



WEST
VANCOUVER
SCHOOLS

A world of opportunity

DPAC Liaison Meeting

January 10th, 2024



Digital Tools in the Classroom

Emily Miller & Jennifer Towers

District Supported &
Approved Resources



SCAN ME

Book Creator



Daily Life



In Argentina, life is mainly centered around your town or city. Young people ideally go to their local university. Businesses open early, take a long break at noon and stay open into the night. The best quality of life is in Buenos Aires, the capital of the nation, although several other cities are important agriculturally and economically. Most people speak Spanish, although Italian, German and English are also spoken.

Residents of cities often live in high-rise apartments, while people in the countryside mainly live in ranch-style houses. Families that are not as able to get by live in shantytowns.



The picture on the left shows a shantytown in Buenos Aires. In the distance there are high rise apartments.



Buenos Aires is a bustling and lively city.

Music



There are many different genres of music that are popular in Argentina. Tango is one; it has a long history in the country. Argentine rock is very popular among youth. Prominent bands include Miranda, Carajo and Bersuit. The country also has different varieties of folk music, with regions of the nation having their own unique styles. European classical music is also a trend, with many cities having theaters where people perform.



This video shows a man playing Milonga music, which influenced tango in its early years.



Buenos Aires has a lot of rock clubs.

Google Read & Write


a student's guide to **GLOBAL CLIMATE CHANGE**

Learn the Basics | See the Impacts | Think Like a Scientist | Be Part of the Solution! | SHARE

Home > Learn the Basics | Read&Write for Google Chrome™

Learn the Basics

The Earth's climate is changing, and people's activities are the main cause.



Our world is always changing. Look out your window long enough, and you might see the weather change. Look even longer, and you'll see the seasons change. **The Earth's climate is changing, too, but in ways that you can't easily see.**

The Earth is getting warmer because people are adding heat-trapping gases to the atmosphere, mainly by burning fossil fuels. These gases are called greenhouse gases. **Warmer temperatures are causing other changes around the world, such as melting glaciers and stronger storms.** These changes are happening because the Earth's air, water, and land are all linked to the climate. The Earth's climate has changed before, but this time is different. **People are causing these changes, which are bigger and happening faster than any climate changes that modern society has ever seen before.**

- Learn more about the climate.
- Find out how and why the climate is changing.
- Learn how the climate changed in the past.

TAKE A CLIMATE CHANGE EXPEDITION!
Join us!

The Greenhouse Effect

Certain gases in the atmosphere keep the Earth warm through a process called the greenhouse effect. Watch a brief animation to learn more about the greenhouse effect and how people are causing it to become stronger.

did you know?

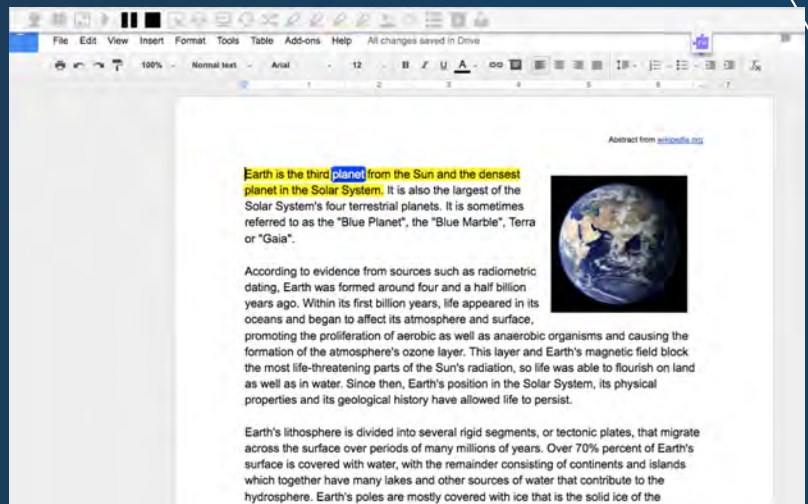
Greenhouse gases trap heat in the Earth's atmosphere and prevent it from escaping to outer space.



Earth is the third planet from the sun; the planet we live on; "the Earth moves around the sun"; "he sailed around the world"

According to evidence from sources such as radiometric dating, Earth was formed around four and a half billion years ago. Within its first billion years, life appeared in its oceans and began to affect its atmosphere and surface, promoting the proliferation of aerobic as well as anaerobic organisms and formation of the atmosphere's ozone layer. This layer and Earth's magnetic field block the most life-threatening parts of the Sun's radiation, so life was able to flourish as well as in water. Since then, Earth's position in the Solar System, its physical properties and its geological history have allowed life to persist.

Earth's lithosphere is divided into several rigid segments, or tectonic plates, that migrate across the surface over periods of many millions of years. Over 70% percent of Earth's surface is covered with water, with the remainder consisting of continents and islands which together have many lakes and other sources of water that contribute to the hydrosphere. Earth's poles are mostly covered with ice that is the solid ice of the Antarctic ice sheet and the sea ice that is the polar ice packs. The planet's atmosphere

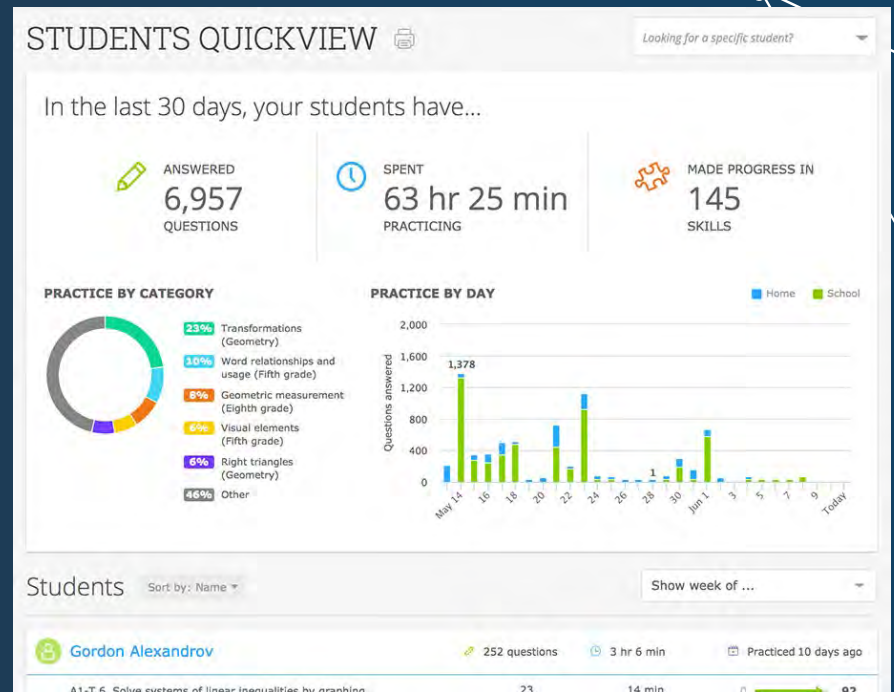


Earth is the third planet from the Sun and the densest planet in the Solar System. It is also the largest of the Solar System's four terrestrial planets. It is sometimes referred to as the "Blue Planet", the "Blue Marble", Terra or "Gaia".

According to evidence from sources such as radiometric dating, Earth was formed around four and a half billion years ago. Within its first billion years, life appeared in its oceans and began to affect its atmosphere and surface, promoting the proliferation of aerobic as well as anaerobic organisms and causing the formation of the atmosphere's ozone layer. This layer and Earth's magnetic field block the most life-threatening parts of the Sun's radiation, so life was able to flourish in land as well as in water. Since then, Earth's position in the Solar System, its physical properties and its geological history have allowed life to persist.

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Math IXL



NoodleTools

Notecards Citation Building

The screenshot shows the NoodleTools interface for a project named "Honeybee Action Project". The interface includes a left sidebar with navigation options like "Back to My Projects", "Sources", "Notecards", "Tabletop View", "Detail View", "Attachments", "RefIEQ Journal", "To-Do's", "Teacher's Links", and "Comments". The main area displays a list of sources with columns for "MEDIA TYPE", "CITATION", and "NOTECARDS". A search bar and a "New Source" button are at the top right. A context menu is open over one of the notecards, showing options like "Edit", "Copy", "Add Attachment", "Delete", "In-text citation", and "Have a question?".

MEDIA TYPE	CITATION	NOTECARDS
Magazine Article	Davidson, O. G. (2016, June 13). Summer safety: How to avoid bee-swarm attacks. <i>Scientific American</i> . https://www.scientificamerican.com/article/summer-safety-how-to-avoid-bee-swarm-attacks/	01 05 New
Web Site Web Page	<i>The great sunflower project</i> . (2021, March 31). SciStarter. https://scistarter.org/the-great-sunflower-project A citizen science project to identify where pollinators are declining and improve their habitat.	01 New
Web Site Web Page	Hagerman, M. (2020, March 20). <i>Are honey bees endangered? Here's the truth of the matter</i> . AgDaily. https://www.agdaily.com/crops/are-honey-bees-endangered/	05 New
Video Clip (Online) General Video Content	Moate, M. (2019, August 22). <i>How to make a bee cafe</i> [Video]. YouTube. https://www.youtube.com/watch?v=lfbE5AUG5tM A gardener shows how to make a flowerpot "pit stop" in a city where bees may have to go long distances between flowering plants and hives.	01 New
Web Site Web Page	Stiffler, L. (2020, June 22). <i>\$1M grant will help researchers explore the use of robotic bees for crop pollination</i> . GeekWire. https://www.geekwire.com/2020/1m-grant-will-help-researchers-explore-use-robotic-bees-crop-pollination/ Announcement of large grant from the U.S. Department of Agriculture to develop a robotic pollinator, a "precision agriculture" project.	01 New
Web Site Web Page	<i>10 Ways to Help Our Bees</i> . (n.d.). Bee Girl. Retrieved April 8, 2021, from https://www.beegirl.org/helpourbees	04 New

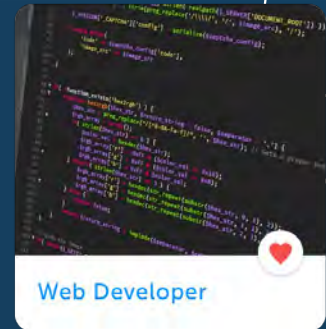
My Blueprint

Education Planner

- through school
- who am I?
- plan for post-secondary
- portfolio

My High School Plan

15 credits until graduation



WHO AM I

Discover yourself

Who Am I surveys help you discover your learning and personality style, interests, and more



Jim Henson

Personal Portfolio





Focused Education Resources

At home log-in:
Username: learn45
Password: westvan

4Canoes

Canoe Kids

Be strong. O paddler! be brave, canoe!
The reckless waves you must plunge into,
Be strong!

6 - 7 **Diversity**
From The Editor

8 - 9 **Traditional Knowledge**
How do you know what you know?
How do you know what you don't know?
How do you know what you should know?
How do you know what you must know?

10 - 11, 86 - 87 **The Canoe Museum**
How do you know what you know?
How do you know what you don't know?
How do you know what you should know?
How do you know what you must know?

100 - 113 **The Drum Story**
How do you know what you know?
How do you know what you don't know?
How do you know what you should know?
How do you know what you must know?

114 - 125 **Kids Fun Zone**
How do you know what you know?
How do you know what you don't know?
How do you know what you should know?
How do you know what you must know?

126 - 127 **Teachers' Corner**
How do you know what you know?
How do you know what you don't know?
How do you know what you should know?
How do you know what you must know?

TRIBAL NATIONS MAP

12 - 15 **Tribal Nations**
A young girl's journey across the world

18 - 65 **The Anishinaabe People of Manitoulin Island**
How do you know what you know?
How do you know what you don't know?
How do you know what you should know?
How do you know what you must know?

66 - 87 **The Cheemaun — Canoe**
How do you know what you know?
How do you know what you don't know?
How do you know what you should know?
How do you know what you must know?

Special Articles

32 - 41 **PRU-WUN** Powwow at Aundeck Onni Kasing

38 - 39 **The Jingle Dress Dancer** Zigwen Mizeemong

42 - 47 **A Natural Man** Leo Bebozung

48 - 51 **Nature's Grocery Store** Falcon Migwans and Shade

Manitoulin Community

Good & CANOES
GoodMinds.com

SPECIAL ISSUE

THE HAIDA OF HAIDA GWAI

Celebrating INDIGENOUS CULTURE Together

Discovery

The HAIDA OF HAIDA GWAI

Who Are the Haida?
Haida means "people." Gwaii means "islands." Haida Gwaii is a chain of islands off the coast of British Columbia. For thousands of years, the Haida have thrived on these islands. Here, people are part of nature. The Haida are the caretakers of the land and waters and have always been fishers, hunters, harvesters, and artists. Though the islands' natural gifts are abundant, children are taught from a young age how to harvest while still respecting the environment.

A Strong Community
Centuries ago, the Haida population was between 10,000 and 30,000 people. But after contact with European settlers, who brought smallpox to the community, the population dropped below 800. Through each challenge to their community, the Haida fought back and regrouped despite dwindling numbers. Now Haida Gwaii is thriving and growing. About 5,000 people call Haida Gwaii home, many living in the two main villages of Masset and Skidegate. There are many Haida businesses, including museums, art galleries, restaurants, accommodations, and fisheries.

Language and Culture
Through colonization and residential schools tried to erase the Haida culture, today efforts are being made to preserve the Haida language and many young people are learning to speak Haida from their Elders. And while the Haida were once forbidden from wearing traditional clothing, having peaches, or owning their art, the Haida were able to maintain their cultural strength through cooperation and reconnection.

Government
The Haida Nation is governed by the Council of the Haida Nation, the Hereditary Chiefs Council, and the Band Council. These groups work together to make good decisions for all of Haida Gwaii. They deal with laws, education, health care, land rights, and land use. They also work hard to protect the environment from threats such as forest clear-cutting, oil pipelines, and oil tankers. There are two main Haida Clans: Raven and Eagle. Both clans bring unique gifts to the community. They are important to Haida identity and highlight values of sharing, responsibility, resilience, respect, humility, and competitive fun.

Haida Constitution
Everyone who lives in Haida Gwaii follows the Haida Constitution, which recognizes that nature and culture are connected, and that protecting both is very important. "Our culture is born of respect and intimacy with the land and we are the air around us. Like the forests, the roots of our people are intertwined such that the greatest troubles cannot overcome us. We owe our existence to Haida Gwaii. The living generation accepts the responsibility to ensure that our heritage is passed on to following generations." Taken from the Constitution of the Haida Nation.

Many types of food, including salmon, grow in Haida Gwaii.

Residents gather at the opening of the Haida Heritage Centre.

Children learning at Salmo Elementary School.

People dancing in a longhouse.

The puu wuu is a reflection of the deep spirituality of Indigenous Peoples. Dancers, songs and the drum are connected to the ancient past that is celebrated in the rich culture flowing today.

The eagle holds a very special place in the spirituality of Indigenous Peoples. Eagle feathers are deeply respected and are often included as part of a dancer's Regalia.

There are 6 predominant dance categories at puu wuus: Men's Traditional, Men's Grass and Men's Fancy Bustle, Women's Traditional, Women's Fancy Bustle and Women's Jingle. You can read more about jingle on pages 38, 39. These same categories are also danced by youth, children and even tiny tots. Remember that the Regalia worn by dancers is sacred and you should never try to copy or portray Regalia for any other purpose.

The puu wuu is a cultural event and the dress worn reflects that culture. Use or portrayal of the dress in ways other than by those culturally aware and for cultural purposes is insensitive.

The dancers wear Regalia. The dress is very personal and reflects the dancer's personal clan, family clan, spirit colours, name and helpers as well as tribal affiliations. Regalia is constantly evolving with the dancer and is often combined with important things from the past too.

Some songs are "inter-tribal" songs meaning they could be shared with many different nations. In these cases, the singers would not share a common language, so vocabularies instead of words were used for the singing.

Smudging is a way of cleansing or purifying oneself. A small amount of medicines are lighted and people put their hands in the smoke and wash it over them. The smoke cleanses our spirit the same way water washes our hands and face. Smudging always precedes the lighting of the sacred fire that is kept burning throughout the entire puu wuu. The sacred fire is never left alone and is watched over and attended to by the appointed keeper.

The picture to the immediate left reflects contents of a bundle. A bundle is what Anishinaabe Peoples call the sacred items they carry to be able to participate in ceremony. The four sacred medicines include sage, tobacco, sweet-grass and cedar.

Smudging bundle. Medicines including sage are burned in an ashbowl shell.



WORLD BOOK KIDS BC Digital Classroom Welcome Educator Tools

Search Explore

Read About : [Railroads](#)

- Pictures & Videos
- World of Animals
- Activities
- Maps & More
- Games
- Important People
- Compare Places
- Science Projects
- Dictionary

The image shows a screenshot of the World Book Kids website interface. At the top, there is a dark blue navigation bar with the "WORLD BOOK KIDS" logo on the left, "BC Digital Classroom" in the center, and "Welcome" and "Educator Tools" on the right. Below the navigation bar is a large background image of a steam train crossing a stone viaduct in a green, hilly landscape. Overlaid on this image is a search bar with a "Search" input field and a magnifying glass icon, followed by an "Explore" button. Below the search bar is a blue button that says "Read About : Railroads". At the bottom of the page is a blue horizontal bar containing nine white icons, each with a label: "Pictures & Videos" (video player icon), "World of Animals" (fish icon), "Activities" (scissors icon), "Maps & More" (map icon), "Games" (game controller icon), "Important People" (hand holding star icon), "Compare Places" (globe icon), "Science Projects" (science flask icon), and "Dictionary" (ABC sign icon).



A series of essays that present multiple sides of a current issue. Topics covered include: environment, health, human rights, crime, race, technology, substance abuse, and many more.



Point: Artificial Intelligence Is the Way of the Future



Counterpoint: Artificial Intelligence Must Be Built for the Public Good



Artificial Intelligence: Guide to Critical Analysis

In the News



Capitalism



Teacher Shortages



Housing Affordability Crisis



Artificial Intelligence



Oil Exports

Browse by Category

Animal Welfare

Bioethics

Body Image

Citizens' Rights

GALE IN CONTEXT

SCIENCE



Provides access to millions of full-text articles. It covers subject areas including biology, chemistry, earth and environmental science, physics, and more.

Biographies (117)

Gladys West
Edward O. Wilson
Barbara McClintock

Biology (245)

Marine Ecology
Animal Testing
Biodiversity

Chemistry (178)

Industrial Chemistry
Carbon Dioxide
Photosynthesis

Earth and Environmental Science (140)

Plastics
Global Warming and Climate Change
Greenhouse Effect/Greenhouse Gases

General Science (32)

DNA Fingerprinting
Scientific Method
Industrial Revolution

Health and Medicine (172)

Bioethics
Viruses
Stem Cells and Stem Cell Research

Math, Engineering, and Technology (166)

Hybrid Vehicles
Wearable Technology
Solar Energy

Physics and Astronomy (174)

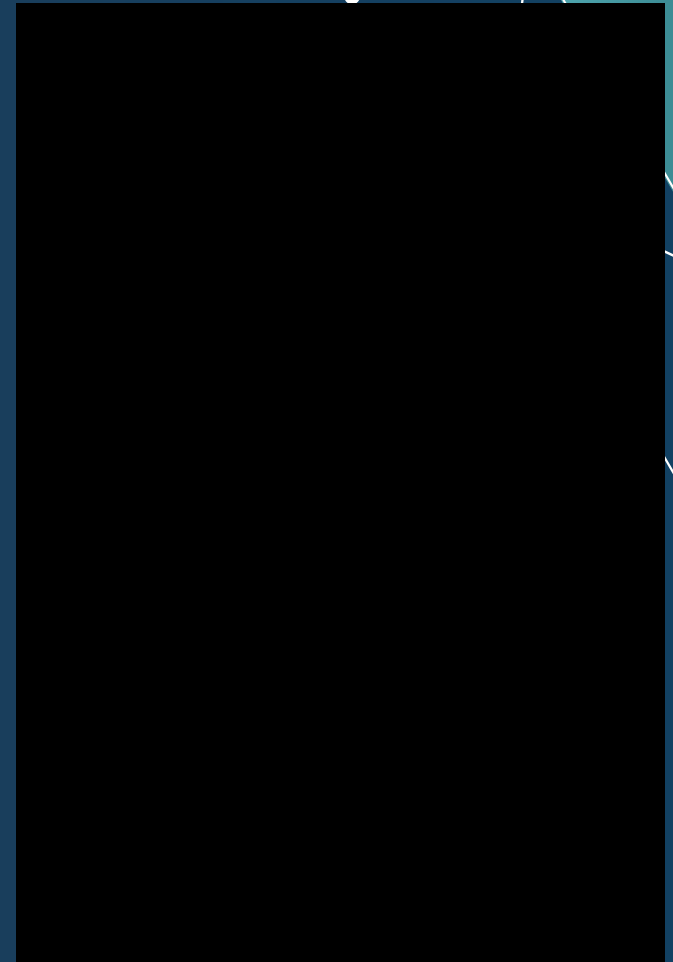
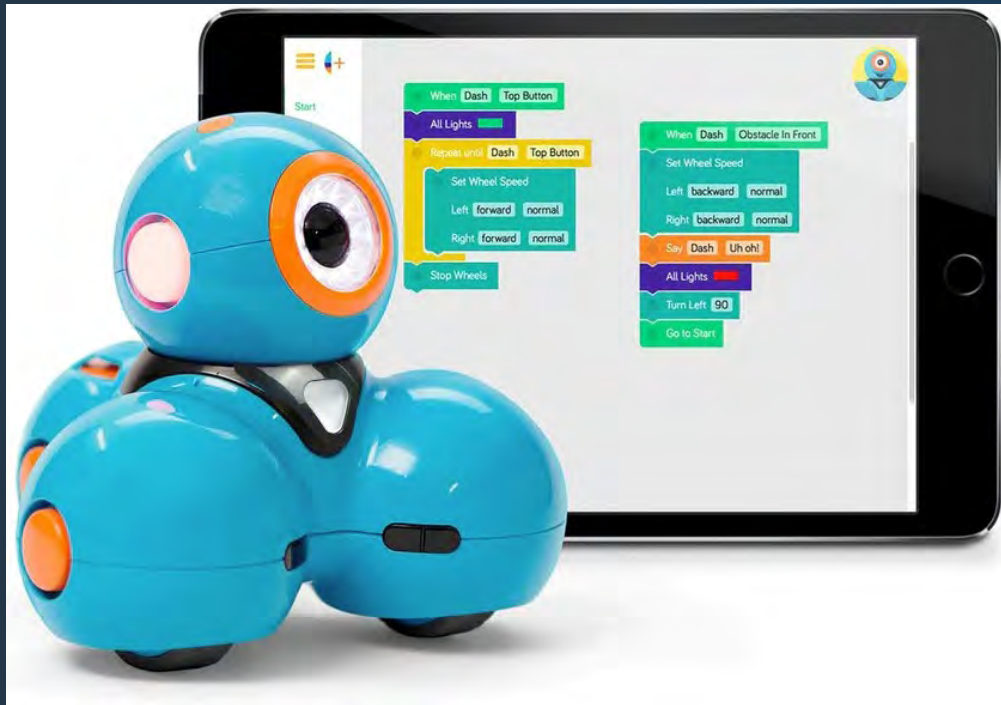
Electricity
Nanotechnology
Planets and Dwarf Planets

Browse All
694 Topics >



Other

Coding with Robots



CuriPod - AI Tool for Teachers and Students

The screenshot shows a web browser window displaying a CuriPod live session. The address bar shows the URL: curipod.com/337a81e4-5dec-43c1-b749-1c4f43ea62a8/games/2e421684-084a-4e23-a6be-9d8fa51138a1/live. The page content includes:

- Join at curi.live with pin: **467162**
- Curipod logo
- Question: **What is the first step in the Canadian immigration process?**
- Four answer options, each with a colored line above it:
 - Submitting the application (orange line)
 - Determining eligibility (green line)
 - Paying the application fee (red line)
 - Receiving a confirmation of permanent residence (blue line)
- Video player controls in the bottom right corner showing a duration of **1:00** and play/pause buttons.

ViewBoards for Education





Peardeck

Drag your dot to how you are feeling:



Keep going, I understand



I'm a little confused



Stop, I need help!



Students, drag the icon!

Pear Deck Interactive Side
Do not remove this bar



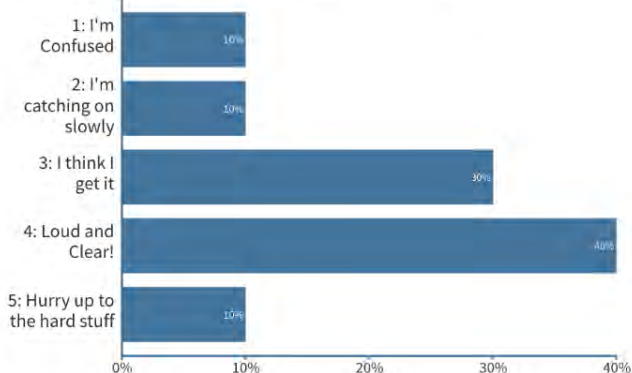
Polling

Mentimeter

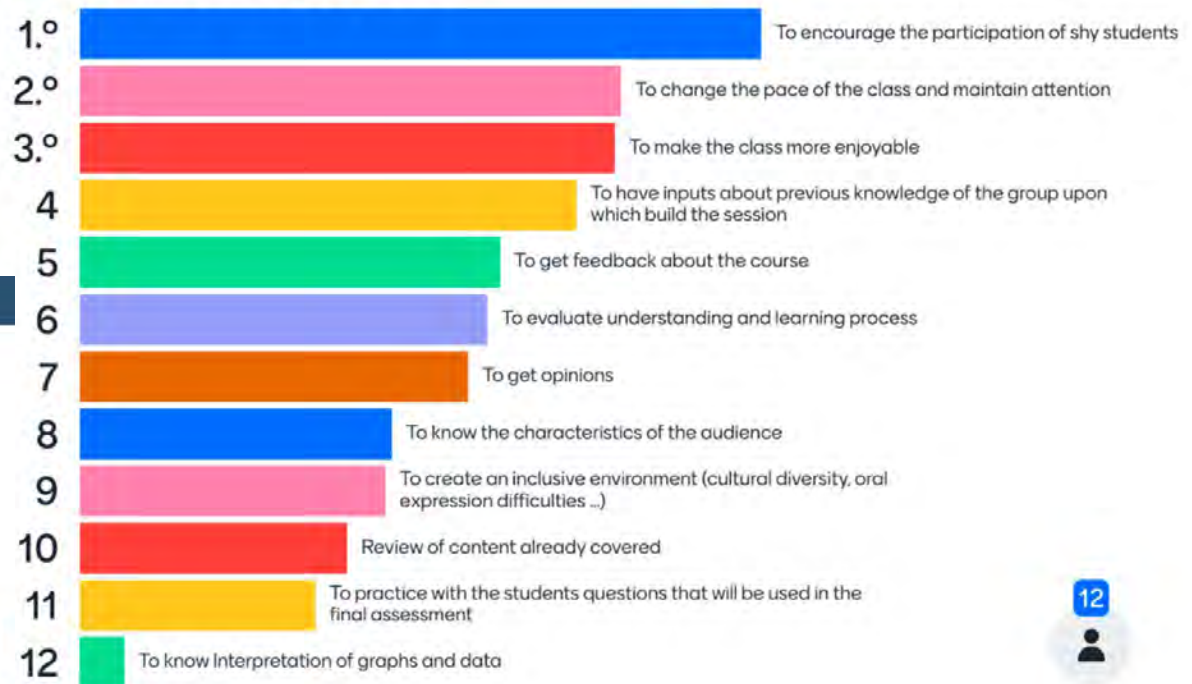
Poll Everywhere

How are you feeling about the basics?

When poll is active, respond at PollEv.com/pollster
Text **POLLSTER** to **22333** once to join

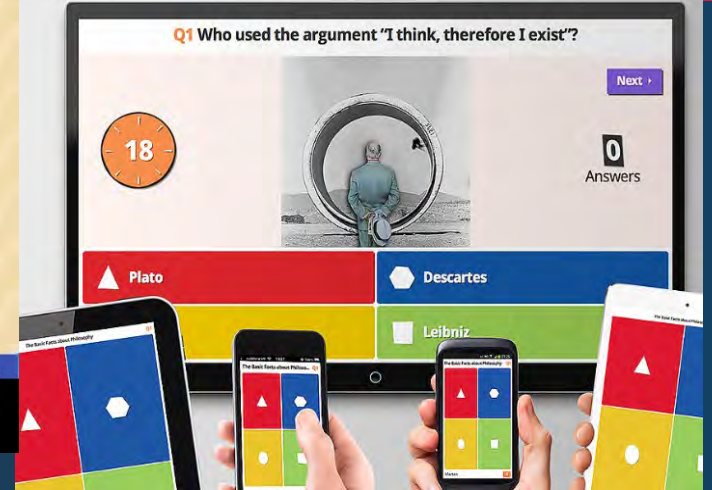
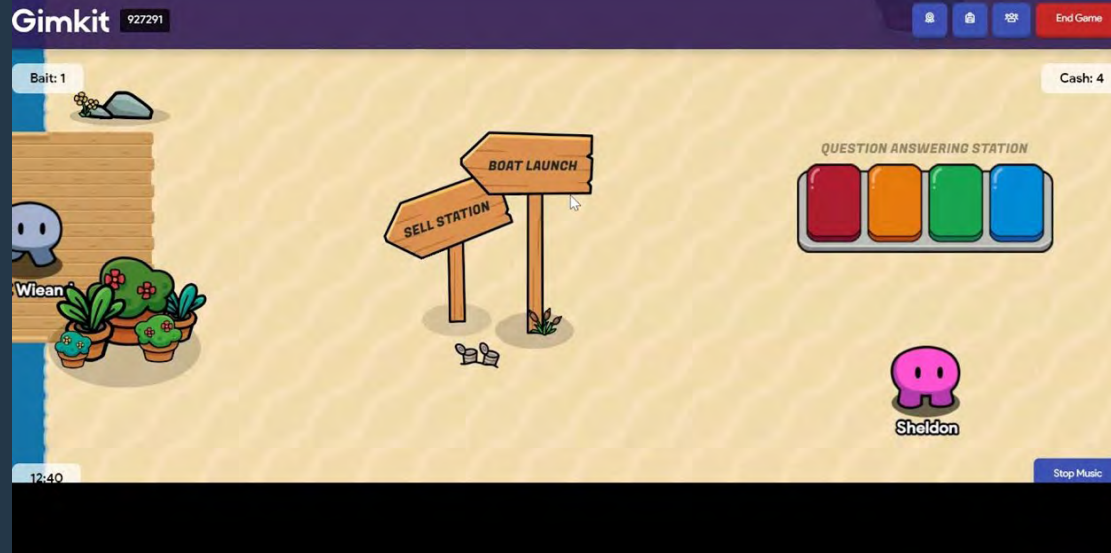


Rank what you consider the main reasons for using mentimeter in class



Quiz Games

Kahoot, Gimkit



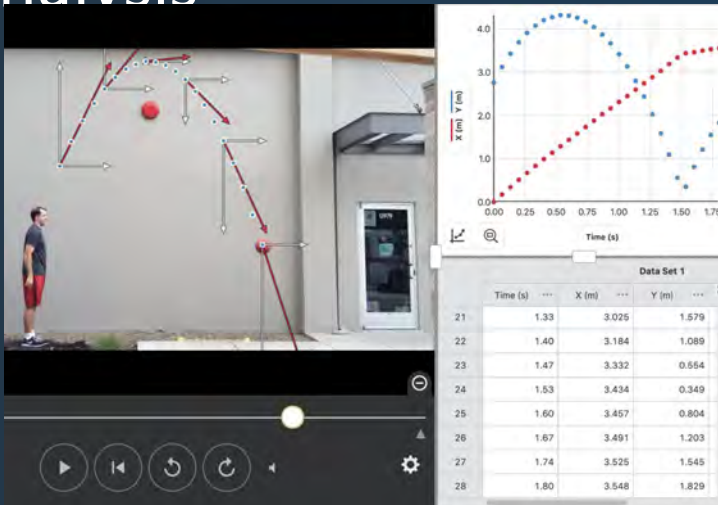
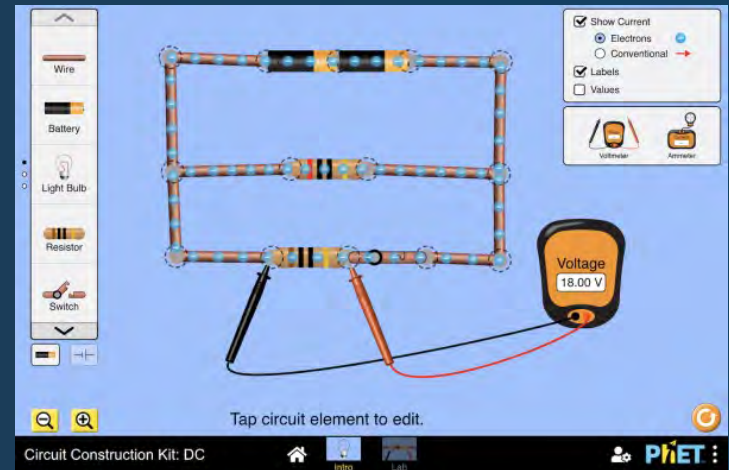
Science/Math

Simulations

Digital Calculators

Digital Graphing analysis

Video Analysis



Thank you!

Emily Miller -
emiller@wvschools.ca

Jennifer Towers -
jtowers@wvschools.ca



SCAN ME



Breakout #1: Discussion

- What tools are impacting student learning?
- What tools do students use at home to support their learning?
- What else should we be exploring?

An illustration of an astronaut floating in space, positioned on the left side of the slide. The astronaut is wearing a white spacesuit and is oriented horizontally. Behind the astronaut are three thick, horizontal bars in yellow, orange, and green. The background is a dark blue space with stars and a nebula. The right side of the slide has a dark blue background with a light blue dot grid pattern.

HARNESSING THE POWER OF ePORTFOLIOS

*Enhancing Student Learning and
Engagement*

Kristina Hayes - Ecole Cedardale

WHAT AND WHY?

ePORTFOLIOS

- A digital collections of learner work
- Multimedia nature of ePortfolios
– (text, images, videos)
- Showcasing learner growth over time



Benefits for learners

- 01** Reflection
Encourages self-reflection and metacognition.

- 02** Ownership
Fosters a sense of ownership over one's learning journey.

- 03** Digital Literacy
Develops digital skills crucial for the 21st century.

- 04** Portfolio Building
Provides a tangible record for future academic and career endeavors.



Benefits for educators

- 01** **Assessment**
Streamlines assessment processes.
- 02** **Differentiation**
Enables personalized learning strategies.
- 03** **Progress Tracking**
Facilitates continuous monitoring of learner growth.
- 04** **Communication**
Enhances communication between teachers, learners, and parents.



1. I choose this design for my house because it is very durable and will not collapse. 2. I choose these materials for my house because 1. moss is a great insulator and absorbs water 2. wood is very strong for walls 3. cardboard keeps everything together. 3. It is important for building materials to be durable because you need to make sure your house will not fall down and so it keeps you warm and so much more but that is all, thanks for listening.





#1. i was a
thinker
during this
mdr when i
... went
outside to
get
materials
:)

#2. i chose
this design
for my
house
because...
i like
hawaii
because its
a great
place in
my opinion
:)

#3. there
easy to
find like:
rocks
clay
woodchip
and
dirt
:)

#4. it is
important
for
building
materials
to
sustainable
because...
in hawaii
theres not
only
beaches
but its
hotels and
its hot and
very nice :)



my self-evaluation mon autoévaluation

	 Not yet  Sometimes  Often	moi	mon enseignante
I follow the group plan. 			
I use whole body listening. 			
I help clean up the class. 			
I wait my turn to talk. 			
I play nicely with my friends. 			
I follow instructions. 			



In response to: Vidéo de ton Expérience Scientifique



December 18, 2023 10:07 AM




La première fois que j'ai dit le temps je voulais dire secondes et millisecondes mais j'ai accidentellement dit minutes et secondes.



LET'S WORK TOGETHER



Parent Involvement

-  Visibility: Parents gain insight into their child's learning journey
-  Communication: Promotes open lines of communication between parents and teachers
-  Engagement: Encourages active involvement in a child's education





October 19, 2023 3:29 P

🇨🇦 👤 Qui nous sommes / Who We Are

● **Nila** I love this! Thanks Mme. Renelle. She got some of it right 😊 "Nila comes from Nili a beautiful blue color in farsi, that we love". And se is my favorite flower 😊❤️





Google Classroom

Home/School Connections

Focus

How can Google Classroom support parents to stay connected with their child's education?



Google Classroom








Everything in one place!

Google Classroom

District Level

Post Secondary Calendar

Today < > November 2023




 Month   


SUN 29	MON 30	TUE 31	WED Nov 1	THU 2	FRI 3	SAT 4
	<ul style="list-style-type: none"> 4pm UBC Application Workshop (Virtu 		<ul style="list-style-type: none"> 6pm Scholarship Information Present 	<ul style="list-style-type: none"> 11am busy 	<ul style="list-style-type: none"> 12:50pm SFU Beetle @ Sentinel 	<ul style="list-style-type: none"> 9am UBC Sauder Preview Day
5	<ul style="list-style-type: none"> 11am UBC Land & Food Systems @ Ri 11am UGuelph @ Sentinel Foyer 	<ul style="list-style-type: none"> 12:50pm GuelphU @ Rockridge Foyer 1pm University Writing Workshop, par 	<ul style="list-style-type: none"> 4:30pm SFU Computer Science & Soft 6:30pm UBC Okanagan Info Session @ 	<ul style="list-style-type: none"> 12:55pm UVIC Business @ Rockridge 	<ul style="list-style-type: none"> 8am McGill @Rockridge E103 (drama) 9:30am McGill @Sentinel Foyer 	11
12	13	<ul style="list-style-type: none"> 6pm Insights from Educational Leader 	<ul style="list-style-type: none"> 6:45am US Liberal Arts Webinar (SEVI 1pm USA Common App Questions (vir 3pm VCC Open House, Broadway Carr 5:30pm UWaterloo Engineering Applic <p>3 more</p>	<ul style="list-style-type: none"> 1:45pm DCAD @Rockridge in the Art F 5pm SFU Admissions Info Session (VI 6pm Art & Design Fair @ St. John's Sc 	17	<ul style="list-style-type: none"> 10:30am SFU Faculty Showcase, Surre 11am National Portfolio Day 1pm VanArts Open House
19	<ul style="list-style-type: none"> 12:50pm St. Mary's University @Rockr 4:30pm UBC Land & Food Systems We 	<ul style="list-style-type: none"> 4:30pm UBC Food, Nutrition & Health I 	<ul style="list-style-type: none"> 12:50pm McMaster @ Rockridge Fron 4:30pm UBC Applied Biology Webinar 	<ul style="list-style-type: none"> 11am Huron (WesternU) @ Rockridge 11am UVIC Business @ Sentinel Studi 12:55pm UCalgary @Sentinel Student 4:30pm UBC Land & Food Systems Ca 5pm Ivey Business School @ Western 	<ul style="list-style-type: none"> 12:50pm UNB Admissions On the Spo 12:50pm Huron (WesternU) @ Sentine 	<ul style="list-style-type: none"> 10am UVIC open house 11am CapU Open House

9

10



UBC Forestry Webinar

Thursday, January 11 · 4:00 – 5:00pm



Are you passionate about the environment, sustainability, and the great outdoors? Do you dream of a career that combines your love for nature with cutting-edge science and innovation? Join us for an exclusive online information session where we'll introduce you to the exciting world of forestry and our renowned undergraduate programs.

Register [HERE](#)



2023/24 Post Secondary Events

Created by: Leesa Alldred

5:30pm SFU Applied Sciences Info Session

11

Assignment: Speech Rhetorical Analysis

FOM 11/PC 12 retests

4pm UBC Forestry Webinar

4:30pm SFU Faculty of Environment W

18

4.3

Math 8/9 retests

6pm SFU Applied Science Info Session

25

No FIT: Collab day

Google Classroom


School Level

Club Connections



Customize

Sentinel Emergency Team (SET)

 Meet

Join

Visible to students

Class code


giaulek

Upcoming

No work due soon

View all

 Announce something to your class


 ra Ow
Nov 27, 2023

Hey All,

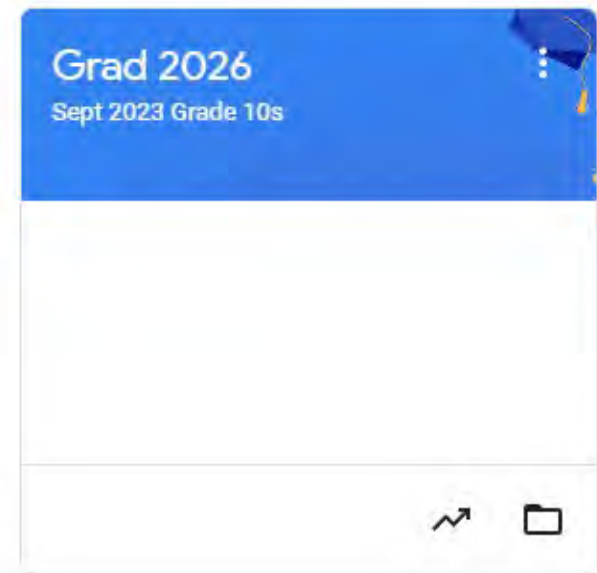
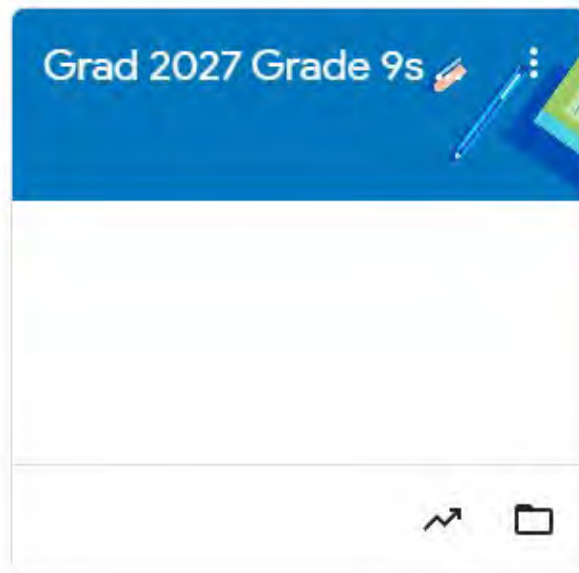
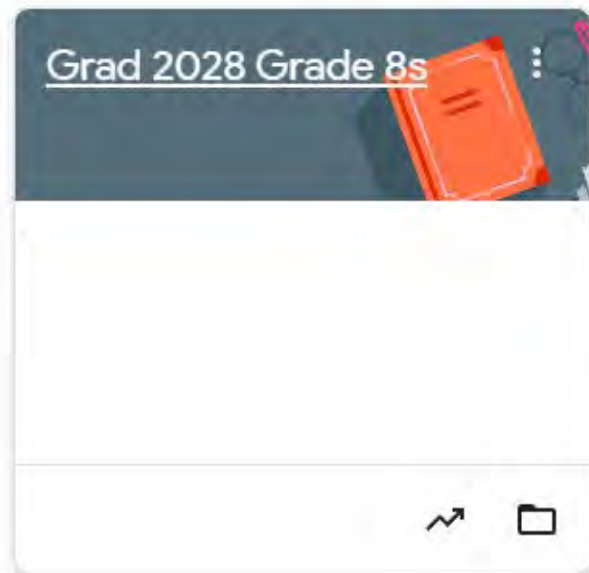
Here is the presentation for the Sentinel Emergency Team for November!

Thanks to everyone who attended today :)

Ally

 Sentinel Emergency Team ...
Google Slides

Grad Google Classrooms




Google Classroom

Classroom Level

Math 9 Example


Review or
Missed
Lesson





 3.2 Multiplying Polynomials Edited Dec 8, 2023

No due date

	6 Turned in	73 Assigned
--	-----------------------	-----------------------

 CEMC's Open Coursewar...
<https://courseware.cemc.uwaterloo.ca/>

 MA93.2NAnnotated.pdf
PDF

 MA93.2C.pdf
PDF

[View instructions](#)

Math 9 Example

Review:
Video

Multiplying a Polynomial by a Monomial



Math 9 Example

Review: Teacher Notes

Topic: Math 9 3.2 Multiplying Polynomials

$2x^2 \cdot 3x^3 = 6x^5$ $2(x+3) = 2x + 6$ $2x(x-2) = 2x^2 - 4x$ <p>When two tiles of the same colour are matched, the result is a same coloured tile, otherwise, it is a white tile.</p>	<p>Example 1 Complete the following example:</p> $-3x^2(x^2 - 2x + 3)$ $-3x^4 + 6x^3 - 9x^2$
<p>Things to remember:</p> <ul style="list-style-type: none"> - add exponents - multiply coefficients - simplify when possible 	<p>Example 2 Choose your own example:</p> <p>① $-2x^3(3x^2 - 2x + 8)$ $= -6x^5 + 4x^4 - 16x^3$</p> <p>② $\frac{2x^3}{3}(3x^2 + 6x - 9)$ $= 2x^5 - 4x^4 - 6x^3$</p> <p>③ $2 \cdot 3 / 2 \cdot 2 = 1 \cdot 2 = 2$</p>

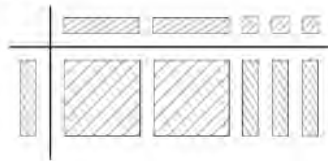
Math 9 Example

Addition Problems to Improve

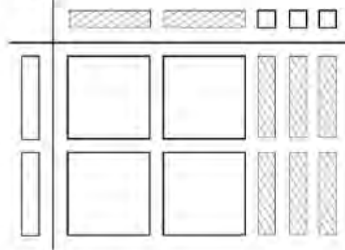
Check Your Understanding on 3.2 Multiplying Polynomials

1. What is the polynomial operation shown with the algebra tiles below?

a)



b)



2. Find the product of each of the expressions below. (Mild 🏹)

a) $(2n^4)(5n^4)$

b) $(6r)(5r^2)$

c) $(2n^4)(6n^4)$

d) $(6k^2)(k)$

e) $(5b^2)(8b)$

f) $(4x^2)(3x)$

g) $(6x)(2x^2)$

h) $(6x)(6x^3)$

i) $(2x^2)^2$

j) $(2x^2)^3$

3. A parallelogram has a base of $8.1z$ and a height of $4.2z$. What is an expression for the area of the parallelogram? (Mild 🏹)



English 9 Example

The Third Wave, a true tale about a high school teacher who wants his students to conduct an experiment in 1967, served as the inspiration for Todd Strasser's novel The Wave. One of the most significant topics is about self-deception. It has many distinct themes and affects each character differently. The protagonist of the book is a man by the name of Ben Ross. He constantly fools himself at the beginning and conclusion of the experiment.

At the beginning of the novel, Mr. Ross showed a film about the Nazis. He explained that the Nazis were able to control the government in part because they were organized, while other Germans were not. The organization's importance in the next chapters of the book is hinted at in Mr. Ross's explanation. Students were then introduced to Wave because it assisted them in being structured and self-disciplined, which improved their lives. One of the key statements from chapter four, where Ben Ross got the idea to establish The Wave, is: "The notion fascinated Ross. He considered the simple scenario of taking one or maybe two periods to conduct an experiment (Page 66). Ben wanted to give students a taste of what it is like to be in control so that they could learn more, but then he himself enjoyed the feeling of having that kind of power.

In just a few days, The Wave began to influence the entire school, and when Ben complained, the principal spoke to him. Ben still believed he was doing what is morally right after Christy, his wife, gave him advice when he came home. "I know. You must think I've pushed things too far. But I have to continue at this point." This quotation from (Page 107) demonstrates that he was unaware of his error. He believes himself to be a teacher, and without The Wave, he would have misled those pupils over the prior query.

He approached David and Laurie, two of Ben's students, shortly after he had spoken to his wife about halting The Wave. The narrative continues with, "Ben realised he could not divulge his

L Lindsay Sommers
Jun 27, 2022

What is his role? History teacher.

L Lindsay Sommers
Jun 27, 2022

Format: indent first line, indent left

L Lindsay Sommers
Jun 27, 2022

Stay in present tense when writing about fictional literature.

L Lindsay Sommers
Jun 27, 2022

Replace: "ed" with "s"

L Lindsay Sommers
Jun 27, 2022

Replace: "ed" with "s"

Google Classroom

Student Level

Student Specific Calendar

Calendar Today < > January 2024

Search ? Settings Month

West Vancouver Schools

Create

- Drone Club
- ENG 12 1-1 (2023-24)
- English 9 - S, Armstrong 1-2
- English 9 (Semester 2) Per...
- Grad 2023 + CLC 12B Sept...
- Grad 2024 Sept 2023 Grad...
- Grad 2025 Sept 2023 Grad...
- Grad 2026 Sept 2023 Grad...
- Grad 2027 Grade 9s 2023/...
- Grad 2028 Grade 8s
- Math 9 2023-2024
- Mr. Braidek
- Resources for Gifted Stud...
- Sentinel Athletics Council
- Sentinel Staff Lunch and L...
- Tasks
- TECH CREW 2021-2022
- TECH CREW 2022-2023 Li...
- TECH CREW 2023-2024 Li...
- West Van Football

Other calendars + -

- 2023/24 Post Secondary E...
- FIT calendar

SUN 31	MON Jan 1	TUE 2	WED 3	THU 4	FRI 5	SAT 6
		8:30am UBC B+MM admission tips an				
7	4.1 Math help	9	4.2	Assignment: Speech Rhetorical Analysis FOM T11/PC 12 retests 4pm UBC Forestry Webinar 4:30pm SFU Faculty of Environment W	4.2	13
14	Math help	4.1-4.2 quiz 7pm UVIC Parent Nite (Virtual)	17	4.3 Math 8/9 retests 6pm SFU Applied Science Info Session	19	20
21	4.3 Math help	23	4.4 5:30pm SFU Applied Sciences Info See	No FIT: Collab day	4.4	27
28 12pm Canadian Gap Year Virtual Expo	Pro-D day Pro-D day	Math help	4.3-4.4 quiz	Feb 1	Unit 4 review	9



Assignment: Speech Rhetorical Analysis Presentation

Thursday, January 11

Take meeting notes
Start a new document to capture notes

- Presentation Groups:
1. Jake, Ava, Gabe, and Naz - Neil Gaiman's Make Good Art
 2. Nasim, Alyssa, Lauren, and Juliana - Hillary Clinton's Concession Speech
 3. Lara, Phoebe, and Marya - Josephine Baker's Speech at the March on Washington
 4. Jess, Lisa, and Chloe - Ken Robinson's Do School Kill Creativity?
 5. Brian, Darran, and Hossein - Barack Obama's Presidential Inaugural Speech
 6. Diego Bufan, Seena, and Amir - Albert Einstein, "The Menace of Mass Destruction"
 7. Ege, Saba, Marlowe, and Nolan - George W. Bush's 9/11 Address
 8. Cailen and Cyrus -
 9. Liam, Tony, and Gary -
- <https://classroom.google.com/c/NTIzOTY1MTU2NjE4/a/NjQ5ODY1NTQ0NTI2/details>

ENG 12 1-1 (2023-24)
Created by: Tucker Mclean

Busy

11

Assignment: Speech Rhetorical Analysis

FOM 11/PC 12 retests

- 4pm UBC Forestry Webinar
- 4:30pm SFU Faculty of Environment W

18

4.3

Math 8/9 retests

- 6pm SFU Applied Science Info Session

25

No FIT: Collab day

Feb 1



Speech Rhetorical Analysis Presentation



Tucker Mclean • Dec 18, 2023 (Edited Dec 21, 2023)

Summative

Due Jan 11

Presentation Groups:

1. Jake, Ava, Gabe, and Naz - Neil Gaiman's Make Good Art
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3. Lara, Phoebe, and Marya - Josephine Baker's Speech at the March on Washington
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9. Liam, Tony, and Gary -



Rhetorical Elements Referen...

Word



1-Speech Rhetorical Analysi...

Word



List of Speeches to Analyze ...

Google Docs



Class comments



Add class comment...



Google Classroom

Engaging with Students at Home

Questions



General Experience:

1. "Can you walk me through how you navigate Google Classroom for your assignments?"
2. "What features of Google Classroom do you find most helpful?"

Assignment Details:

1. "What assignments are you currently working on or have recently completed on Google Classroom?"
2. "Can you show me an example of an assignment you submitted on Google Classroom?"

Organization and Planning:

1. "How do you stay organized with your assignments and due dates on Google Classroom?"
2. "Do you have a system for managing your schedule and tasks within Google Classroom?"

Questions



Collaboration with Classmates:

1. "Tell me about any group projects or collaborations you've been a part of on Google Classroom."
2. "How do you interact with classmates through Google Classroom?"

Challenges and Solutions:

1. "Have you encountered any challenges while using Google Classroom? How did you overcome them?"
2. "Are there specific areas where you think you could improve your skills on Google Classroom?"

Future Learning:

1. "In what ways do you think using Google Classroom is preparing you for future learning experiences?"
2. "Are there any additional tools or features you'd like to see added to Google Classroom?"

Moving Forward

What areas of the school experience do parents want to know more about and how can technology support making that happen?



Breakout #2: Discussion

- What are ways schools are using technology to connect to families?
- What type of information / format do parents like?
- What should we be exploring as a district?

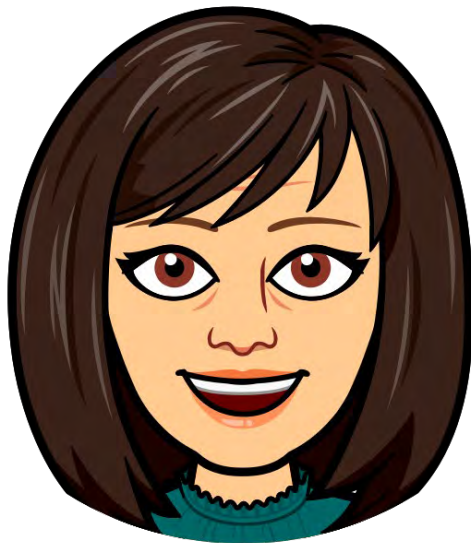
**DPAC Liaison
Meeting**

Jan. 10, 2024

Digital Citizenship In Our Schools

Robyn Evans

Principal at Gleneagles Ch'axáy
& Lions Bay Elementary



Cari Wilson

District VP of Innovation &
Technology

Digital Literacy

Vs.

Digital Citizenship

Digital Literacy includes:

- finding and consuming digital content
- creating digital content
- communicating or sharing digital content

Digital Citizenship includes:

- navigating digital environments in a way that is safe and responsible
- ethically consuming and creating digital content
- understanding of cybersecurity and personal digital hygiene
- learning to critically analyse information in a digital world

What does Digital Citizenship look like?

Grades
K – 3

Primary

- introduction to technology
- citizenship

Grades
4 – 7

Intermediate

- online safety/
basic
cybersecurity
- media literacy
- online
relationships
- digital footprints

Grades
8 – 12

Secondary

- consolidation of
skills
- solidify practices
- sexploitation

1

West Vancouver School District's Digital Citizenship Hub

<https://sites.google.com/sd45.bc.ca/digcit>

2

Grade 4 to 7 Cross District Virtual Lessons

- 4 year cycle
- different focus each year
 - cybersecurity
 - media intelligence
 - cyberbullying and online relationships
 - digital footprints and activity

**It takes a
village...**



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10 TIPS FOR PARENTING DIGITAL NATIVES



Be Present and Informed - Be there to talk with your kids. Keep the lines of communication open. Know who they're with and what they are doing.

Balance Screen Time and Green Time - Build in times to be tech free - get outside as a family and enjoy other activities!

Walk the Talk -

Make sure you are modelling good digital behaviour - your kids will take their cues from you!

Join In - Yes, you might not really want to learn how to play Minecraft or do a TikTok dance, but by joining in and learning with your child you keep the dialogue going!

Family Plan - Work with your children to develop a family technology plan. Let them have some input and they will be more likely to follow the plan!

Technology Free - Build in technology free times in your calendar and zones in your house. One great example is bedrooms - technology doesn't belong there.

It Takes a Village - Raising safe, savvy digital natives is hard work. Include people like aunts, uncles and trusted family friends in your child's social media circle.

You Are The Parent - Don't feel badly about limiting the wifi time or setting boundaries on technology use. That's part of being a parent!

Be Specific - Make sure you are specific about your family's rules and expectations. It is easier for everyone when the rules around tech use are clear.

Be Age Appropriate - Make sure your expectations and permissions match the age of your child. You wouldn't give a 5 year old a Snapchat account, but a 14 year old might be ready!



Be the training
wheels!



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Family (device) agreement (2023)

**for the purpose of this agreement, my family is my mom and my dad*

- How do you model good digital citizenship?

Important Links:

- [Family Contract](#)
- [Common Sense Media](#)
- [Media Smarts](#)

Purpose of CHILD's device:

- to be able to communicate with family and caregivers when needed (making plans, change of plans, etc.)
- to call and text with friends, *with permission*
- to play games and access apps, *with permission*

I, _____, will

Take Care...

I will take care of my device and will tell mom and dad if it's broken, stolen, or lost. As a family, we have agreed on the consequences if I lose or break the device and I understand those consequences.

I will pay the monthly usage fee of _____ per month.

Stay Safe...

I will NOT create accounts or give out any private information - such as my full name, date of birth, address, phone number, or photos of myself - without my family's permission.

I will NOT share my password with anyone other than my family. I will ask my family to help me with privacy settings if I want to set up devices, accounts, or profiles.

If anyone makes me feel pressured or uncomfortable or acts inappropriately toward me (online, text messages, etc.) I'll stop talking to that person and will tell a family member right away.

Think First ...

I will NOT bully, humiliate, or upset anyone online - whether through sharing photos, videos, or screenshots, spreading rumors or gossip, or setting up fake profiles - and I will stand up to those who do.

I know that whatever I share online can spread fast and far. I will NOT post anything online that could harm my reputation.



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- What are the expectations regarding the use of devices in your home?
- Do you have an “essential agreement”?

Stay Balanced ...

	<u>I will</u> help my family set media time limits that make sense, and then I will follow them.
	<u>I will</u> be mindful of how much time I spend in front of screens, and I will continue to enjoy the other activities - and people - in my life.
	<u>I will</u> charge my device <u>insert location</u> by <u>7pm</u> each night.
	If using media or being online is making me unhappy or it's hard to stop, <u>I will</u> take a break and talk to a family member.

Communicate Openly ...

	<u>I will</u> share all my passwords with my family. I understand that my family can look at my device anytime they want, whether they have asked first or not.
	<u>I will</u> talk to my family about what media I use and what I do online and answer any questions they have openly and honestly.
	<u>I will</u> tell my family if I'm struggling with media use, have made a mistake online, or need help.

In exchange, my family agrees to:

	Talk with me about what worries them and why before saying “no”.
--	--

Consequences for NOT following this agreement:

- 1st offence = complete loss of device for remainder of that day, and the entire following day
- 2nd offence = complete loss of device for 1 week
- 3rd offence = loss of device

Signed, this ____ day of _____, 2023.

CHILD's NAME	Parent 1	Parent 2
--------------	----------	----------

Breakout #3: Discussion

- What are schools doing to build digital citizenship?
- What trends are schools noticing about students' online behaviour?
- What are parents concerned about, and what supports would be helpful for families?