

Title: Theme Unit: The Sea and Sea Life

Learning Intention/Description of Learning Activity:

The oceans and the seas of the world are home to a variety of creatures that we, humans, have discovered only a fraction of. They survive and thrive in a way that affects our lives, too. Thus, a little exposure to their world can teach everyone, especially kids, why it is important to appreciate marine life. Over 70% of the earth is occupied by oceans and it is believed that there are over 2 million more types of marine animals that we haven't yet stumbled upon. Teaching children about sea life is crucial for fostering environmental stewardship, understanding our planet's interconnectedness, and promoting scientific literacy. By learning about marine ecosystems, children develop a sense of responsibility for protecting these vital habitats and the creatures they contain. This knowledge also helps them grasp the impact of human actions on the ocean and inspires them to become informed citizens who can contribute to solutions for ocean conservation. Learning about ocean life fosters a sense of responsibility and encourages children to become advocates for marine conservation. They understand the importance of protecting habitats, reducing pollution, and combating climate change. The ocean plays a vital role in regulating climate, providing oxygen, and supporting diverse ecosystems. Teaching children about marine life helps them understand how these systems are interconnected and how human actions can have far-reaching consequences. Exploring the ocean and its inhabitants introduces children to scientific concepts like biodiversity, ecology, and the scientific method. This can spark curiosity and inspire future scientists and conservationists. The ocean connects people and cultures across the globe, highlighting the importance of international cooperation. Ocean education can help children understand global trade, weather patterns, and the impact of their actions on other parts of the world. Learning about the beauty and wonder of the ocean can foster a lifelong appreciation for nature and encourage outdoor exploration.

Ultimately, educating children about sea life is an investment in the future of our planet. It equips them with the knowledge, skills, and passion to become responsible stewards of the ocean and its incredible biodiversity.

Teacher Comments/Feedback:

NAME is currently at an "emerging" level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos.

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with little or no one-to-one support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown.

NAME is currently at an “extending” level of understanding for grade-level expectations.

HE/SHE participated fully, completing all the worksheet pages independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes.

Unfortunately, NAME was absent for most or all this theme unit. Please go to the abovementioned webpage and review the videos and if you want to print out the PDF worksheets to complete at home. There is insufficient data in which to assess HIM/HER at this time.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with some of the seat work activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the worksheet pages or portions of the worksheet pages.

NAME is working towards the goals in HIS/HER IEP and is assisted by HIS/HER School Support Educational Assistant (EA/SEA/SSSW). HE/SHE struggles to complete the work without assistance so support was given one-to-one to complete most of the worksheet pages. Therefore, there is no proficiency scale being used to assess HIS/HER level of understanding.

Next steps:

Your child should be able to: recognize and identify different kinds of common ocean animals, share a few details about various ocean creatures, (sea stars, octopus, jellies, crabs and fish) recognize that some animals are large predators (sharks and killer whales) while others are bottom feeders, compare animals that live in the ocean/those that don't. Read an ocean animal-related book aloud and discuss with the class as you read. Make ocean animal crafts. Have your child create a "My Ocean Animals Fact Book" with their own hand-drawn illustrations and facts.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Beginning to or not yet demonstrating learning in relation to standards.	Demonstrating learning in relation to learning standards with growing consistency.	Showing competence and consistency when demonstrating learning in relation to the learning standards.	Showing increasing depth and complexity and demonstrating learning in a variety of contexts.
Emerging is not failing	Developing is not failing	Proficient is not perfect.	Extending is not bonus or accelerated work.

Emerging	Developing	Proficient	Extending
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