

## Plan for Instruction

### Revised Time-to-Learn Strategy: Grades 4–6

Principals and teachers are responsible for ensuring that a reasonable and productive balance of time exists among all subject areas to enable students to achieve designated curriculum outcomes. In each curriculum area, there are outcomes with related concepts and skills that require discrete allotment of instructional time. However, there are many outcomes that may be integrated effectively with those from multiple subject areas. It is recognized that Grade 6 may exist in different school configurations and therefore may require some flexibility in planning for instruction.

Instructional time includes scheduled time for the purpose of instruction, assessment (for and of learning), and other student activity as directed and supervised by the teacher. An integrated or cross curricular model of instruction allows outcomes from one or more subject areas (Health, Information and Communication Technology, Science, Social Studies, and Visual Arts) to be addressed in conjunction with outcomes in Language Arts or Mathematics. The Integrated Learning block provides an opportunity for students to practice and apply skills and concepts from two or more subjects in a learning activity or unit of study.

The following represents the **minimum** instructional time as per the *Education Act* as adjusted to reflect *Nova Scotia's Action Plan for Education 2015, The 3Rs: Renew, Refocus, Rebuild*.

ENGLISH / FRENCH IMMERSION	4–6
<b>Subject Areas</b>	<b>Beginning September 2016</b>
Language Arts	100 min/day 500 min/week
French Immersion (FI) / Integrated English Language Arts / Mi'kmaw Language / Gaelic Language	30 min/day 150 min/week
Mathematics	90 min/day, including Mental Math 450/week, including Mental Math
Core French / Mi'kmaw Language / Gaelic Language (does not apply to students in FI programs)	50–60 min block every other day
Integrated Learning Block— Explicit Subject Instruction (Health, Information Communication Technology, Science, Social Studies, Visual Arts—with multiple opportunities to integrate Language Arts and Mathematics outcomes)	50–60 min/day 4 out of 5 days per week 200–240 min/week
Physical Education*	100 min/week (20 min/day)
Music	60 min/week (two 30-minute blocks)
<b>Totals</b>	minimum 300 min/day ( includes 15-minute recess)
<b>Physically Active Time*<i>unscheduled</i></b>	<b>10 min/day</b> <b>50 min/week</b>

\*In the 2002, *Time to Learn Strategy: Instructional Time and Semestering*, the goal for physical education was set at 30 minutes per day. There is a recognition that boards are still working toward this goal; and therefore, for physical education only this represents the minimum desirable instructional time. Daily physically active time, is a general activity distinct from physical education classes and may be included in recess if criteria are met.