Topic**
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**Topic**

| | Aug, Sept, Oct | | | Nov, Dec, Jan | | | Feb, Mar, Apr, | | | May, Jun | |
|---|---|---|---|---|---|---|---|---|---|---|---|

**Sub-Topic**
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**Sub-Topic**
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**Sub-Topic.**
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# <u>Communication with Community</u>

**Parents: Item**
> Summary

**Parents: Item**
> Summary

**Volunters: Item**
> Summary

**Elders: Item**
> Summary

**Community Helpers: Elders: Item**
> Summary

# Methods

These methods and activities will be used daily, weekly or monthly to develop the long-term, stage, grade and additional goals that support students' Language development. Please note that this list is not exhaustive as additional methods will be added as they become relevant to the needs of the individuals and classes.

| Method | Summary | Grades | Topics | Long-Term Goal (see pg 6) | Curriculum Expectations (see pg 7 to 9) | Inuit Qaujimajatuqangit |
|---|---|---|---|---|---|---|
| Title | Summery | Grades | Topic | Goals | Stage *.* | Topic |
| Title | Summery | Grades | Topic | Goals | Stage *.* | Topic |
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# Assessment

## Long-Term Goals – Ongoing and End of Term Assessment

| | Sub-Goals | Method | Assessment | Notes |
|---|---|---|---|---|
| (A) Goal | * | * | * | * |
| (B) Goal | * | * | * | * |
| (C) Goal | * | * | * | * |
| (D) Goal | * | * | * | * |
| (E) Goal | * | * | * | * |

## EL2 Stage Goals – Initial, Ongoing & End of Year

| Topic | Topic | Topic | Topic |
|---|---|---|---|
| Summary | Summary | Summary | Summary |

## Methods

| Method | Outcome | Assessment |
|---|---|---|
| Title | * | Type |
| | * | Type |
| | * | Type |
| | * | Type |
| Title | * | Type |
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**Additional Assessment Tools**

**Title**

- Summery

# Extra Curricular: Student Related

**Title**

Summery.

**Title**

Summery.

**Title**

Summery.

# Extra Curricular: Professional Representation

**Title**

Summery.

**Title**

Summery.