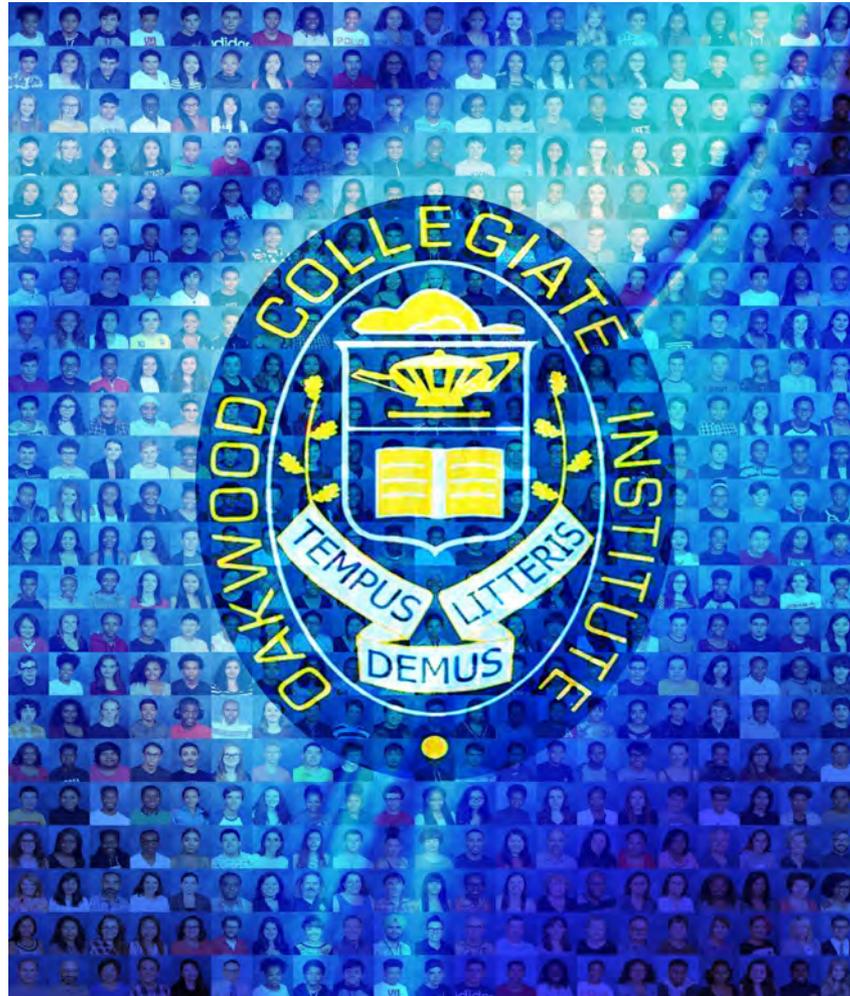




Welcome to Oakwood Collegiate Institute



Oakwood Collegiate Institute

Who we are...



WHO WE ARE...

- *Oakwood CI believes in providing the best learning environment for all students. We are passionate about starting our students off on the right foot, teaching them the academic skills, habits, and behaviours that are integral for success in high school and their future post-secondary pathways.*
- willing to “**do something differently**”
- **Re-thinking** what we want our students to learn when they leave us
- **Re-thinking** what we evaluate and “how”... And thinking about our “impact”?



WHO WE ARE...

- Expressing an **intentional 'BELIEF'** in our students to help instill confidence in their own academic abilities
- A focus on **21st Century Global Competencies**:
 1. Critical Thinking and Problem Solving
 2. Creativity, Innovation, Inquiry & Entrepreneurship
 3. Collaboration and Leadership
 4. Communication
 5. Global Citizenship and Character
 6. Self-Awareness and Self-directed learning



 **Oakwood Collegiate**
@TDSB_Oakwood

 **Oakwood Collegiate**
@TDSB_Oakwood

[Follow](#)

Our purpose is prepare and teach the SKILLS necessary for success tomorrow - what will our kids need?


Ted Fujimoto @tedfujimoto
What skills do employers value most in graduates? crwd.fr/2xB9wjg
#work #edchat #deeperlearning #edpolicy #npc17

4:28 PM - 13 Nov 2017

3 Retweets 7 Likes



  3  7

 CARING staff teach "Academic Mindset" & then have stud'ts understand "we learn

Promoted Tweet

 **Reticare USA** @reticare_usa · Nov 13

What's happening with light from device screens is no joke.





Ted Fujimoto
@tedfujimoto

Follow

What skills do employers value most in graduates? crwd.fr/2xB9wjq #work #edchat #deeperlearning #edpolicy #npc17



Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

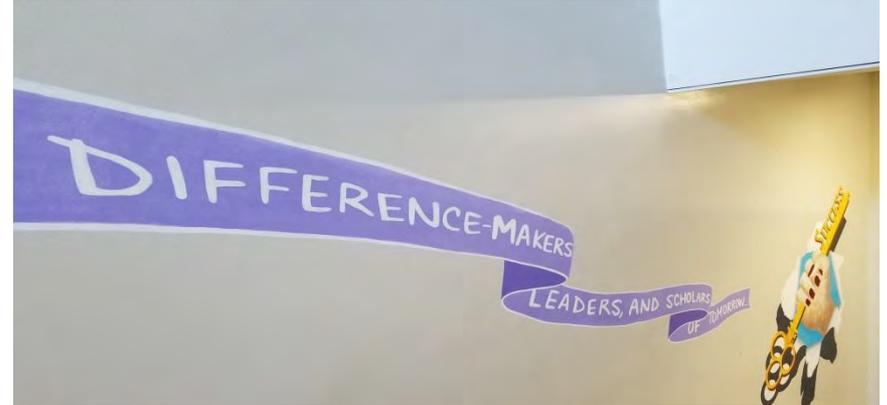


Source: Future of Jobs Report, World Economic Forum

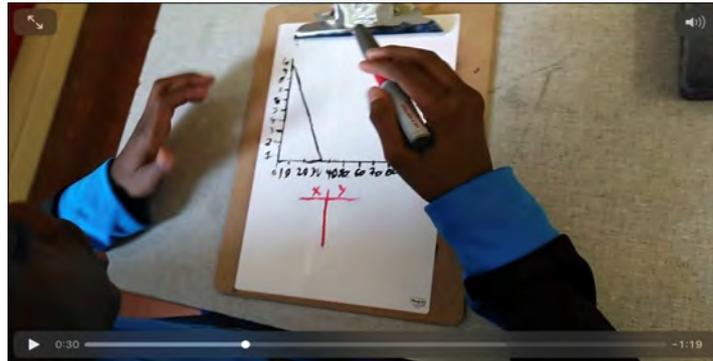
WHAT WE'VE DONE...



WHAT WE'VE DONE...



WHAT WE'VE DONE IN MATH ...



Equation from a Table of Values

Slope-intercept form
 $y = mx + b$
Slope $m = \frac{\text{Change in } y}{\text{Change in } x}$

$m = \frac{-30}{-10} = 10$ or 10
 $y = 10x + b$

The video player interface shows a progress bar at 0:01 / 2:07.

Equity Focus



Goal

Equity

To improve outcomes for underserved students by increasing staff awareness of societal unconscious biases, inequities, and providing staff with support to build capacity

Cogenerative Dialogues

Inquiry Question	If we centre students as active participants in co-constructing their learning environment through cogenerative dialogues (Emdin), how might student engagement and achievement improve?		
Learning Moves/ Actionable Items	Urgent Needs <i>What are the first steps you need to take? Set the stage for your inquiry; problem solve for addressing visible and invisible barriers</i>	Next Steps <i>What action steps are you taking in your inquiry?</i>	Knowledge Mobilization <i>How will you share learning (within the school community and initiative)?</i>
	<ul style="list-style-type: none"> • Learning about cogenerative dialogue • Communicating with students, parents/guardians • Recognizing our own bias about our students • Establishing a relationship and safe place to start the discussion 	<ul style="list-style-type: none"> • Read the research (pp 61-81 Chris Emdin (2016) Cogenerative Dialogues <ul style="list-style-type: none"> ◦ Meet on February 22 and discuss • Plan the research • Book Club? 	<ul style="list-style-type: none"> • Share with Parent Council • Students share with their families and provide feedback • Staff Meeting • Visible in the school - classrooms, office
Methods <i>How will you collect the information you need (school achievement and empowerment of Black students)? - monitoring progress, ongoing work</i>	<ul style="list-style-type: none"> • Learning Cycle: Roundtable discussion - Implement - Feedback/Reflect - Modify - Roundtable discussion ... continue.... 		
Documentation <i>How are you documenting the student learning and excellence, as well as your professional learning throughout this inquiry? - anecdotal observations, photographs, student work samples, etc.</i>	<ul style="list-style-type: none"> • Record conversations • Observation notes • Photographs 		



PROVINCIAL SHOWCASE
2020

CAMP
N20-

Newwood College

WUM

Viola the

WUM

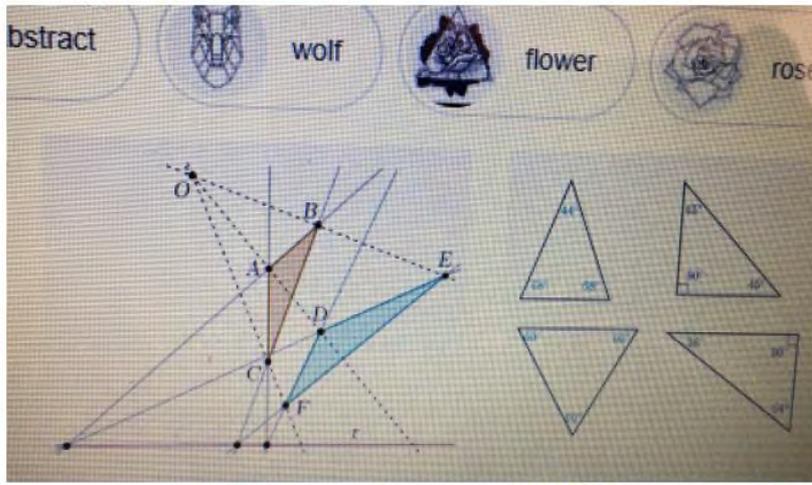
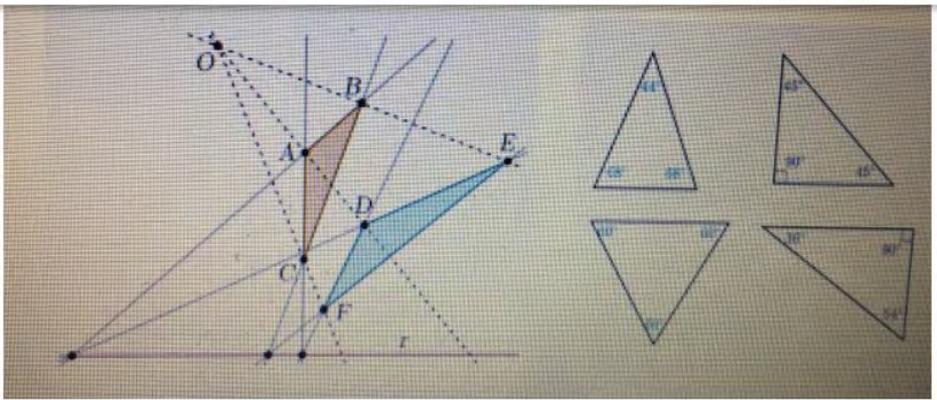
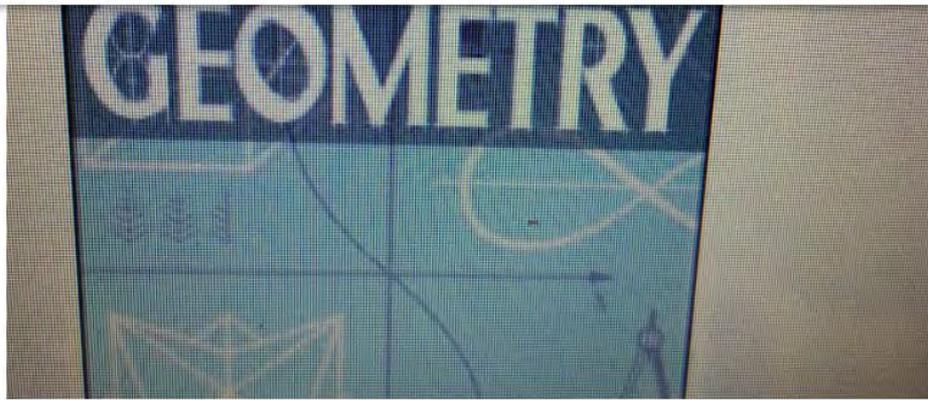
Most Recent

Girls' Group Cogen (VP)

- They want access to appropriate menstrual products and facilities in at least one washroom
- They wanted better messaging about a recent Literacy Test: Messaging must be more supportive, more informative about alternatives if they were unsuccessful and and less “high stakes” and stress inducing

Grade Nine Math Class (Teacher)

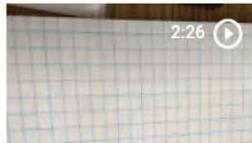
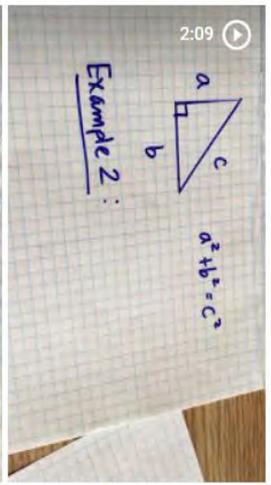
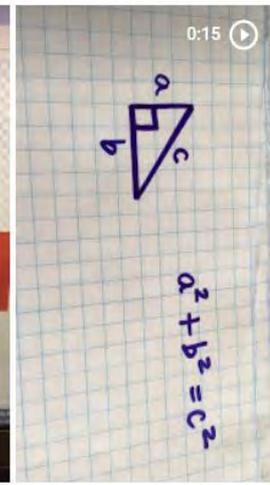
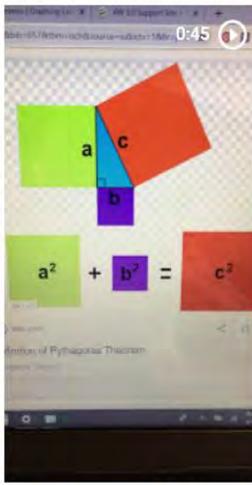
- They wanted a way to feel welcome and connected even when late to class
- They wanted explanatory instructional videos on google classroom to be more fun and animated.



0:22

Formula Sheet
Grade 9 Academic

Geometric Shape	Perimeter	Area
Rectangle	$P = 2l + 2w$	$A = lw$
Parallelogram	$P = 2b + 2a$	$A = bh$
Trapezoid	$P = a + b + c + d$	$A = \frac{1}{2}(a+b)h$
Triangle	$P = a + b + c$	$A = \frac{1}{2}bh$
Circle	$C = 2\pi r$	$A = \pi r^2$

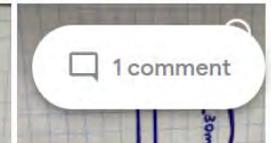
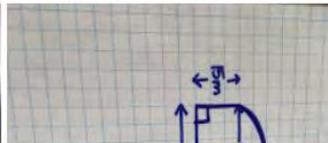
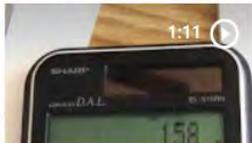


1:45

Perimeter of Composite Shapes

0:39

Circumference of a circle



Intentional Talk About Race

Inquiry Question	What happens when we intentionally create spaces for conversations about race and racism in the classroom (in Grade 9 English and beyond)?		
Learning Moves/ Actionable Items	Urgent Needs <i>What are the first steps you need to take? Set the stage for your inquiry; problem solve for addressing visible and invisible barriers</i>	Next Steps <i>What action steps are you taking in your inquiry?</i>	Knowledge Mobilization <i>How will you share learning (within the school community and initiative)?</i>
	<ul style="list-style-type: none"> • Planning how to scaffold the <u>process</u> and <u>content</u> of round table discussions in the gr. 9 classroom • Gathering interesting resources to generate discussion/build background knowledge. 	<ul style="list-style-type: none"> • We made an action plan: <ul style="list-style-type: none"> ○ Dates for discussions ○ Possible topics for discussion generated 	<ul style="list-style-type: none"> • Pedagogical documentation • Have students share their experiences
Methods <i>How will you collect the information you need (school achievement and empowerment of Black students)? - monitoring progress, ongoing work</i>	<ul style="list-style-type: none"> • Pedagogical documentation - notes, reflections, journals • Student work - ie. transcripts of round table discussion (with student permission) • Interview/reflection after discussions are done 		
Documentation	<ul style="list-style-type: none"> • Transcripts, video/audio testimony 		

Wellbeing Focus

Adverse Child Experiences (ACES)

and Caring Adults



Goal

Wellbeing

To explore approaches that collectively support the well-being of students (with particular attention to disengaged students) using intentionality in growing interpersonal relationships, and creating a caring school culture that focuses on positive self-esteem, managing anxiety, and developing resilience.



Adverse Childhood Experiences (ACEs)

- The CDC-Kaiser Permanente Adverse Childhood Experiences (ACE) Study is one of the largest investigations of childhood abuse and neglect and later-life health and well-being. The original ACE Study was conducted at Kaiser Permanente from 1995 to 1997 participants received physical exams and completed confidential surveys regarding their childhood experiences and current health status and behaviours.
- **Full study: Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults The Adverse Childhood Experiences (ACE) Study.** Vincent J. Felitti, MD, FACP, Robert F. Anda, MD, MS, Dale Nordenberg, MD, David F. Williamson, MS, PhD, Alison M. Spitz, MS, MPH, Valerie Edwards, BA, Mary P. Koss, PhD, James S. Marks, MD, MPH



Adverse Childhood Experiences (ACEs)

Abuse

- Emotional, Physical and/or Sexual abuse

Neglect

- Emotional or Physical

Household Challenges

- Parent (usually the mother or stepmother) treated violently, Household substance abuse, Mental illness in household, Parental separation or divorce, Criminalized household member



Impact of Adverse Childhood Experiences (ACEs)

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Risk for intimate partner violence
- Liver disease
- Poor work performance
- Financial stress
- Multiple sexual partners
- Sexually transmitted diseases
- Smoking
- Suicide attempts
- Unintended pregnancies
- Early initiation of smoking
- Early initiation of sexual activity
- Adolescent pregnancy
- Risk for sexual violence
- Poor academic achievement



Impacts on the Classroom

FIGHT	FLIGHT	FREEZE
<p>Acting out Aggressive Oppositional Argumentative Stubborn Challenging authority Violent Pushing away friends (anti-social)</p>	<p>Hyperactive Running out of the classroom Avoidance Hiding A loner</p>	<p>Daydreams Seems lazy Bored - distracted Apathetic Stares into space Refuses to answer Blank look Inability to move</p>





Caring Adults

“The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult.”

Center on the Developing Child - Harvard University

Having at least one significant, caring relationship with an adult is one of the positive, protective factors for child and youth mental health.

(“A Shared Responsibility” Ontario’s Policy Framework for Child and Youth Mental Health – MCYS, 2006)



Caring Adults - Research

- Children and adolescents who have a formal or informal “mentor-like” relationship with someone outside their home are less likely to have externalizing behavior problems (bullying) and internalizing problems (depression).
- This group is also more likely to complete tasks they start, remain calm in the face of challenges, show interest in learning new things, volunteer in the community, engage in physical activities, participate in out-of-school time activities, and be engaged in school.
- Additionally, those who have a caring adult outside the home are more likely to talk with their parents about “things that really matter.”
- These results suggest that mentor-like adults outside the home can be a resource in promoting positive well-being for children and adolescents.

Caring Adults: IMPORTANT FOR POSITIVE CHILD WELL-BEING (2013) Murphey et. al. retrieved from childtrends.org



Caring Adults - At Oakwood

Formal

- TDSB's Mental Health Strategic Plan supports the implementation of a "Caring Adult" Program in every school
- Every staff member at OCI has chosen 2 - 3 students to support by being a Caring Adult
- Every achievement cycle Caring Adults check-in with their students to ensure academic needs are being met with success



Caring Adults - At Oakwood

Informal - Mentor like and Unique to the Student/Staff

- You Are Supportive
- You Are An Active Listener
- You Push--Just Enough
- You Have an Authentic Interest in the Person As An Individual
- You Foster Self-Decision Making
- You Lend Perspective



**9 OUT OF 10 KIDS PREFER A
TEACHER WHO CARES
ABOUT THEM. THE TENTH
KID HAD EARBUDS IN AND
DIDN'T HEAR THE QUESTION.**

@TEACHERGOALS



Literacy Focus



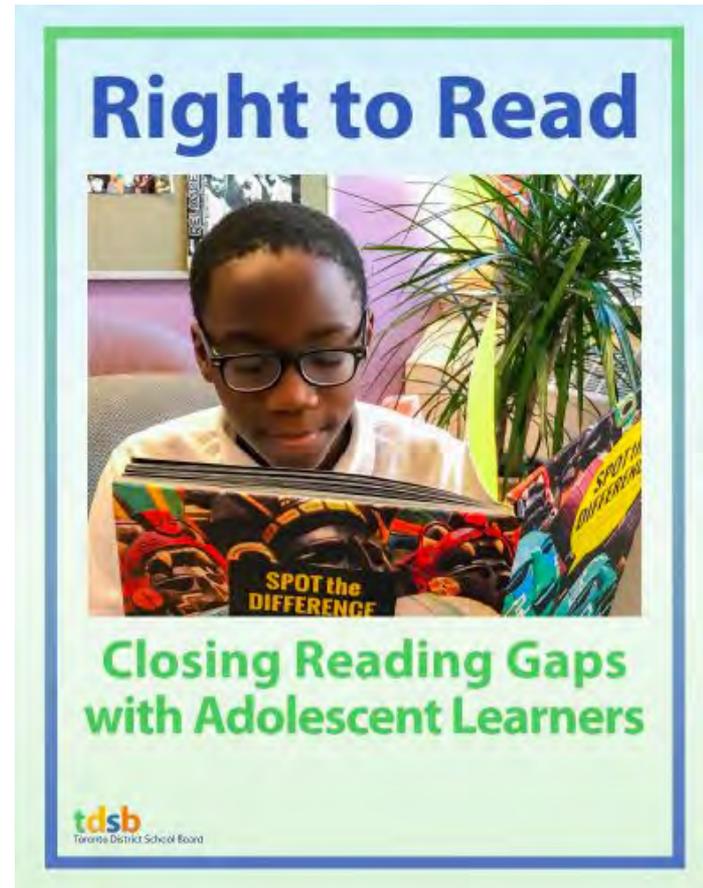
Goal

Achievement

To increase reading levels and access to curriculum learning for underserved grade 9 Enhanced Pathways Academic students

Improving Reading Levels

- Increase reading *volume*
- Increase *autonomy* of reading life
- Increase reading *stamina*
- Identify students who struggle and work to *intervene effectively*
- Respond to *student voice*
- Engage in *critically responsive pedagogy*
- Work to decrease “summer slide”



Increase Reading Volume and Autonomy

- Increase student choice of books
- More independent reading
- Ensure diversity of books in terms of genre, authorship, reading level, subjects
- Consider: mirrors, windows, doors
- Consistent updating of collection based on student and teacher feedback
- Students write down books read and are mindful about what they will be reading next
- Students suggest books for classroom and library

Increase Reading Stamina and Intervene with Students Who Struggle

- Include instructional teaching with “small bursts” of more difficult texts (i.e. non-fiction articles)
- Provide structured, accountable-talk time to discuss issues
- For students who seem to be struggling, provide one-on-one testing to determine strengths and challenges, and adjust instruction accordingly
- For common challenges, adjust whole-class instruction accordingly

Engage in Critically Relevant and Responsive Pedagogy and Respond to Student Voice

- A culture of high academic expectations
- A focus on learning and achievement
- A focus on cultural competence
- A focus on critical consciousness
- An emphasis on anti-Black racism as a response to the severe over-representation of black males among those who are underserved in reading
- Culturally relevant, anti-racist and anti-oppressive pedagogy



A grade nine student, currently enrolled in academic grade nine classes:

“[In my previous school], they [the teachers] were more focused on work, not reading. This year the focus on reading turned into the work.”



A grade nine student, currently enrolled in academic grade nine classes:

“I was scared to go into academic because I didn’t want to get bad marks. I think academic is better for me, even though everything is not easy. I feel like some work is easier and some is challenging: about 50/50.”



A grade nine student, currently enrolled in academic grade nine classes:

“In grade 8 I was scared that I wouldn’t get help. They told me that “you’re on your own in high school” and that no one helps you. That isn’t true. I can get help at lunch and after school and in class. They really try to help you here.”



A senior student, who was not enrolled in grade nine academic classes. The student reads at a grade ten level:

“When I was in grade 8 I was told, ‘Oh, you should take this class because it will help you succeed’ and, you know, it would be better for me. And nobody told me the outcome and what [that course] achieves in life. And for me, I wanted to go to college and pursue my dreams. And when I found out it kind of slowed me down in life.”

Other efforts geared towards supporting SIP goals...



More MATH and Tech...

- The TDSB has partnered with Discovery Education to provide Math Techbook for Grades 7-10.
- Math Techbook is an interactive and engaging online textbook that helps students to construct and apply their own understanding through investigations, activities, virtual manipulatives, and guided practice.
- Teachers can use Math Techbook to gather assessment data that they can use to inform next steps.

Toothpick Triangles

The picture shows the first two iterations of a toothpick triangle pattern. Use toothpicks to copy the pattern shown in the picture. Then, continue the pattern by using additional toothpicks to create the next three iterations.

Toothpick Triangle Pattern

Complete the table to show the total number of toothpicks used for each number of triangles.

Number of Triangles (x)	Number of Toothpicks (y)
1	3
2	5
3	<input type="text" value="7"/>
4	<input type="text" value="9"/>
5	<input type="text" value="11"/>

Collaborating across departments ...

The screenshot shows a Google Docs interface with the following content:

Name: _____ Date: _____

**Grade 9 Enhanced Pathways CGC1D1/ENG1D1 Culminating Assignment
“How Liveable is Your Community?”**

Your Task:
You will research your neighbourhood (or another neighbourhood in Toronto) and create a Google Slides Presentation that answers the following question:
“Would you recommend your neighbourhood to other families?”
You will then **orally present** your findings in English class.

Guidelines:
This project is the culminating assignment for *both* Grade 9 Enhanced Pathways Geography and English. It will count for 15% of your final mark in each course.

Each student must do their own work, independently. All work must be done *in class* and you must leave your assignment paper with your teachers at the end of each class.

Due date for Google Slides Presentation: **Friday May 17, 2019**

Oral Presentations (in English): **Week of May 21-24, 2019**

Oral Presentations (in English): Week of May 21-24, 2019

Evaluation:
(detailed rubrics attached)

Geography	English
<ul style="list-style-type: none"> • Photos, Research & Maps (Liveable Communities Strand) • Demographic Issues (Changing Populations Strand) • 15% of final mark 	<ul style="list-style-type: none"> • Clear, interesting and effective slideshow (Media Strand) • Ability to thoughtfully discuss the topic (Oral Strand) • 15% of final mark

Steps to Completion:

- Step 1 - Photo Essay on Types of Land Use
- Step 2 - Data Collection on Community Demographics
- Step 3 - Maps
- Step 4 - Finish Slide Show
- Step 5 - Oral presentation

BGC - Summative

Name: _____



Part 1 PHOTO ESSAY ASSIGNMENT

Use your **Google Images** or **Google Maps Streetview** to get photos of the following:

- Different types of houses or apartment buildings in your neighbourhood (*residential*)
- Parks and outdoor recreational space in your neighbourhood (*green space*)
- Educational or learning environments in your neighbourhood, including community centres (*institutional*)

Grade 9 Academic Enhanced Pathways Integrated-curriculum Math-Science Culminating Activity 2019

The in-class, non-exam portion of this year's culminating activity for grade 9 science and math students will be 'skills-focused' and centred around the quantitative physical property of density. This important scientific concept will be the driver for measurement skills acquisition in science and mathematical analysis skills in math. The broad outline of this activity is as follows:

In Science Class, students will...

- Design and perform a lab that will measure the masses and volumes of various sizes of rubber stoppers (all with identical density) with the aim of determining the density of the material
- Learn how to accurately obtain the masses of materials using an electronic balance
- Learn how to accurately obtain the volumes of irregularly shaped objects by displacement
- Calculate average volumes, masses and densities of materials using the formula $D=M/V$
- Be evaluated on their newly acquired lab skills in a 'practical lab test' setting. They will be given materials and equipment and demonstrate their ability to determine the density of an unknown material
- Generate a set of data from the original lab to use for analysis in their math classes (see below)

In Math Class, students will...

- Use the data collected in science class to plot mass vs. volume graphs
- Determine the density of the rubber stoppers, by a second technique, which is by determining the slope of the mass vs. volume graph.
- Develop the equation of the line (slope) representing the density of the rubber stoppers
- Compare the slopes representing various densities and also develop the concept of



ROUGH DRAFT: Grade 9 HPE & FSL Culminating Task

File Edit View Insert Format Tools Add-ons Help Last edit was made on 4 March by Anthony Miller

Share S ?

100% Normal text Arial 11 B I U A

2 1 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 17 18

Introduction

Participating in physical activity and exercise are important health maintenance strategies for people of all ages—children, youth, adults, and seniors. If being physically active is to become a part of a person's lifestyle, it will be important to make a positive emotional connection to the activities of choice. In other words, there needs to be a feeling that physical activity is enjoyable and fun. Part of feeling that physical activity/exercise is fun is achieved by simply making it a habit. This Assignment focuses on the many benefits of physical activity and exercise. The benefits are organized into three categories: physical fitness, health, and mental-emotional benefits.

Specific Learning Outcome:

Evaluate the benefits of selected types of physical activity in the development of fitness and in the prevention of disease at various stages of life. Examples: relationship between aerobic activity and cardiovascular disease, breast cancer, type 2 diabetes, mental health; relationship between weight bearing activities and osteoporosis

Key Understandings:

Physical activity contributes to fitness, health, and mental-emotional benefits. Specific benefits are associated with selected physical activities. There are key benefits of physical activities at various life stages.

Essential Questions:

1. What are the health benefits of fitness that affect five systems of the body?
2. What benefits of exercise affect the mental-emotional health of an individual?
3. What benefits of physical activity may be different or the same for specific age groups?

Task: Neatly type up a one page report on the benefits of living a healthy active lifestyle (or the benefits of exercise on the body). This report will be done as a newsletter format, infographic poster.

active kids learn better
ACTIVE LIVING RESEARCH

physical activity at school is a win-win for students and teachers

<p>GRADES:</p> <p>20% more likely to earn an A in math or English</p>	<p>STANDARDIZED TEST SCORES:</p> <p>increased 6% over 3 years</p>	<p>JUST ONE PHYSICALLY ACTIVE LESSON CREATES:</p> <p>13% increase in students' physical activity for the week</p> <p>21% decrease in teachers' time managing behavior</p>
---	---	---

physically active kids have more active brains

BRAIN SCANS OF STUDENTS TAKING A TEST:

after 20 minutes of [rest] after 20 minutes of [physical activity]

MORE RESULTS:

- after 20 minutes of physical activity: students tested better in reading, spelling & math and were more likely to read above their grade level
- after being in a physically active afterschool program for 9 months: memory tasks improved 16%

Physical activity for children and young people (5-18 Years)

BUILDS CONFIDENCE & SOCIAL SKILLS	MAINTAINS HEALTHY WEIGHT
DEVELOPS CO-ORDINATION	IMPROVES SLEEP
IMPROVES CONCENTRATION & LEARNING	IMPROVES HEALTH & FITNESS
	MAKES YOU FEEL GOOD

Be physically active

Spread activity throughout the day

Aim for at least **60 minutes** everyday

All activities should make you breathe faster & feel warmer

PLAY	RUN/WALK	BIKE	ACTIVE TRAVEL
SWIM	SKATE	SPORT	PE
		Include muscle and bone strengthening activities 3 TIMES PER WEEK	

Overall Success Criteria

Les critères de succès

✓ **I can create an infographic that includes accurate facts (at least 10) and graphics relevant to my theme of healthy active living.**
Je peux créer une infographie qui inclut des faits précis (au moins 10), des graphiques pertinents et de vocabulaire spécifique sur mon thème d'une vie saine et active.

✓ **I can design an organized and visually appealing infographic.**
Je peux dessiner une infographie organisée et visuellement attrayante.

✓ **I can orally present my theme of active living using a radio or Youtube advertisement (at least 30 seconds and in French).**
Je peux présenter oralement mon thème d'une vie saine et active utilisant une publicité à la radio ou au Youtube (au moins 30 secondes et en français).

✓ **I can listen to the advertisements of my peers and pose questions related to their infographics to help me better understand (In French and in English).**
Je peux écouter les publicités de mes pairs et poser des questions relatives à leurs infographies pour m'aider à mieux comprendre (en français et en anglais).



Details:

Les détails

★ **Two infographics** must be completed: one (1) in English and one (1) in French. This can be done **individually or in pairs**.

★ **One advertisement** must be completed to evaluate French speaking. This must be done **individually**.

RUBRIC / GRILLE D'ÉVALUATION

Name(s):

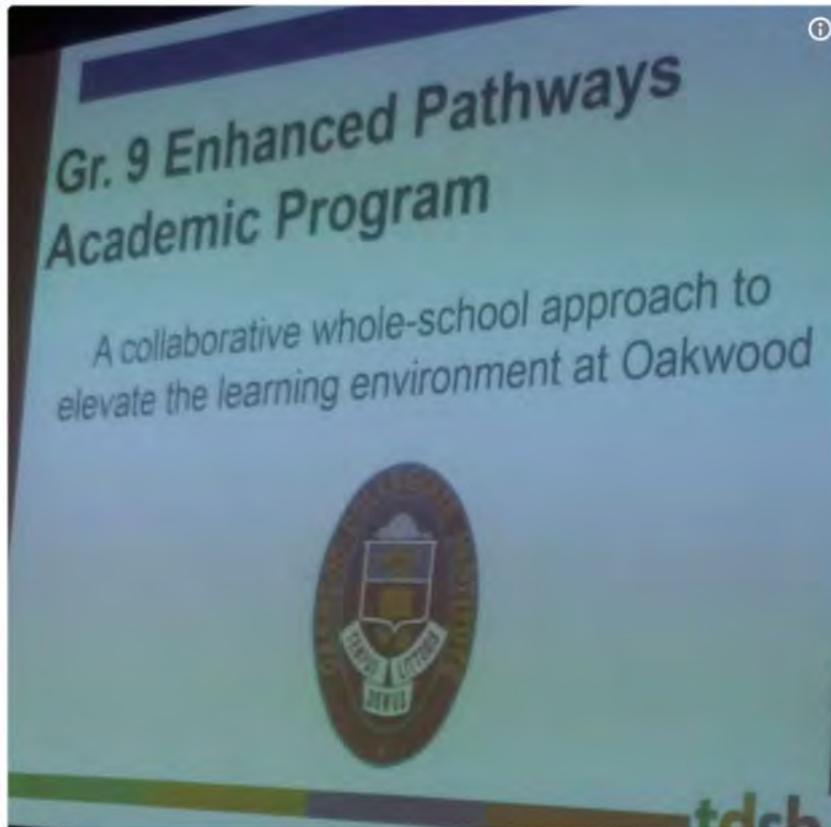
Critères de succès	Niveau 4	Niveau 3	Niveau 2	Niveau 1
THEME / MAIN IDEA <i>I can create an infographic that clearly demonstrates a theme of healthy active living.</i> (K T C)	The theme pertains to healthy active living. The topic is clear and easy to understand.	The theme pertains to healthy active living. The topic is clear.	The theme pertains to healthy active living, but the topic is somewhat unclear.	The theme does not pertain to healthy active living. The topic is very unclear or absent.
CONTENT <i>I can create an infographic that includes precise facts (at least 10), relevant graphics, and specific vocabulary with relation to my theme of healthy active living.</i> (K T A)	Infographic includes at least 10 precise facts, relevant graphics and specific vocabulary with relation to the theme of healthy active living.	Infographic includes 7-9 precise facts, relevant graphics and specific vocabulary with relation to the theme of healthy active living.	Infographic includes 5-6 precise facts, some relevant graphics and some specific vocabulary with relation to the theme of healthy active living.	Infographic includes few or no (>5) precise facts, few or no relevant graphics and little or no specific vocabulary with relation to the theme of healthy active living.
DESIGN / LAYOUT <i>I can design an infographic that is organized and visually attractive.</i> (A C)	The infographic is very organized and very visually attractive.	The infographic is organized and visually attractive.	The infographic is somewhat organized and somewhat visually attractive. It is slightly messy.	The infographic is poorly organized and unattractive. It is messy.
COOPERATION/CLASS TIME <i>I can use classroom time</i>	Time was used very well. Always focused on the task without	Time was used well. Mostly focused on the task without	Some time was used well. Sometimes focused on the task	Time was not used well. Poor focus on task with distraction

PPL10 | FSF10 | FSF1D1 | FEF1D4

FRENCH ONLY				
<p style="text-align: center;">STRUCTURES DE LANGAGE</p> <p><i>Je peux utiliser les structures de langage et le vocabulaire spécifique (i.e., la grammaire et la ponctuation) pour mon thème de la vie saine et active en français avec beaucoup d'efficacité.</i></p> <p style="text-align: center;">(R W)</p> <p><i>***Use of Google Translate is NOT permitted.</i></p>	<p>Je peux utiliser les structures de langage et le vocabulaire spécifique (i.e., la grammaire et la ponctuation) pour mon thème de la vie saine et active en français avec beaucoup d'efficacité.</p>	<p>Je peux utiliser les structures de langage et le vocabulaire spécifique (i.e., la grammaire et la ponctuation) pour mon thème de la vie saine et active en français avec l'efficacité considérable.</p>	<p>Je peux utiliser les structures de langage et le vocabulaire spécifique (i.e., la grammaire et la ponctuation) pour mon thème de la vie saine et active en français avec un peu d'efficacité.</p>	<p>Je peux utiliser les structures de langage et le vocabulaire spécifique (i.e., la grammaire et la ponctuation) pour mon thème de la vie saine et active en français avec l'efficacité limitée.</p>
<p style="text-align: center;">EXPRESSION ORALE (PUBLICITÉ)</p> <p><i>Je peux présenter oralement mon thème d'une vie saine et active utilisant une publicité à la radio ou au Youtube (au moins 30 secondes et en français).</i></p> <p style="text-align: center;">(S)</p>	<p>Je peux présenter oralement mon thème d'une vie saine et active utilisant une publicité à la radio ou au Youtube avec beaucoup d'efficacité.</p> <p>La parole est au moins 30 secondes et c'est seulement en français.</p>	<p>Je peux présenter oralement mon thème d'une vie saine et active utilisant une publicité à la radio ou au Youtube avec l'efficacité considérable.</p> <p>La parole est au moins 30 secondes et c'est seulement en français.</p>	<p>Je peux présenter oralement mon thème d'une vie saine et active utilisant une publicité à la radio ou au Youtube avec un peu d'efficacité.</p> <p>La parole est au moins 20-30 secondes et c'est seulement en français.</p>	<p>Je peux présenter oralement mon thème d'une vie saine et active utilisant une publicité à la radio ou au Youtube avec l'efficacité limitée.</p> <p>La parole est moins de 20 secondes et c'est pas en français.</p>

Proud Principal...





Annie Kidder

@Anniekidder



Oakwood went from 0 to 100% - 100% collaborative, 100% academic, 100% not about lowering standards. #p4ed2017

11:48 AM - Nov 11, 2017

2 12 24

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See the conversation on Twitter



Annie Kidder
@Anniekidder



"It's not de-streaming, it's elevating learning for all students."
[@tdsb](#) No applied courses in grade 9. Classes capped at 25.
[#p4ed2017](#)

11:58 AM - Nov 11, 2017

6 17 46

See the conversation on Twitter



Annie Kidder
@Anniekidder



De-streaming: "teaching kids academic skills/ habits that are
integral for success in high school & post-secondary pathways."
[#p4ed2017](#)

12:09 PM - Nov 11, 2017

3 5 11

See the conversation on Twitter



Emily Caruso Parnell
@teachontheverge



Interesting links between the expectations we have of children
going into FDK/gr1 and [#grade9](#) Teach the child. [#Applied](#)
[#academic](#) [#P4ed2017](#)

See the conversation on Twitter



Nazerah Shaikh
@nazerah99



#Believe #BustYourButt #BeYourBest = 3Bs from P Steve Yee from Oakwood CI #p4ed2017

12:12 PM - Nov 11, 2017 · Toronto, Ontario

1 retweet 1 like

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Annie Kidder
@Anniekidder



Oakwood English teacher: "focus should be preparing kids to be solid readers, writers & thinkers, and to think reading is fun."

#p4ed2017

12:16 PM - Nov 11, 2017

5 retweets 22 likes

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Emily Caruso Parnell
@teachontheverge

Amazing Applied vs Academic workshop this morning at [#P4ed2017](#) - food for thought about streaming, equity, pathways. [#OntEd](#)

12:58 PM - Nov 11, 2017

1 1 1

See the conversation on Twitter



Karen Robson
@klobson

That academic/applied session was incredible. Real heros Oakwood Collegiate don't wear capes! [#p4ed2017](#)

12:47 PM - Nov 11, 2017

1 1

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Stiles4TO
@maritstiles

[@TDSB_Oakwood](#) inspired educators/advocates at [#P4ED2017](#)
So proud of these [#DavenportTO](#) [#tdsb](#) innovators!
[twitter.com/anniekidder/st...](#)

6:11 PM - Nov 11, 2017

1 1 3

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Last words...

More important than the programming at our school (or any school) and the facilities: computer labs, science labs, music rooms, dance studio, gymnasiums, and fitness room --

I believe the most important factor in a school is the 'people' in the building and we have amazing, passionate, FUNomenal, CARING people at Oakwood.

