***YCIS Extension classes***

***BEYOND… (READING and WRITING, MATHEMATIC)***

***Year 1/2:***

*This will be addressed based on student need as students are presented to the Learning Resource teacher as being significantly above year level. The Learning Resource teacher will set aside time to provide enrichment to the students who need it as well as assist teachers in gathering resources. To allow teachers to adequately get to know their students, Beyond… classes will not begin until week 10 at minimum.*

*Chosen students will be withdrawn once per week. They will engage in various units/projects that focus specifically on Literacy, Mathematics and STEM. Each unit will last 6- 8 weeks. Student invitations will be considered separately at the beginning of each project/unit. The planning will be specific to student need, therefore will be at the discretion of the Learning Resource teacher and Year 1 co teachers. The Learning Resource teacher will take anecdotal assessment notes to provide to the classroom co teachers.*

***BRAIN BUSTERS (Brain Busters-mathematics; Brain Busters-literacy)***

***Year 3***

*This will not begin until Week 8 of the school year to allow teachers to get to know the levels of student learning as well as their approach to learning. Students will be withdrawn once per week. They will engage in various units/projects that focus specifically on Mathematics and Literacy. Each unit will last 8 weeks. Student invitations will be considered separately at the beginning of each project/unit.*

*The Learning Resource teacher will take anecdotal assessment notes for the classroom co teachers. These notes, along with class assessments and SATS assessments, will serve to inform whether the child will be admitted into the Extension Program in Year 4. Plans will be kept on the server for future reference.*

***EXTENSION PROGRAM***

***Year 4 and 5***

***\*Once students are admitted, we are committed to them through the grades unless there is significant change in their learning. Should a parent and/or child decide that they are being adequately challenged in the classroom, it is their right to remain there.***

*Beginning from Year 4 and continuing through Year 5, there will be 2 extension pull out classes: Math and Literacy.*

*Where possible, learning will be aligned with mainstream classes. Assessments focused around problem solving skills will be recorded in PowerTeacher and comments sent to teachers. The Learning Resource teacher should input a minimum of two assessments per reporting period. Plans will be inputted to Atlas.*

***Year 6***

*Beginning from Year 6, there will be a streamed full time advanced Math Class.*

*The Literacy extension class will continue as a pull out once per week and have assessment procedures as in Years 4 and 5. Plans will be inputted to Atlas.*

***Selection Process:*** It is important to note that students who are significantly above *(one to two years above)* their year level are selected for the extension programs. This is determined through formal assessments, in class assessments and discussion with class teachers.

***Reporting****:* From Year 4 on,the extension teacher will record all assessments in PowerTeacherPro. An assignment, with year level standards, will be created. Only the applicable students will receive the grades for the assignment. All other students will be left blank. During report writing, the extension teacher will provide a short comment to the mainstream teacher, outlining strengths and weaknesses of each student participating in the extension class with a focus on their approach to challenges.

**English Extension Program**

**Overall Objective:** To develop both critical and creative thinking skills in reading and writing. This will be achieved by engaging students in activities that focus on higher order thinking skills according to *Bloom’s taxonomy: applying, evaluating, analyzing and creating.* The extension class is an opportunity to *apply and build on* those skills independently and demonstrate abilities above grade level. Students will be withdrawn from their class program once/week to attend extension classes. Programming is aligned, whenever possible, to the units currently being studied in their mainstream classes.

**Enduring Understandings:**

Reading expands understanding of the world, its’ people and oneself.

Readers use strategies to construct meaning.

Readers develop a deeper understanding through reflection of text.

People communicate more effectively when they have a larger vocabulary.

Good writing will have an effect on the reader.

Writing is a multi-stage process.

Spoken words can be powerful.

Visual materials enhance understanding.

**Enduring Questions:**

What is so great about reading? How does reading affect your life?

What are readers thinking when they read?

How do readers reflect and respond?

Do the words we choose say what we mean?

How can we write in a way that ‘moves’ the reader?

Does each step in ‘the writing process’ make your writing better?

Does *how* we say something effect what others hear?

How do pictures and images impact our thinking?

***Vocabulary Building****:* Students will be engaged in vocabulary activities that are designed to build their overall vocabulary, but are not necessarily tied to units. Unit vocabulary will be addressed in lessons.

***Reading****:* The focus will be to build critical thinking when reading. Students will be explicitly taught reading comprehension strategies then given opportunity to practice throughout the year,. When focusing on particular reading comprehension strategies\*, students will be required to identify how it moves their comprehension forward.

*\*Predicting, Summarising, Inferring, Making Connections, Monitoring Comprehension, Synthesising, Visualising.*

***Writing:***Writing practice will be aligned to text types being taught in class. While language and structural features will be referred to, it will not be explicitly taught. It is assumed this will be covered in mainstream classes. Students will be given the opportunity to apply their skills within the given text type. Small class size means that conferencing will be frequently utilised to determine independent ability and steps forward. It is important to acknowledge that students will move quickly through the writing process and will sometimes need to complete work as homework since the classes are only once/week.

***Speaking/Listening:***The small group dynamic will allow for much group discussion. Speaking and listening skills will be noted anecdotally in this manner, and discussed with students as opportunities arise. More formal teaching of speaking and listening will be attached to appropriate units, such as ‘Persuasion’.

***Homework:***Periodically, students will need to complete writing assignments to be ready for the next week’s class, as mentioned above. Otherwise, homework will not be assigned.

***Assessment:***Formal assessments such as ISA and SATS will be conducted within the mainstream classroom. All work completed in extension classes will be assessed by the extension teacher with accurate records kept. Work will be assessed against the Year Level YCIS expectations. Students will be given opportunity to self and/or peer assess in every lesson in order to give more accountability of their own learning. Plans will indicate in each lesson how the students are being assessed, and whether the assessment is ‘as learning’, ‘for learning’, or ‘of learning’.

**Mathematics Extension Program**

**Overall Objective:** To have students apply their mathematics learning to develop problem solving skills across all strands. This will be achieved by providing various challenging problems throughout the year that require various strategies to solve. Emphasis will be placed on process and strategy. Students will be withdrawn from their class program once/week to attend extension classes. Programming is aligned, whenever possible, to the units currently being studied in their mainstream classes.

**Essential Understandings:**

Problem solving is a crucial life skill.

In the future, students will be expected to solve problems that currently don’t exist.

*Strategy* and *process* is often more important than the answer.

**Essential Questions:**

Why is problem solving so important?

How can I solve difficult problems?

Why do I have to ‘show my work’?

***Problem Solving:***Students will be taught a problem-solving process\* and problem-solving strategies\*\* and given the opportunity to practice each strategy. As much as possible, the problems will be attached to units being taught in the mainstream classroom.

 \* Understand, Estimate, Plan, Solve, Check (1 and 2) – Write a sentence.

\*\* Guess and Check, Make a Table, Work Backwards, Act it Out, Make a Model, Draw a Diagram, Use Objects, Find a Pattern

In addition to strategic problem solving, students will engage in open ended problem solving and end the year with a project based problem.

***Homework:***Homework will generally not be assigned.

***Assessment:***Formal assessments such as ISA and SATS will be conducted within the mainstream classroom. All work completed in extension classes will be assessed by the extension teacher with accurate records kept. Work will be assessed against the Year Level YCIS expectations. Students will be given opportunity to self-and/or peer assess in order to give more accountability of their own learning