



# Elementary Parent Handbook



This York Catholic District School Board handbook outlines curriculum for Junior Kindergarten to Grade 8 students.

# Message from the Director



Our home, school and parish relationship is the key to the success of our Catholic School system. It is so critical that we, as Catholic school communities, see each other as partners and share our unique talents for the common good. From Kindergarten until Grade 12, our students learn in a uniquely Catholic environment that allows them to become lifelong, faith filled learners and achieve their full potential.

The Catholic Graduate Expectations outline the traits and skills that York Catholic students will possess upon graduation. These skills enable our graduates to have a well-rounded and reflective nature, rooted in our Gospel values.

You may find the Parent Handbook a useful reference.

A handwritten signature in black ink that reads "Susan LaRosa." The signature is written in a cursive, flowing style.

Susan LaRosa  
Director of Education

# Parents as Partners

## Our Shared Vision

We are a Catholic Learning Community of collaborative partners, called to serve one another by being committed to and accountable for quality learning by all, with Jesus as our inspiration.

## About the York Catholic District School Board

Located in one of the fastest growing areas in North America, the York Catholic District School Board provides quality education in each of York Region's nine municipalities: Aurora, East Gwillimbury, Georgina, Markham, Newmarket, Richmond Hill, Vaughan, Whitchurch-Stouffville, and the Township of King.

Currently, we have 86 elementary schools and 15 secondary schools and over 5,000 dedicated staff serving over 55,000 students.

York Catholic schools are committed to providing faith-filled learning environments where collaboration, innovation and improvement are built into daily activities.

As a Catholic Learning Community, we continually reflect on our best practices, assess our effectiveness and make decisions about where we need to improve.

Engaged in a common purpose, we work together to support student learning and reach agreed upon goals that we could not achieve independently.



## Parent Involvement: Working Together for Enhanced Student Achievement

At York Catholic, we believe in Catholic Learning Communities where adults and children are all engaged in a life-long learning process. We know that we learn much from each other, and that partners working together will create a more vibrant community for everyone. We believe that student achievement is a shared responsibility among the home, school, parish and broader community. Together, we all contribute to the success of our students and the improvement of our schools.

As the first educators of their children, parents play a prominent role in the education process. Research indicates that parent involvement and engagement have a significant impact on student academic achievement across all cultures, backgrounds and socioeconomic status. When parents take an active role, children do better, attend more regularly, and have more positive attitudes towards school.

In studies that examined specific parent behaviours, it was found that having high expectations of children is the most significant contributor to their academic achievement. Parents reading to

their children and talking with them about school are the next most important parental involvement activities. What this means is that improving children's chances for success may be as simple as creating an education-oriented atmosphere at home.

We encourage you to become an active partner in your child's education. Reading with your child(ren); engaging them in conversations about their learning; providing a quiet and supportive environment for homework activities; worshipping together and attending school events are a few of the many great ways you support the learning partnership of the home, school and parish. We wish you and your child(ren) a great year ahead!

## What is the York Catholic Parent Involvement Committee?

The York Catholic Parent Involvement Committee (YCPIC) was formed as an advisory body whose primary purpose is to promote effective parent involvement/engagement, enabling parents to play a stronger role in supporting student achievement. According to the Ministry of Education, Parent Involvement Committees advise directors of education in Ontario on ways to increase parental engagement.

YCPIC is a committee of parents who meet regularly throughout the school year. There is an opportunity for parents to serve on YCPIC. Please visit our website for additional information: [www.ycdsb.ca](http://www.ycdsb.ca).



# Highlights of Key YCDSB Policies and Practices

For additional information about our policies, refer to [www.ycdsb.ca](http://www.ycdsb.ca)

## POLICIES

### Administration of Medication

As a general practice, school staff will not administer prescription or non-prescription medication to students. Where it is absolutely essential that medication be taken during the school day, the parent/guardian must submit a completed and signed Administration of Prescription Medication form (S-16)(a) to the school principal.

### Protection of Anaphylactic Students

All students are entitled to safe and healthy environments in our schools. While it is impossible to create a totally risk-free environment, school staff and parents/guardians can take important steps to minimize potentially fatal allergic reactions. All schools have the following in place:

- information and awareness about anaphylaxis
- strategies to avoid allergens
- an action emergency plan in case of accidental exposure.

These practices have been established in accordance with Sabrina's Law, 2005, S.O.c.7.

For additional information, please talk to the school principal or access the Board website to familiarize yourself with the guidelines and procedures for students with anaphylaxis.

### Pediculosis (Head Lice)

The Board, in consultation with York Region Public Health Services, has approved a policy and related procedures to help schools and parents/guardians when dealing with pediculosis. Pediculosis (head lice) is a nuisance, not a health hazard or a communicable

disease. A child suspected/identified as having pediculosis will be sent home from school and re-admitted only after the hair is free of lice/nits. Parents/guardians are encouraged to check their child(ren)'s head frequently, especially during the winter months, and to inform the school if pediculosis is found.

### Safe Arrival/Safe Departure

Each school has a Safe Arrival/Safe Departure program which monitors the attendance of every student at the start of the school day and at the start of the afternoon session. When a student will be absent or late, it is the responsibility of the parent/guardian to notify the school of the reason. Where the school is not notified by the start of the morning or afternoon session, immediate steps will be taken to determine the whereabouts of the student, including contacting the police if necessary. Should you require that your child leave the school before dismissal time, please provide the school with a signed and dated note to this effect, or call the school. If your child is leaving before dismissal, a parent/guardian must sign out the student from the office.

### Transportation (Student)

Transportation is provided through Student Transportation Services of York Region, which establishes the parameters, including collector points for each bus route.

As a general rule, please note the following:

1. Bus transportation is a privilege, not a right.
2. Students eligible for transportation must live in a transportation zone, as follows:

#### Eligibility Table Grade Non-Transportation Zone

JK-3 — less than 1.2 km from the school

4-8 — less than 1.6 km from the school

9-12 — less than 4.8 km from the school

3. Only authorized students may ride the bus.
4. Students are expected to walk to the nearest collector point.
5. To ensure the safety of Junior and Senior Kindergarten children, it is required that when they are delivered to the regular collector (drop off) point, a responsible person meets the child.
6. Students are not permitted to transport bulky or large items on the bus. These include items that take up the space of a student, do not fit under the seat in front of the student, block the aisle, or block the view of the driver or student. Skates will only be transported if they have guards on the blades and are carried in a small bag.

The Board reserves the right to withdraw transportation services at any time.

### Access to School Premises

In the interest of safety and to prevent interruptions to classes, all visitors, including parents/guardians, must report to the office first when entering a school.

All visitors are requested to sign in and may be asked to wear identification badges. If a parent/guardian is dropping something off for their child or a teacher, it must be left at the office. Following these procedures contributes to the safety and security of the school.

## Homework Policy

Homework provides students with the opportunity to reinforce and extend in-school experiences outside of the regular school day.

Parents/guardians share with teachers the responsibility for the educational success of their child(ren) and should actively participate in the child's learning process.

Parents/guardians are encouraged to:

- monitor student use of the agenda book on a daily basis
- recognize that the completion of homework activities is integral to school success
- become aware of the teacher's expectations with regard to homework and completion of projects
- make homework completion a priority by establishing a routine and providing an appropriate location/environment in the home conducive to this purpose
- encourage self-directed and independent learning
- provide help (but never do the work for the student) and monitor completion
- sign and return forms or projects as requested by the teacher

Suggested guidelines for homework as per policy 213 are as follows:

### Junior and Senior Kindergarten -

While not formally assigned or assessed, at-home activities are an important extension of the classroom activities.

#### Primary Division -

15 to 45 minutes (Grades 1-3)

#### Junior Division -

30 to 60 minutes (Grades 4-6)

#### Intermediate Division -

45 to 90 minutes (Grades 7-8)

## Assessment, Evaluation & Reporting of Student Progress

The assessment, evaluation, grading and reporting practices used in the York Catholic District School Board are consistent with Ministry of Education directives.

The document "Assessment and Evaluation, Procedures for Implementing Ministry Policy" is available on the Board website, [www.ycdsb.ca](http://www.ycdsb.ca).

Feedback and evaluations challenge

students to reach their full potential and allow for opportunities to demonstrate their learning in unique ways.

Upon completion of assessments and evaluations, teachers will use a variety of reporting methods including: interviews, conferencing, phone calls, letters to parents/guardians and the formal report card to report student progress.

Four levels are used to describe student achievement:

1. **Level 4** 80 - 100% A  
Above the provincial level
2. **Level 3** 70 - 79% B  
At the provincial level
3. **Level 2** 60 - 69% C  
Below but approaching provincial level
4. **Level 1** 50 - 59% D  
Below the provincial level

There are two formal reporting periods in the school year. A progress report will be sent home in November and two formal reports will be sent home in February and June.

## Catholic School Councils

It is a policy of the York Catholic District School Board that each school establish a Catholic School Council, with the purpose of assisting the school in developing positive communication links with home, parish and the broader community.

School councils work collaboratively with the principal to create a learning environment that contributes to improved student achievement and performance. Councils provide advice on developing and implementing school policies/practices as well as setting criteria for the selection of principals, the local school Code of Conduct and appropriate student dress. Elections for council members are held within the first 30 days of the school year.

## Child Protection and Assault

When responding to actual cases of, or suspicions of child abuse, Board staff refer to a number of documents, including:

Policy 204, Child Protection and Assault; Ours to Protect: Procedures for the Identification and Reporting of Suspected Child Abuse; Police

Protocol; and the *Child and Family Services Act*, s.72 (duty to report child in need of protection).

The Child and Family Services Act requires that any professional, including all education staff, have a duty to report any suspicion of child abuse. This Act outlines the grounds upon which a report must be made, including, but not limited to, where a child has suffered or is likely to suffer physical/emotional harm, the child has been or is likely to be sexually molested or exploited, the child requires medical treatment to cure, prevent or alleviate physical harm or suffering and the child's parent/guardian does not provide the treatment.

When a child is in need of protection for any reason, the Children's Aid Society (C.A.S.) must be contacted as soon as possible. The duty to report is an ongoing obligation that arises each and every time there may be additional reasonable grounds to suspect abuse.

## Educational Out of Classroom Activities

During the school year, there may be opportunities for your child to participate in educational opportunities away from the school. Such excursions are designed to enhance the students' comprehension and appreciation of the topics and concepts presented in the classroom.

It is expected that all students will participate in excursions. Students who do not participate are required to attend school. Depending upon the nature of the excursion, various forms are required to be filled out and signed prior to the excursion.

## Neighbourhood Excursions

Neighbourhood trips are those within walking distance such as the public library or local park. Parents are requested to sign consent forms for this purpose at the beginning of the school year.

## Day Trips

These trips require bus transportation and generally take place within the school day. Day trips include visits to museums or physical education venues, such as ski resorts. Parents will be notified and individual consent forms must be completed before a student can participate in a day trip.

## Overnight Trips

Students in the junior and intermediate grades may have an opportunity to participate in an overnight excursion to complement their curriculum studies. Examples of overnight trips include Scanlon Creek, outdoor education camps, Sudbury, Ottawa, Quebec City and Montreal. Parent/guardian meetings and detailed planning are required for any overnight excursion. Individual consent forms must be completed before a student can participate. Parents and students must recognize that an overnight trip is a privilege, not a right, and students must follow expectations and rules prior to and during a trip. It is expected that all students will participate in excursions. Students who do not participate are required to attend school.

## Student Dress & School Uniform (Elementary)

It is the policy of the York Catholic District School Board that all schools shall have a dress code, identified as appropriate dress, standardized dress or uniform dress. Appropriate dress means that students will be dressed in clothes that are respectful, neat and clean. Such clothing should reflect the increasing physical maturity of the junior and intermediate students. School administration, in collaboration with the Catholic School Council, will determine a list of inappropriate/unacceptable clothing/dress and communicate this list to the students and to the parent community annually. Standardized dress means that the school community has determined that students will dress in clothing of common colour and style, for example, white tops and blue bottoms. Uniform dress means that all students in a school are required to wear a school uniform consisting of pre-determined clothing pieces and purchased from the Board's sole supplier. School administration, in collaboration with the Catholic School Council and the parent community, will determine the dress code for an elementary school. For more info, contact the school office or view Policy 219A on our website at [www.ycdsb.ca](http://www.ycdsb.ca).

## Privacy and Personal Information Management (Freedom of Information and Protection of Privacy)

*The Municipal Freedom of Information and Protection of Privacy Act* regulates the way personal information is administered with a view to protect each individual's right to privacy.

All personal information received by the York Catholic District School Board is treated as confidential, and;

- shall be collected, maintained, used and disposed of only in accordance with *The Municipal Freedom of Information and Protection of Privacy Act*.
- will not be disclosed to anyone other than the person to whom the information relates except in accordance with applicable legislation and court orders.

Freedom of Information consent is contained within the S1 (Elementary School Registration Student Application). If the parent/guardian does not consent to the disclosures outlined within the S1 the parent/guardian must inform the principal of the school in writing.

Each September in the school newsletter the principal will remind the parent/guardian that they have an opportunity to review and revise this form.

## Safe Schools

The Safe Schools Policy establishes parameters for the behaviour of all persons in the York Catholic District School Board.

## Bullying Prevention

It is the policy of the Board that bullying in any form is unacceptable and that staff shall implement bullying prevention and intervention strategies which foster a positive learning and teaching environment for all students and staff.

## Code of Conduct

The Board's Code of Conduct governs the behaviour of all members of our learning community, thereby enabling schools and other Board locations to function as safe, comfortable, and accepting learning and teaching environments.

## Personal Electronic Devices

All personal electronic devices carried by elementary students shall be kept out of sight, turned off and not used during the school day. Students must have prior authorization from the school principal for use during school-related activities. Failure to abide by this policy may result in confiscation of the device.

## Acceptable Use of Technology

While the use of technology is an important component of the learning process, the Board requires that staff and students comply with standards of acceptable use. All parents/guardians will sign an Information Technology Student Acceptable Use Agreement prior to allowing student access to the Internet. This agreement will be signed at the entry into Junior Kindergarten, Grade 4, at the beginning of high school and upon registration at a new school.

## Use of Surveillance Cameras in Schools

In keeping with the Board's mandate and commitment to maintain safe and secure learning environments for students, staff and community members, video surveillance cameras will be installed on all Board-owned premises. Use of these cameras is compliant with Municipal Freedom of Information and Protection of Privacy Act.

## Fundraising

School administrators work in partnership with Catholic School Councils to ensure that fundraising activities meet the needs of the entire school community.

## Special Education Philosophical Statement

In a very real sense, the patterns and rhythms of learning are special and unique in every student. It is imperative that the philosophy and procedures of all those involved in facilitating the learning of all students be complementary and consistent. The Board, therefore, endorses the mainstreaming of learners with a focus on providing the most enabling learning environment.

The most enabling learning environment is one in which the students' academic, physical, spiritual, social and emotional needs are met, with appropriate support, in a classroom of age-appropriate peers within the home school.

It is recognized that the implementation of mainstreaming is an evolutionary process that does not exclude the need for a continuum of responses. Principles for the systematic implementation of the process must be identified and articulated.

## Student Disability Accommodation

All students of the York Catholic District School Board have the right to equal treatment with respect to educational services without discrimination because of disability or a perceived disability. The right to be free from discrimination includes the right to reasonable accommodation. Should your child require accommodation, please speak to the classroom teacher and the school principal.

## Equity and Inclusive Education

The Board is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights.

## School Food and Beverage

Planning and providing healthy food options can be a challenge. It requires the support of our entire school community and our partners, but it is a change worth making!

The new School Food and Beverage Policy came into effect on September 1, 2011 at all Ontario schools. This policy will ensure that the foods and beverages sold in schools are healthy. This policy applies to foods sold from tuck shops, vending machines, catered lunch programs, on special food days, during special events, for bake sales and sports competitions.

This is a great opportunity to make sure all of the foods and beverages we sell in our school are healthy. Let's help make the healthy choice the easy choice for our kids!

For health-related information call York Region Community and Health Services Health Connection at 1-800-361-5653 TTY# 1-866-252-9933 or visit [www.york.ca](http://www.york.ca) or visit [www.ontario.ca/healthyschools](http://www.ontario.ca/healthyschools) for a complete policy guide and learning modules.

*The full text for any of the above policies can be found on our website at [www.ycdsb.ca](http://www.ycdsb.ca).*

# PRACTICES

## Immunization of Pupils

Each child attending school is required to be fully immunized. From time to time, parents/guardians will receive an immunization questionnaire from the public health department asking for updated information on their child's immunization record.

## Student Absence Due to Illness

Students are expected to attend school unless they are ill. When a student is absent from school, parents/guardians must call the school before the start of the school day to report the absence and reason for such. Telephone calls from students will not be accepted. The parent/guardian of a child who becomes ill at school will be contacted and asked to pick the child up as soon as possible. Every effort will be made to keep the child comfortable while he or she waits. Parents/guardians are strongly encouraged to keep their children home when definite signs of illness are displayed, or until they are fully recovered from any illness, including the flu. This will significantly reduce the spreading of germs among the child's peers. As a general practice, if a child is too ill to go outside, she/he should not be at school, as it is difficult to keep the child indoors, even when the request is accompanied by a doctor's note.

## Vacations During the School Term

It is preferable that family vacations be scheduled during regular school breaks. When this is unavoidable, parents/guardians must notify the school in writing at least one week in advance, providing the necessary details with regards to the absence.

## Student Injury

In the event a child sustains an injury while at school, the parent/guardian or emergency contact person will be notified as soon as possible. It is required that each family provide the school with an up-to-date Emergency

Procedures Form (S-2) at the beginning of the school year. It is the responsibility of the parent/guardian to update the information on the form as required.

## Bus Conduct

The following guidelines are intended to ensure the safety of all students while riding the bus. Students must:

- enter and exit the bus in an orderly fashion
- be seated facing the front during the operation of the vehicle
- maintain a reasonable sound level
- be responsible for their own behaviour while on the bus
- be polite and courteous to the bus driver
- not consume food or drink on the bus
- board and depart from the bus at their assigned stop
- show respect for the property of others and conduct themselves in a safe manner at the collector points

In the event that the above guidelines are not followed, bus riding privileges may be suspended by the principal. On the rare occasion where bus privileges are withdrawn, parents/guardians will be given written notification. **A student's attendance at school continues to be mandatory in these circumstances.**

The parent/guardian is responsible for the safety and behaviour of their child(ren) prior to pick up and following drop off each day. Please inform the school of any changes that may affect busing routines.

## Emergency Procedures: Cancellation of Buses

Occasionally, due to inclement weather or for other emergency situations, it may be necessary to cancel buses. In arriving at this decision, the safety of the students will be of prime importance. If road and weather conditions do not ensure safe driving, the decision to cancel will be made by Student Transportation Services in consultation with the Board. Information will be conveyed to parents/guardians starting at 6:00 a.m. Please refer to:

- [www.schoolbuscity.com](http://www.schoolbuscity.com) (the Student Transportation Services website); or
- your local radio and television station.

**Please ensure that the announcement is for the York Catholic District School Board.** It is general practice that schools

will remain open regardless of the cancellation of transportation. If buses do not operate in the morning, they will not operate in the afternoon, and the parent/guardian is responsible for picking the child(ren) up at the end of the school day. On days where school buses are cancelled, please check with your school to determine the status of any school excursions planned for that day.

### **Pick-up and Drop-off of Students**

Parents/guardians are requested to familiarize themselves with the routines at their school with respect to drop-off and pick-up of students. It is expected that everyone will be diligent in following school procedures pertaining to vehicle traffic on school property.

### **The Ontario Student Record (OSR)**

The OSR is the confidential record of a student's educational progress. The collection of this information is authorized by the *Education Act*. An OSR is established for each student and is filed in the school office.

All students over 18, as well as the parents/guardians of students under 18 years of age, have the right to examine the OSR and to receive a copy of its contents through a written request to the school principal.

### **Home/School Protocol & Communication**

The YCDSB endeavours to foster the home/school partnership through the promotion of effective communications between teachers and parents/guardians.

Teachers may request, or be requested, to meet with parent(s)/guardian(s) of students they teach to report on academic progress, student's behaviour or to address parental concerns. A meeting may not always be necessary if a matter can be resolved by some other form of communication, for example, telephone, letter or e-mail.

Meetings between parent(s)/guardian(s) and teacher may be scheduled as a result of a request, preferably in writing, to the teacher or school administration. If a meeting is necessary and the parent(s)/guardian(s)

and the teacher are unable to arrange a convenient time outside of the instructional day, then a meeting may be scheduled, in advance, during instructional time (with appropriate coverage of classes). A teacher will be made aware of the location, time and purpose of any parent/guardian meeting, in advance. A teacher may wish to have the support of his/her school administrator at the meeting and/or the OECTA representative or member of the teacher's choice.

Professional and courteous behaviour is expected from all participants at a teacher/parent/guardian meeting. Inappropriate behaviour will result in the meeting being terminated. School administrators are responsible for monitoring and addressing situations between a teacher and a parent/guardian where conflict exists and/or the parent/guardian remains dissatisfied after communicating with the teacher.

Protocol states that a parent/guardian should speak to the teacher first, then the school administrator and, if needed, the area superintendent.

### **Inclusive & Equitable Environment**

The Board recognizes and celebrates the diversity of our communities and has developed policies on anti-racism and ethnocultural equity, gender equity, respectful workplace and harassment based on sex and gender, race and culture for staff and students. These policies, consistent with the Ontario Human Rights Code and legislation and policies of the province, affirm the dignity of every student and Board employee, and their absolute right to be treated with respect.

The Board is committed to ensuring a learning and working environment that is inclusive, respectful and free from bias in any form.

This includes the recognition that each student has unique abilities and needs; the use of learning materials that acknowledge the contributions of women and men of all backgrounds; and strict guidelines for responding to incidents of harassment based on sex or gender, race and culture. (Policies 808; 810; 811; 420; 217)

### **Lunch Routines**

The lunch period in elementary schools is of 60 minutes duration, 20 minutes for eating lunch and 40 minutes in the yard. Supervision is provided at all times. Students who remain for lunch are required to remain on school property throughout the lunch period unless they have written permission from the parent/guardian and approval of the principal.

### **Student Behaviour**

A safe, positive environment is a prerequisite to learning. Respect for self and others, contributing to the common good, accepting accountability for one's own actions, seeking and granting forgiveness, acting morally and legally as a person formed in the Catholic traditions and the promotion of self-discipline are cornerstones. The Board supports a preventative, proactive approach to managing the behaviour of its students. This approach includes the provision of alternative discipline strategies, progressive discipline and opportunities for alternative education programs.

### **Special Education Philosophical Statement**

In a very real sense, the patterns and rhythms of learning are special and unique in every student. It is imperative that the philosophy and procedures of all those involved in facilitating the learning of all students be complementary and consistent. The Board, therefore, endorses the mainstreaming of learners with a focus on providing the most enabling learning environment.

The most enabling learning environment is one in which the students' academic, physical, spiritual, social and emotional needs are met, with appropriate support, in a classroom of age-appropriate peers within the home school.

It is recognized that the implementation of mainstreaming is an evolutionary process that does not exclude the need for a continuum of responses. Principles for the systematic implementation of the process must be identified and articulated.



# Religious Education



# ELEMENTARY SCHOOLS

## Kindergarten:

### In God's Image

The Religious Education program begins with Kindergarten: In God's Image, a catechetical resource for four and five-year-olds. This resource affirms the child in all areas of growth and celebrates the wonder of childhood as a trace of God.

The metaphor "a trace of God" is used throughout the resource to express how the activities, growth and very being of the child are gifts and reminders of God.

#### Kindergarten Themes:

Me	Community
Earth Times	Plants
Church Times	Animals
Special Days	Changes

## Grades 1 - 3

The catechetical series continues to nurture the child's everyday faith life. It focuses on our basic need to belong.

**Grade 1:** *We belong to God* shows how God loves us unconditionally.

**Grade 2:** *We Belong to the Lord Jesus* makes that belonging concrete in the person of Jesus, who invites us into personal friendship and spreads a table for us in the Eucharist. It presents as a Eucharistic catechesis that follows the chronological structure of the Mass. A catechesis on reconciliation is provided in year 2, as well.

**Grade 3:** *In the Spirit We Belong* explores our belonging to the Church gathered in the Spirit. The overall aim of the program is to deepen the experience of belonging to God through the community of the followers of Jesus gathered in the Spirit.

## Grades 4 - 6

The Grade 4 - 6 program develops further the theme of Church that is introduced in Year 3. It also introduces students to scripture as a primary way of developing our relationship with the Lord Jesus.

**Grade 4:** *Come and See* looks at the Church's experience and faith in Jesus. The overall aim of Year 4 is to meet the Lord Jesus through the living experience of gospel witnesses and to explore what it means for us to be a disciple and friend of Jesus today.

**Grade 5:** *May We Be One* explores what the Church does as it gives witness to Jesus in the Spirit. It concentrates on how the Church is a gathering, a communion of people from all nations in and through the Spirit of God. The program presents the Church as the community of God's people where the Lord Jesus is visible, active and present in the power of the Holy Spirit.

**Grade 6:** *You Shall Be My Witnesses* allows the children explore the Christian moral life. They are invited to enter more fully into the God's covenant with us through the witness of their own lives.

## Grades 7 & 8

**Year 7:** *Believe in Me*

**Year 8:** *Stand By Me*

The purpose of the Grade 7 and 8 program is to assist young believers in nurturing their relationship with God in and through Christ in the context of a Spirit-filled community. By using the "faith summary" of the Apostles Creed, this program encourages young believers to participate with the Church in exploring the dimensions of our relationship with God, Jesus and the community of the Holy Spirit.

## The Catechetical series

The Canadian catechetical series used throughout our school board is *Born of the Spirit*, for Grades K - 6 and *We are Strong Together*, for Grades 7 - 9.

The Canadian Conference of Catholic Bishops has commissioned this program and is the publisher of it. Its contents were developed by a resource team associated with the National Office of Religious Education in Ottawa (NORE).

While the program is not a catechism, it is specifically referenced to and anchored in the Catechism of the Catholic Church, the authoritative reference source of authentic catechesis. The program is developmental and age appropriate in its approach and is sensitive to liturgical times.

Each successive year of the program builds on the essential childhood education in faith that families provide. It invites the Church to be an active partner in this growth process as well.

The various levels of the series seek to provide a progressive and systematic presentation of the basic content of the Catholic faith. The rich catechesis invites children to journey in their faith and develop a meaningful relationship with God.

## The Catechetical series

The Canadian catechetical series used throughout our school board is *Born of the Spirit*, for Grades K - 6 and *We are Strong Together*, for Grades 7 - 9.

The Canadian Conference of Catholic Bishops has commissioned this program and is the publisher of it. Its contents were developed by a resource team associated with the National Office of Religious Education in Ottawa (NORE).

While the program is not a catechism, it is specifically referenced to and anchored in the Catechism of the Catholic Church, the authoritative reference source of authentic catechesis. The program is developmental and age appropriate in its approach and is sensitive to liturgical times.

Each successive year of the program builds on the essential childhood education in faith that families provide. It invites the Church to be an active partner in this growth process as well.

The various levels of the series seek to provide a progressive and systematic presentation of the basic content of the

Catholic faith. The rich catechesis invites children to journey in their faith and develop a meaningful relationship with God.

## Resources for Sacramental Preparation

Sacramental preparation is a very important part of catechesis. The Archdiocese of Toronto has prescribed guidelines for First Eucharist, Reconciliation, and Confirmation. (Guidelines for Sacramental Preparation, 2009).

As well as the religion series, *Born of the Spirit* and *We Are Strong Together*, these guidelines recommend resources (see adjoining lists) to enhance and further develop the immediate preparation of students' celebration of these sacraments. School, parish and home continue to be the vital partners in the faith formation of our children. We all have important roles to play.

### Eucharist

*Invited to the Feast*  
Archdioceses of Toronto, 2003  
*We Celebrate the Eucharist*  
Silver-Burdett 1990  
*We Share in the Eucharist*  
Novalis 1997  
*Planning for Eucharist with*

### Children

Religious Education Team -  
YCDSB 2002  
*The Table of the Lord*  
Ave Maria Press 1986  
*A Vision for Eucharist*  
Archdiocese of Toronto 2001

### Reconciliation

*Celebrating God's Love*  
Archdiocese of Toronto 2002  
*We Discover God's Paths*  
Novalis 1997  
*The Forgiveness of the Lord*  
Ave Maria Press 1993  
*We Celebrate Reconciliation*  
Silver-Burdett 1990

### Confirmation

*Anointed for Mission*  
Archdiocese of Toronto 2001  
*We Celebrate Confirmation*  
Silver-Burdett and Ginn  
*Jesus Send Your Spirit*  
Benzinger Publishing Company  
*Catch the Spirit*  
Religious Education Team -  
YCDSB

# Family life EDUCATION

"For you love all that exists, you abhor nothing you have made. . . because all things are yours, Lord, lover of life."

*Wisdom 1:24-26*

Catholic parents want to give their children this Godly love of life. They are trying to raise their children by an example of selfless love and generosity. They are also striving to communicate with their children and to impart to them healthy, Christ-like attitudes toward life. They want to give their children the proper attitudes toward sexuality and mature

personal relationships. As the primary educators of their children, parents have a right to expect their Catholic schools to support them in these efforts. Fully Alive was created to provide this assistance.

*Archbishop Marcel Gervais*  
(Foreword to Fully Alive)

## About Fully Alive . . .

Fully Alive is a Family Life Education program for Grades 1-8 developed for the Catholic elementary schools of Ontario. It is the result of many years of reflection, discussion, and work by

bishops, Catholic educators, Catholic school trustees, and parents.

In Catholic schools, Family Life Education is closely connected to Religious Education. Fully Alive's approach to human life, relationships, and sexuality is guided by our Catholic faith and by the wisdom accumulated through many years of Christian human experience.

Family Life Education is intended to supplement the religion program, and accounts for about one-fifth of the time set aside for Religious Education.

Fully Alive is organized into five themes that are developed at each grade level:

**Created and Loved by God:** We are created in the image of God and loved as a special creation.

**Living in Relationship:** The bonds of family and friendship are central to our identity and development.

**Created Sexual:** Male and Female  
The gift of sexuality, which is intended for love and life, is an integral part of our identity and development.

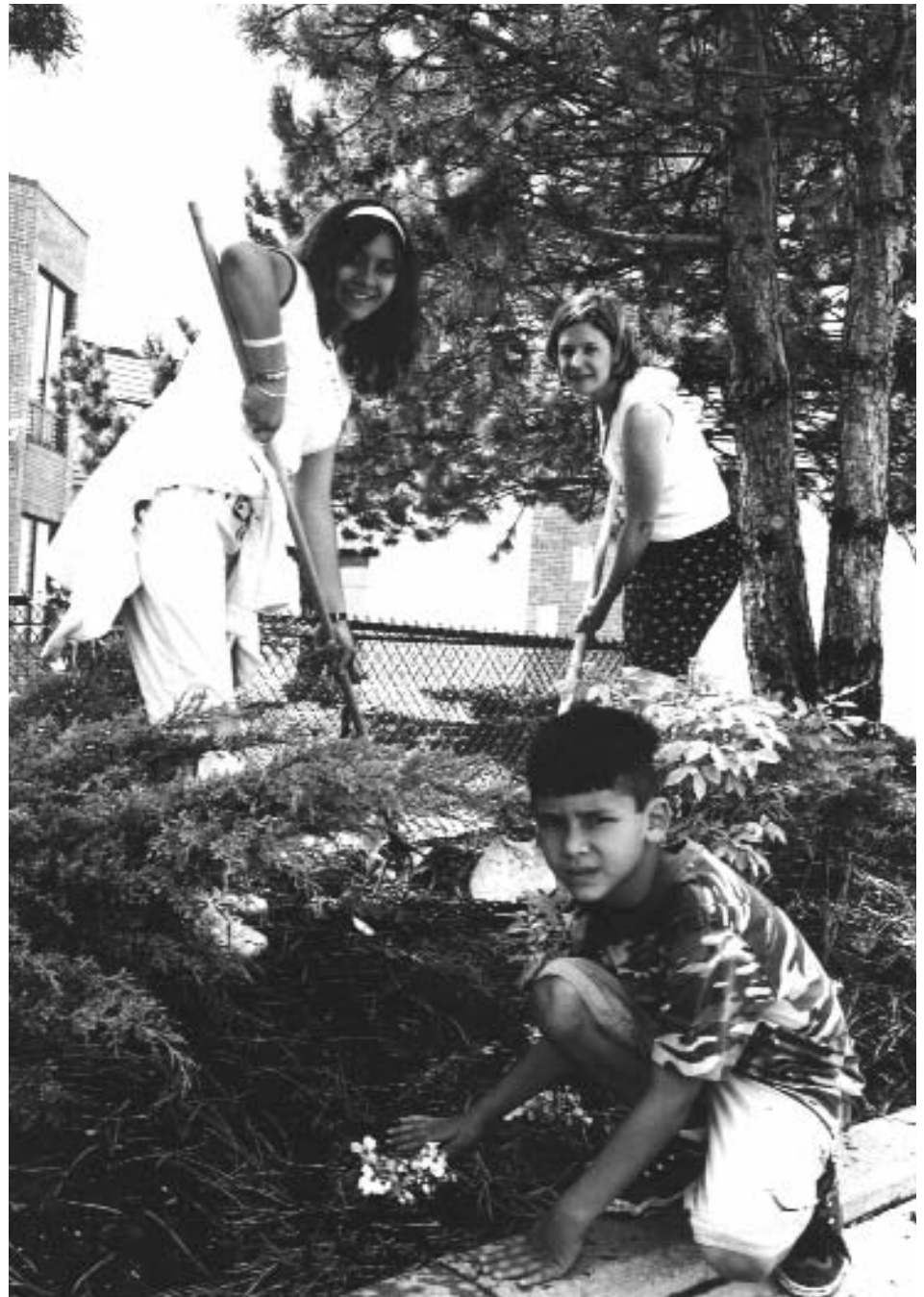
**Growing in Commitment:** We are called to be faithful and fully human in our promises, choices, and decisions.

**Living in the World:** We are members of human society, and have responsibility to care for and build God's world.

### Your role in Fully Alive . . .

It is often said that parents are the first and most important teachers of their children. Nowhere is this more true than in the areas that are explored in Fully Alive - what it means to be a person, to live in a family, to have friends, to grow up as a boy or girl.

The small groups of Catholic parents who helped to develop the Family Books were very conscious of the special role of parents in Family Life Education. Some of



Students and staff at Immaculate Conception Catholic Elementary School work together to create a peace garden.

their thoughts about this role are:

- Fully Alive creates special opportunities for you to talk to your child about things that matter.
- Intimate talks create an atmosphere of trust, which is especially important as children grow older.

- Pick the right time for special talks - when the occasion comes up naturally, and when you and

your child are relaxed and not distracted.

- Have faith in yourself. You are better able than anyone else to talk to your child about many of the topics in Fully Alive. When it comes to Family Life Education, you are the true expert.

# Home-School-Parish RELATIONSHIPS

## New Board Document: “Carved in the Palm of God’s Hand”

This document is available in schools now. It highlights the roles of each of the partners in the faith-life of the child: the home, the school, and the parish.

The following are key recommendations from the document, for each of the partners in Catholic Education. The full document is available at your child’s school and on the Board’s website at:

[www.ycdsb.ca](http://www.ycdsb.ca)

## Suggested Best Practices

### Parents

- Model your faith for your children
- Attend Sunday Liturgy as a family
- Teach your children the responses of the Mass
- Teach your children basic prayers of the Church
- Establish a family prayer time and prayer routine
- Be involved in ministry in your parish community, and encourage your children to do so
- Display pictures/symbols of our faith within your home
- Establish a family prayer centre, displaying Catholic religious symbols
- Involve your family in social-justice issues (i.e., share with those in need, take your child to a

food bank, adopt a foster child, etc.)

- Support your child’s Religious Education program by discussing it at home.

### School Staff

- Model faith for all students
- Have a Liturgical Committee and Faith Ambassadors in your school
- Plan regular school liturgies with the parish priest
- Teach students the responses of the Mass
- Invite parents to school Masses
- Create a prayer centre in each classroom
- Promote social justice awareness and activities
- As a school community, celebrate sacraments with students in the sacramental years
  - Invite classroom visits by the parish pastoral team
  - Suggest topics for the pastor to discuss during classroom visits
  - Arrange with the pastor for students to visit and tour the Church
  - Invite the pastor to school council meetings and other school events
  - Include the pastor in school crisis response planning
  - Make use of parish bulletin to promote school events
  - Promote parish events in the school newsletter

- Send school newsletters to the parish priest
- Take Religious Education Courses to increase knowledge and appreciation of your faith

### Parish

- Meet with principals each year to schedule visits, Masses and sacramental celebrations
- Visit classrooms to support the school’s religious education programs
- Appoint a parish representative to the Catholic School Council
- Use Archdiocesan programs Invited to the Feast, Celebrating God’s Love, and Anointed for Mission, to enhance family involvement in sacraments
- Discuss parish sacramental programs with parents and staff, and share ways that each can prepare students
- Implement the Guidelines for Sacramental Preparation to provide consistency in practice among parishes
- Utilize school newsletters to promote parish events
- Promote school events in the parish bulletin
- Provide ongoing adult catechesis for parents
- Invite staff and school councils to gather at the parish for special faith-socials which foster good working relationships.



# Step by step . . .

# On the path of learning

## AN OVERVIEW OF THE CURRICULUM

As a Catholic Learning Community we believe that our students have God given gifts and the potential to use them to contribute to the global community. As Catholic Educators we are called to validate and nurture students' individual talents and diverse learning styles. This continued support and guidance will enable students to develop employability skills and use these skills to work with a moral purpose.

What do we want our students to Know, Do and Be? is the guiding question that informs our curriculum planning. Each subject specific area includes knowledge, skills and strategies that students need to acquire. Board-approved textbooks are useful tools that support teachers in teaching and assessing the expectations within these subjects.

Our work also includes equipping students with "21st Century Skills". They include collaboration, interpersonal skills, problem solving, initiative, higher order thinking, and adaptability. Today, students require this skill set to prepare for the increasingly demanding and ever changing work place. Many of these 21st century skills are reflected in the progress report that your child receives in the fall.

As a Catholic Learning Community these curriculum expectations, skills and strategies are grounded in our Catholic Faith. This unique Catholic Context is manifested in the Catholic Graduate Expectations which are at the forefront of the work we do. These distinct expectations reflect what we hope our students will "Be" and "Become".

The hope is that our students will be literate, numerate members of society who exercise Christian leadership and contribute to the common good. The following information will provide a brief overview of each of the curriculum areas.

*For detailed curriculum information, please visit [www.edu.gov.on.ca](http://www.edu.gov.on.ca)*

### Language

Language is central to students' intellectual, social, and emotional growth, and must be seen as a key element of the curriculum. It is the basis for thinking, communicating, and learning. The Language curriculum supports the development of successful language learners who communicate (read, listen, view, speak, write, and represent) effectively. These skills will help students to thrive in the world beyond school.

This curriculum organizes the knowledge and skills that students need to become literate in four strands, or broad areas of learning. They are Oral Communication, Reading, Writing, and Media Literacy.

### Mathematics

This curriculum is designed to help students build the solid conceptual foundation in mathematics. The acquisition of operational skills remains an important focus of the curriculum. However learning mathematics is not based solely on mastering basic skills. This curriculum is based on the belief that students learn mathematics most effectively when they are given opportunities to investigate ideas and concepts through problem solving.

Through mathematical activities and problem solving, students develop mathematical understanding and related technological skills that they can apply in their daily lives and eventually in the workplace.

Attention to the Processes that support effective learning of mathematics is also considered to be

essential to a balanced mathematics program. Seven mathematical processes are identified in this curriculum. They are problem solving, reasoning, and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating. The curriculum provides mathematical process expectations that are grade specific.

Overall and specific expectations in mathematics are organized into five strands. They are Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability.

### Health and Physical Education

Healthy active living involves a combination of physical activity and appropriate lifestyle choices. Through the study of health and physical education, students should begin early on to acquire basic knowledge about a wide variety of health-related topics and to develop relevant skills and attitudes. Students will understand how their personal actions and decisions will affect their health, fitness, and personal well-being. This is an opportune time to develop good life-

long fitness habits.

## Daily Physical Activity

YCDSB elementary students will enjoy 20 minutes of Daily Physical Activity (DPA). On days when no Phys. Ed. classes are scheduled, teachers build this into their instructional day. Studies show that Daily Physical Activity leads to social, academic and health benefits such as improved concentration, creativity, attitudes and behaviours. Making activity a regular part of our students' day demonstrates the importance of being healthy and active.

## The Arts

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts (dance, drama, music, and visual arts) play a valuable role in helping students to express themselves and achieve their potential as learners and interpret the world around them.

### Dance

The dance curriculum is intended to help students develop an understanding and appreciation of dance, as well as the ability to create works using the elements of the discipline. Through exploring dance and movement, students will develop an understanding of the art form, themselves, and others. They will develop practical artistic, communication, and critical analysis skills.

### Drama

The drama curriculum is intended to help students develop an understanding and appreciation of drama, as well as the ability to create works using the forms of the discipline. It provides many opportunities for students to practise communicating with different audiences for a variety of purposes, through moving, speaking and



writing in role.

### Music

The music curriculum is intended to help students develop understanding and appreciation of music, as well as the ability to create and perform it. An emphasis is placed on encouraging students to become active participants in composing music, exploring ideas through music, responding to music, and performing.

### Visual Arts

The visual arts curriculum is intended to help students develop their creativity and express themselves visually using a variety of genres and forms. It enables students to analyze and interpret works of art and use these visual literacy skills to prepare students to critique and understand images, media, and art works in our complex, contemporary visual world.

### French as a Second Language

The ability to communicate in French is a valuable skill, because French is one of Canada's two official languages and is also widely used around the world. Second-language learning in general is

valuable for a number of reasons. Research confirms that knowledge of a second language strengthens first-language skills, and that the ability to speak two or more languages generally enhances problem-solving and reasoning skills, the capacity for creative thinking and the ability to respect and understand other cultures. Second-language learning strengthens students' ability to communicate and participate effectively in the workplace and the global community. It also increases their ability to understand themselves and other people, and helps them to appreciate the power of words and the many different uses of language.

The YCDSB offers both Core French and French Immersion Programming. Core French programming engages students in French language learning opportunities through scheduled daily lessons. French Immersion programming uses French as the language of instruction for the delivery of the Ontario curriculum.

### Science and Technology

Science is a way of knowing that seeks to describe and explain the natural and physical world. Technology is a process of exploration and experimentation. Technology



uses concepts and skills from disciplines and applies this knowledge to meet a need or solve a problem. This curriculum has an increased emphasis on science, technology, society, and the environment (STSE). It provides numerous opportunities for teachers to integrate environmental education effectively into the curriculum.

## Social Studies

Social Studies seeks to examine and understand both local and global communities. Students acquire knowledge of key social science concepts, including change, culture, environment, power, and the dynamics of the marketplace. Students will also learn skills of inquiry and communication through field studies, research projects and the use of maps, globes, and historical evidence. Students apply these skills to develop an understanding of Canadian identity and democratic values to evaluate different points of view, and to examine information critically.

## History

History involves the examination of

individuals and unique events, as well as of groups, movements, institutions, nations, and eras. The Grade 7 and 8 history program focuses on Canada and provides students with a comprehensive overview of the development of their country and its role in the world. Students learn how lessons from the past can be used to make wise decisions for the future, and by exploring various points of view and evaluating a variety of historical evidence, they practice achieving a balanced perspective. In these ways, the study of history helps prepare students to be contributing and responsible citizens in a complex society characterized by rapid technological, economic, political, and social change.

## Geography

Geography is the study of place. It examines the earth's physical systems and the people in them. It also investigates how people and environments affect each other. Geography students learn to gather, organize, analyse, and present information obtained from field-

work, models, simulations, aerial photographs, satellite imaging, maps, and computers. The study of geography provides students with a unique opportunity to learn about the world around them.

## Religious Education

In our Religious Education programs, the foundational objective is to help students know of God's great love. Our Family Life Education programs reaffirm and complement this objective with the basic underlying premise that we are created in God's image. Therefore, we too, are called to love, and to see what is good in others following the model of Jesus.

These programs continue to invite the qualities of caring, compassion, forgiveness, honesty, service to others and deep respect. These qualities are at the very core of the Gospel and hence Catholic education.

The prayer and liturgical life of our Catholic schools provides an essential dimension for the growth of faith communities. It is very important that we as parents and staff model what it means to be authentic witnesses to the Gospel.



# Kindergarten PROGRAM

Children's early learning experiences have a profound effect on their development. Early experiences are crucial to the future well-being of the child and establish the foundation for competencies that will affect later learning and behaviour. Prior to coming to school, children have been learning in a variety of environments in their homes, in child care and community settings. Children arrive at school with different backgrounds and experiences and at different stages of development. Positive early experiences with school are of paramount importance to young children. They thrive within classrooms that can meet their physical and developmental needs and provide a secure, respectful, and nurturing environment. To give each child the best start possible it is essential that Kindergarten programs provide a variety of learning opportunities and experiences based on assessment information and the needs and interests of the children. Although the Kindergarten years are critical in laying the foundations for a continuum of learning, Kindergarten is an important period of life that has value in and of itself. Teachers, early childhood educators, members of the community, and families must work together to provide challenging and engaging learning experiences that will build students' confidence, encourage them to continue to see learning as both enjoy-

able and useful, and provide a strong foundation for their future intellectual, physical, and social development.

Full-Day kindergarten is being introduced across the province and will be in all schools by September 2015. For information about your local school kindergarten program, please visit the board website.

## PERSONAL & SOCIAL DEVELOPMENT

- demonstrate a sense of identity and a positive self-image;



- demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community;
- demonstrate independence, self regulation and a willingness to take responsibility in learning and other activities;
- demonstrate independence, self regulation and a willingness to take responsibility in learning and other activities;
- demonstrate an ability to use

problem-solving skills in a variety of contexts;

- identify and use social skills in play and other contexts;
- demonstrate an awareness of their surroundings

## LANGUAGE

- communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;
- use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;
- communicate in writing, using strategies that are appropriate for beginners;
- demonstrate a beginning understanding and critical awareness of media texts.

## MATHEMATICS

- demonstrate an understanding of number, using concrete materials to explore and investigate counting, quantity, and number relationships;
- measure and compare length, mass, capacity, area, temperature of objects/materials, and the passage of time, using non-standard units, through free exploration, focused exploration, and guided activity;
- describe, sort, classify, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation;



explore, recognize, describe, and create patterns, using a variety of materials in different contexts;

- sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts.

## SCIENCE

- demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings;
- conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation, and communicating findings);
- demonstrating an understanding on the natural world and the need to care for and respect the environment.

- use technological problem-solving skills and free exploration, focused exploration and guided activity.

## HEALTH AND PHYSICAL ACTIVITY

- demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being;
- participate willingly in a variety of activities that require the use of both large and small muscles;
- develop control of large muscles (gross-motor control) in a variety of contexts;
- develop control of small muscles (fine-motor control) in a variety of contexts.

## THE ARTS

- demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama, and dance;
- demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts;
- use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others;
- express responses to a variety of art forms, including those from other cultures.



# Grade 1

# CURRICULUM



## LANGUAGE ARTS:

### Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Reading

- read and demonstrate an understanding of literary, graphic, and informational texts, using appropriate strategies to construct meaning;
- recognize text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and systems to read fluently;
- identify, their strengths as readers and areas for improvement and the strategies they found most helpful before, during, and after reading.

### Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a

variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how they use conventions and techniques to construct meaning;
- create a variety of media works for different purposes and audiences, using appropriate forms, conventions, and techniques;
- identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media works.

## MATHEMATICS:

### Number Sense & Numeration

- read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts;
- demonstrate an understanding of magnitude by counting forward to 100

and backwards from 20;

- solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.

### Measurement

- estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size;
- compare, describe, and order objects, using attributes measured in non-standard units.

### Geometry & Spatial Sense

- identify common two-dimensional shapes and three-dimensional figures and sort and classify them by their attributes;
- compose and decompose common two-dimensional shapes and three-dimensional figures;
- describe the relative locations of objects using positional language.

### Patterning & Algebra

- identify, describe, extend, and create repeating patterns;
- demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction to 10.

## Data Management & Probability

- collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis;
- read and describe primary data presented in concrete graphs and pictographs;
- describe the likelihood that everyday events will happen.

## SCIENCE & TECHNOLOGY:

### Understanding Life Systems

- assess the role of humans in maintaining a healthy environment;
- investigate needs and characteristics of plants and animals, including humans;
- demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans

### Understanding Structures and Mechanisms (Materials, Objects, and Everyday Structures)

- assess the impact on people and the environment of objects and structures and the materials used in them;
- investigate structures that are built for a specific purpose to see how their design and materials suit the purpose;
- demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used.

### Understanding Matter and Energy (Energy in Our Lives)

- assess uses of energy at home, at school, and in the community, and

suggest ways to use less energy;

- investigate how different types of energy are used in daily life;
- demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth.

### Understanding Earth and Space Systems (Daily and Seasonal Changes)

- assess the impact of daily and seasonal changes on living things, including humans;
- investigate daily and seasonal changes;
- demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things.

### SOCIAL STUDIES: Heritage & Citizenship: Relationships, Rules & Responsibilities

- identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;
- use a variety of resources and tools to gather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;
- explain how and why relationships, rules, and responsibilities may change over time, and in different places.

### Canada and World Connections: The Local Community

- recognize that communities consist of various physical features and community facilities that meet human needs;
- use a variety of resources and tools

to gather, process, and communicate information about the distinguishing physical features and community facilities in their area;

- describe how people in the community interact with each other and the physical environment to meet human needs.

## HEALTH & PHYSICAL EDUCATION:

### Physical Literacy

- Move efficiently, creatively, competently and with enthusiasm.
- Develop skills and attitudes to lead healthy lifestyles, and also assist others in acquiring these skills.

### Health Literacy

- Develop skills to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course.

## THE ARTS:

### Dance

- Creating and Presenting: apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

## Drama

- **Creating and Presenting:** apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

## Music

- **Creating and Performing:** apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

## Visual Arts

- **Creating and Presenting:** apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

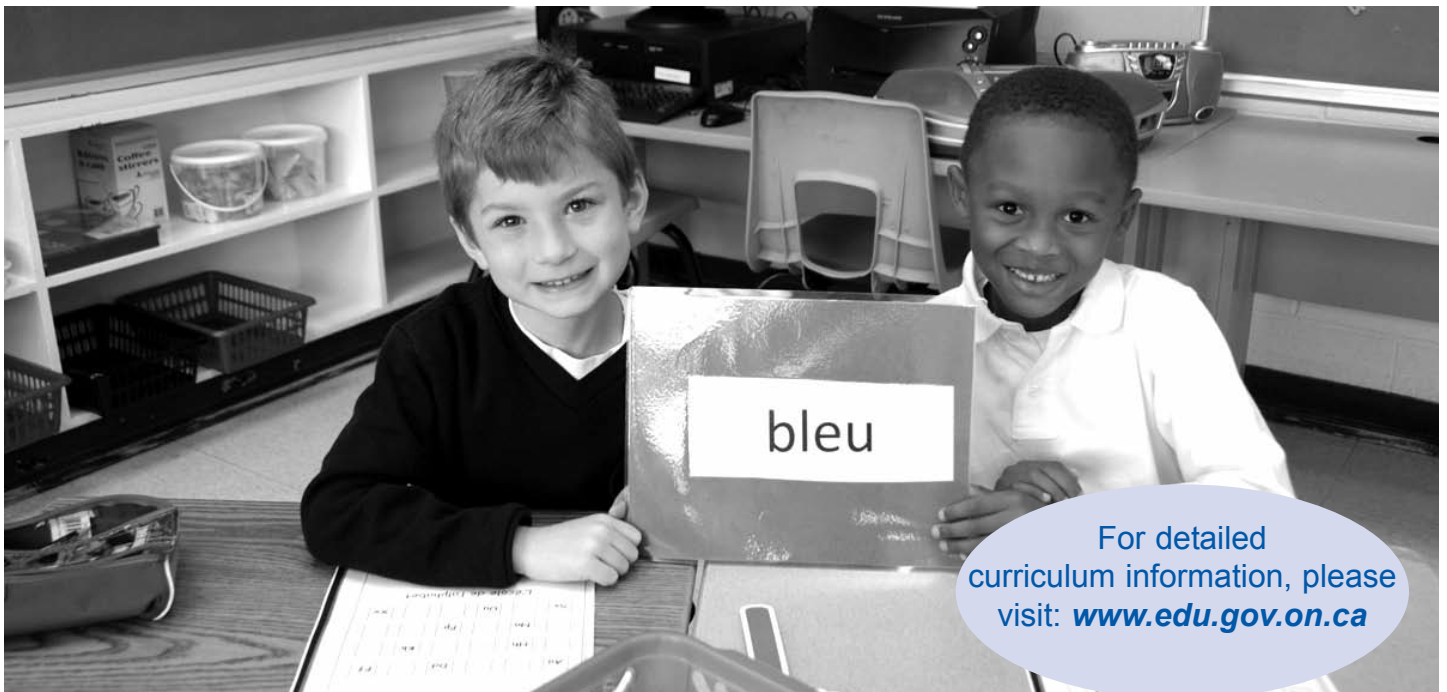
## CORE FRENCH:

- By the end of Grade 1, students will:
- listen and repeat words and very

- simple sentences;
- recognize visually known vocabulary;
- follow a limited number of basic classroom instructions
- repeat very simple questions and answers following a model;
- use a few conventions of oral language;
- respond briefly to simple rehearsed oral texts

## FRENCH IMMERSION:

- By the end of Grade 1, students will:
- listen and respond to short, simple spoken texts and media works;
  - talk about familiar topics, using simple vocabulary and expressions;
  - read short, simple written materials and demonstrate understanding through oral and very brief written responses;
  - produce short, simple pieces of writing, following appropriate models;
  - identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work.



# Grade 2

# CURRICULUM

## LANGUAGE ARTS:

### Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Reading

- read and demonstrate an understanding of literary, graphic, and informational texts, using appropriate strategies to construct meaning;
- recognize text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and systems to read fluently;
- identify, their strengths as readers and areas for improvement and the strategies they found most helpful before, during, and after reading.

### Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language

conventions to correct errors, refine expression, and present their work effectively;

- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how they use conventions and techniques to construct meaning;
- create a variety of media works for different purposes and audiences, using appropriate forms, conventions, and techniques;
- identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media works.

## MATHEMATICS:

### Number Sense and Numeration

- read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100 cents;
- demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points;
- solve problems involving the addition and subtraction of one and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division.

### Measurement

- estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units;
- compare, describe, and order objects, using attributes measured in non-standard units and standard units.

### Geometry & Spatial Sense

- identify two-dimensional shapes and three-dimensional figures and sort and classify them by their geometric properties;
- compose and decompose two-dimensional shapes and three-dimensional figures;
- describe and represent the relative locations of objects, and represent objects on a map.

### Patterning and Algebra

- identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns;
- demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols, and addition and subtraction to 18.

### Data Management & Probability

- collect and organize categorical or discrete primary data and display the data using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along horizontal axes, as needed;
- read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers;
- describe probability in everyday situations and simple games.

## SCIENCE & TECHNOLOGY:

### Understanding Life Systems (Growth and Changes in Animals)

- assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live;
- investigate similarities and differences in the characteristics of various animals;
- demonstrate an understanding that animals grow and change and have distinct characteristics.

### Understanding Structures and Mechanisms (Movement)

- assess the impact on society and the environment of simple machines and mechanisms;
- investigate mechanisms that include simple machines and enable movement;
- demonstrate an understanding of movement and ways in which simple machines help to move objects.

### Understanding Matter and Energy (Properties of Liquids and Solids)

- assess ways in which the uses of liquids and solids can have an impact on society and the environment;
- investigate the properties of and interactions among liquids and solids;
- demonstrate an understanding of the properties of liquids and solids.

### Understanding Earth and Space Systems (Air and Water in the Environment)

- assess ways in which the actions of humans have an impact on the quality of air and water, and ways in which the

quality of air and water has an impact on living things;

- investigate the characteristics of air and water and the visible/invisible effects of and changes to air and/or water in the environment;
- demonstrate an understanding of the ways in which air and water are used by living things to help them meet their basic needs.

## SOCIAL STUDIES:

### Heritage and Citizenship: Traditions & Celebrations

- demonstrate an understanding that Canada is a country of many cultures;
- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations;
- explain how the various cultures of individuals and groups contribute to the local community.

### Canada and World Connections: Features of Communities Around the World

- demonstrate an understanding that the world is made up of countries, continents, and regions and that people's lifestyles may differ from country to country;
- use a variety of resources and

tools to gather, process, and communicate geographic information about the countries studied;

- explain how the environment affects people's lives and the ways in which their needs are met.

## HEALTH & PHYSICAL EDUCATION:

### Physical Literacy

- Move efficiently, creatively, competently and with enthusiasm.
- Develop skills and attitudes to lead healthy lifestyles, and also assist others in acquiring these skills.

### Health Literacy

- Develop skills to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course.

## THE ARTS:

### Dance

- Creating and Presenting: apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;



- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

## Drama

- Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

## Music

- Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and

- techniques of music;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

## Visual Arts

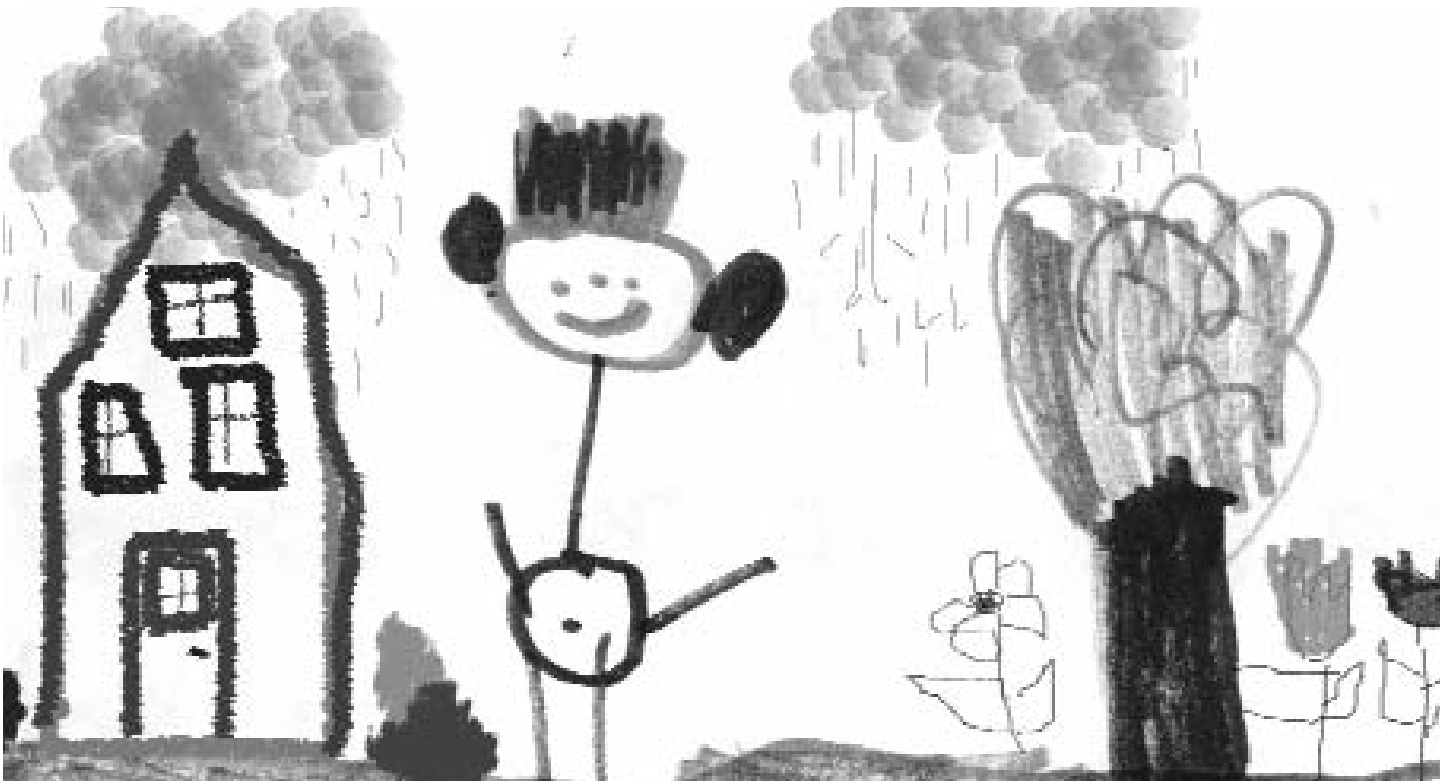
- Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

## CORE FRENCH:

By the end of Grade 2, students will:

- listen and respond to simple, spoken text and media words;
- talk about a variety of familiar topics, using simple vocabulary and expressions;
- read simple written materials and demonstrate understanding through oral and very brief written responses;
- produce short pieces of writing, using simple forms;
- identify and use appropriate language conventions during oral communication activities, in their response to reading materials and in their written work.

For detailed curriculum information, please visit:  
[www.edu.gov.on.ca](http://www.edu.gov.on.ca)



# Grade 3

# CURRICULUM

## LANGUAGE ARTS:

### Oral Communication

- listen in order to understand and respond appropriately in different situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Reading

- read and demonstrate an understanding of literary, graphic, and informational texts, using appropriate strategies to construct meaning;
- recognize text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- identify, their strengths as readers and areas for improvement and the strategies they found most helpful before, during, and after reading.

### Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths

as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how they use conventions and techniques to construct meaning;
- create a variety of media works for different purposes and audiences, using appropriate forms, conventions, and techniques;
- identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media works.



## MATHEMATICS:

### Number Sense & Numeration

- read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10;
- demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from different starting points;

- solve problems involving the addition and subtraction of single and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.

### Measurement

- estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units;
- compare, describe, and order objects, using attributes measured in standard units.

### Geometry & Spatial Sense

- compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties;
- describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures;
- identify and describe the locations and movements of shapes and objects.

### Patterning & Algebra

- describe, extend, and create a variety of numeric patterns and geometric patterns;
- demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one and two-digit numbers.

### Data Management & Probability

- collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed;
- read, describe, and interpret



primary data presented in charts and graphs, including vertical and horizontal bar graphs;

- predict and investigate the frequency of a specific outcome in a simple probability experiment.

## SCIENCE & TECHNOLOGY:

### Understanding Life Systems (Growth and Changes in Plants)

- assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats;
- investigate similarities and differences in the characteristics of various plants, and ways in which



the characteristics of plants relate to the environment in which they grow;

- demonstrate an understanding that plants grow and change and have distinct characteristics.

### Understanding Structures and Mechanisms (Strong and Stable structures)

- assess the importance of form, function, strength, and stability in structures through time;
- investigate strong and stable

structures to determine how their design and materials enable them to perform their load-bearing function;

- demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them.

### Understanding Matter and Energy (Forces Causing Movement)

- assess the impact of various forces on society and the environment;
- investigate devices that use forces to create controlled movement;
- demonstrate an understanding of how forces cause movement and changes in movement.

### Understanding Earth and Space Systems (Soils in the Environment)

- assess the impact of soils on society and the environment, and of society and the environment on soils;
- investigate the composition and characteristics of different soils;
- demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.

## SOCIAL STUDIES:

### Heritage & Citizenship: Early Settlements in Upper Canada

- describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;
- compare aspects of life in early settler communities and present-day communities.

### Canada and World Connections: Urban & Rural Communities

- identify and compare distinguishing features of urban and rural communities;
- use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- explain how communities interact with each other and the environment to meet human needs.

## HEALTH & PHYSICAL EDUCATION:

### Physical Literacy

- Move efficiently, creatively, competently and with enthusiasm.
- Develop skills and attitudes to lead healthy lifestyles, and also assist others in acquiring these skills.

### Health Literacy

- Develop skills to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course.

## THE ARTS:

### Dance

- **Creating and Presenting:** apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

### Drama

- **Creating and Presenting:** apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

### Music

- **Creating and Performing:** apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate



- their feelings, ideas, and understandings in response to a variety of music and musical experiences;
- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

### Visual Arts

- **Creating and Presenting:** apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

## CORE FRENCH:

By the end of Grade 3, students will:

- listen and respond to a variety of simple spoken texts and media works;
- express ideas, feelings, and opinions on a variety of familiar topics, using correct pronunciation and appropriate intonation;
- read a variety of simple materials and demonstrate understanding through oral and brief written responses;
- produce short pieces of writing in a variety of forms;
- identify and use appropriate language conventions during oral communications activities, in their responses to reading materials, and in their written work.

For detailed  
curriculum information,  
please visit:  
[www.edu.gov.on.ca](http://www.edu.gov.on.ca)

# Grade 4

# CURRICULUM

## LANGUAGE ARTS:

### Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Reading

- read and demonstrate an understanding of literary, graphic, and informational texts, using appropriate strategies to construct meaning;
- recognize text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and systems to read fluently;
- identify, their strengths as readers and areas for improvement and the strategies they found most helpful before, during, and after reading.

### Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions to correct errors, refine expression, and present their



work effectively;

- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### Media Literacy

- demonstrate an understanding of a variety of media texts;
  - o identify some media forms and explain how they use conventions and techniques to construct meaning;
- create a variety of media works for different purposes and audiences, using appropriate forms, conventions, and techniques;
- identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media works.

## MATHEMATICS:

### Number Sense & Numeration

- read, represent, compare, and order whole numbers to 10,000, decimal numbers to tenths, and simple fractions, and represent money amounts to \$100;
- demonstrate an understanding of magnitude by counting forward and backwards by 0.1 and by fractional amounts;
- solve problems involving the addition, subtraction, multiplication, and division of single and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies.
- demonstrate an understanding of proportional reasoning by investigating whole-number unit rates.

## Measurement

- estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies;
- determine the relationships among units and measurable attributes, including the area and perimeter of rectangles.

## Geometry & Spatial Sense

- identify quadrilaterals and three-dimensional figures and classify them by their geometric properties, and compare various angles to benchmarks;
- construct three-dimensional figures, using two-dimensional shapes;
- identify and describe the location of an object, using a grid map, and reflect two-dimensional shapes.

## Patterning & Algebra

- describe, extend, and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections;
- demonstrate an understanding

of equality between pairs of expressions, using addition, subtraction, and multiplication.

## Data Management & Probability

- collect and organize discrete primary data and display the data using charts and graphs, including stem-and-leaf plots and double bar graphs;
- read, describe, and interpret primary data and secondary data presented in charts and graphs, including stem-and-leaf plots and double bar graphs;
- predict the results of a simple probability experiment, then conduct the experiment and compare the prediction to the results.

## SCIENCE & TECHNOLOGY:

### Understanding Life Systems (Habitats and Communities)

- analyse the effects of human activities on habitats and communities;
- investigate the interdependence of plants and animals within specific habitats and communities;

- demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

### Understanding Structures and Mechanisms (Pulleys and Gears)

- evaluate the impact of pulleys and gears on society and the environment;
- investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects;
- demonstrate an understanding of the basic principles and functions of pulley systems and gear systems.

### Understanding Matter and Energy (Light and Sound)

- assess the impact on society and the environment of technological innovations related to light and sound;
- investigate the characteristics and properties of light and sound;
- demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.

### Understanding Earth and Space Systems (Rocks and Minerals)

- assess the social and environmental impacts of human uses of rocks and minerals;
- investigate, test, and compare the physical properties of rocks and minerals;
- demonstrate an understanding of the physical properties of rocks and minerals.

## SOCIAL STUDIES: Heritage & Citizenship: Medieval Times

- identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era);
- use a variety of resources and



tools to investigate the major events and influences of the era and determine how they shaped medieval society;

- relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.

### **Canada and World Connections: Canada's Provinces, Territories, and Regions**

- name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each;
- use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories;
- identify, analyze, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.

### **HEALTH & PHYSICAL EDUCATION:**

#### **Physical Literacy**

- Move efficiently, creatively, competently and with enthusiasm.
- Develop skills and attitudes to lead healthy lifestyles, and also assist others in acquiring these skills.

#### **Health Literacy**

- Develop skills to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course.

### **THE ARTS:**

#### **Dance**

- **Creating and Presenting:** apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

#### **Drama**

- **Creating and Presenting:** apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate feelings, ideas, and

understandings in response to a variety of drama works and experiences;

- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

#### **Music**

- **Creating and Performing:** apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;
- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.





## Visual Arts

- **Creating and Presenting:** apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- **Reflecting, Responding, and Analysing:** apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

## CORE FRENCH

By the end of Grade 4, students will:

- talk about familiar topics, using very simple phrases and sentences;
- listen to short, very simple oral texts, and respond to specific simple questions;
- read a variety of very simple materials, 50 to 100 words long, containing basic learned vocabulary, and demonstrate understanding;
- write very simple texts and responses following a model;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade.

For detailed curriculum information, please visit:  
[www.edu.gov.on.ca](http://www.edu.gov.on.ca)

# Grade 5

# CURRICULUM

## LANGUAGE ARTS:

### Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Reading

- read and demonstrate an understanding of literary, graphic, and informational texts, using appropriate strategies to construct meaning;
- recognize text forms, text features, and stylistic elements and

demonstrate understanding of how they help communicate meaning;

- use knowledge of words and systems to read fluently;
- identify, their strengths as readers and areas for improvement and the strategies they found most helpful before, during, and after reading.

### Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions to correct errors, refine expression, and present their work effectively;

- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how they use conventions and techniques to construct meaning;
- create a variety of media works for different purposes and audiences, using appropriate forms, conventions, and techniques;
- identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media works.

## MATHEMATICS:

### Number Sense & Numeration

- read, represent, compare, and order whole numbers to 100,000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers;
- demonstrate an understanding of magnitude by counting forward and backwards by 0.01;
- solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies;
- demonstrate an understanding of proportional reasoning by investigating whole-number rates.



## Measurement

- estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies;
- determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism.

## Geometry & Spatial Sense

- identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures;
- identify and construct nets of prisms and pyramids;
- identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes.

## Patterning & Algebra

- determine, through investigation using a table of values, relationships in growing and shrinking patterns, and investigate repeating patterns involving translations;
- demonstrate, through investigation, an understanding of the use of variables in equations.

## Data Management & Probability

- collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs;
- read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs;
- represent as a fraction the probability that a specific outcome will occur in a simple probability experiment, using systematic lists and area models.

## SCIENCE & TECHNOLOGY:

### Understanding Life Systems (Human Organ Systems)

- analyse the impact of human activities and technological inno-

vations on human health;

- investigate the structure and function of the major organs of various human body systems;
- demonstrate an understanding of the structure and function of human body systems and interactions within and between systems.

### Understanding Structures and Mechanisms (Forces Acting on Structures and Mechanisms)

- analyse social and environmental impacts of forces acting on structures and mechanisms;
- investigate forces that act on structures and mechanisms;
- identify forces that act on and within structures and mechanisms, and describe the effects of these forces on structures and mechanisms.

### Understanding Matter and Energy (Properties of and Changes in Matter)

- evaluate the social and environmental impacts of processes used to make everyday products;
- conduct investigations that explore the properties of matter and changes in matter;
- demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change.

### Understanding Earth and Space Systems (Conservation of Energy and Resources)

- analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources;
- investigate energy transformation and conservation;
- demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.

## SOCIAL STUDIES: Heritage & Citizenship: Early Civilizations

- identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances;
- show how innovations made by various early civilizations have influenced the modern world.

## Canada and World Connections: Aspects of Citizenship and Government in Canada

- summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;
- use a variety of resources and tools to gather and analyze information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;
- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.

## HEALTH & PHYSICAL EDUCATION:

### Physical Literacy

- move efficiently, creatively, competently and with enthusiasm.
- develop skills and attitudes to lead healthy lifestyles, and also assist others in acquiring these skills.



## Health Literacy

- develop skills to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course.

## THE ARTS:

### Dance

- Creating and Presenting: apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

### Drama

- Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

### Music

- Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate

their feelings, ideas, and understandings in response to a variety of music and musical experiences;



- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.



### Visual Arts

- Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communi-

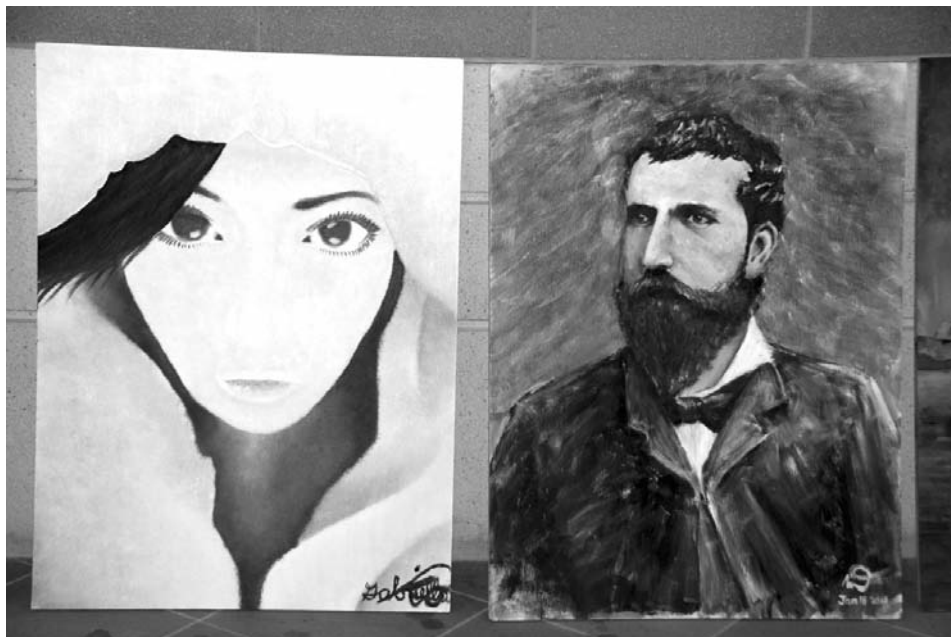
cate feelings, ideas, and understandings in response to a variety of art works and art experiences;

- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

## CORE FRENCH

By the end of Grade 5, students will:

- listen to and talk about short, simple oral texts dealing with familiar topics;
- read a variety of simple materials, 100 to 150 words long, and demonstrate understanding;
- write ideas and facts, or provide written responses to simple questions, using simple sentences;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.



For detailed curriculum information, please visit: [www.edu.gov.on.ca](http://www.edu.gov.on.ca)



# Grade 6

# CURRICULUM

## LANGUAGE ARTS:

### Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Reading

- read and demonstrate an understanding of literary, graphic, and informational texts, using appropriate strategies to construct meaning;
- recognize text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and systems to read fluently;
- identify, their strengths as readers and areas for improvement and the strategies they found most helpful before, during, and after reading.

### Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;

- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

### Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how they use conventions and techniques to construct meaning;
- create a variety of media works for different purposes and audiences, using appropriate forms, conventions, and techniques;
- identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media works.





## **MATHEMATICS:**

### **Number Sense & Numeration**

- read, represent, compare, and order whole numbers to 1,000,000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers;
- solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies;
- demonstrate an understanding of relationships involving percent, ratio, and unit rate.

### **Measurement**

- estimate, measure, and record quantities, using the metric measurement system;
- determine the relationships among units and measurable

attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism.

### **Geometry & Spatial Sense**

- classify and construct polygons and angles;
- sketch three-dimensional figures, and construct three-dimensional figures from drawings;
- describe location in the first quadrant of a coordinate system, and rotate two-dimensional shapes.

### **Patterning & Algebra**

- describe and represent relationships in growing and shrinking patterns (where the terms are whole numbers), and investigate repeating patterns involving rotations;
- use variables in simple algebraic expressions and equations to describe relationships.

## **Data Management & Probability**

- collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs;
- read, describe, and interpret data, and explain relationships between sets of data;
- determine the theoretical probability of an outcome in a probability experiment, and use it to predict the frequency of the outcome.

## **SCIENCE & TECHNOLOGY:**

### **Understanding Life Systems (Biodiversity)**

- assess human impacts on biodiversity, and identify ways of preserving biodiversity;
- investigate the characteristics of living things, and classify diverse

organisms according to specific characteristics;

- demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.

### **Understanding Structures and Mechanisms (Flight)**

- assess the societal and environmental impacts of flying devices that make use of properties of air;
- investigate ways in which flying devices make use of properties of air;
- explain ways in which properties of air can be applied to the principles of flight and flying devices.

### **Understanding Matter and Energy (Electricity and Electrical Devices)**

- evaluate the impact of the use of electricity on both the way we live and the environment;
- investigate the characteristics of static and current electricity, and construct simple circuits;
- demonstrate an understanding

of the principles of electrical energy and its transformation into and from other forms of energy.

### **Understanding Earth and Space Systems (Space)**

- assess the impact of space exploration on society and the environment;
- investigate characteristics of the systems of which the earth is a part and the relationship between the earth, the sun, and the moon;
- demonstrate an understanding of components of the systems of which the earth is a part, and explain the phenomena that result from the movement of different bodies in space.

### **SOCIAL STUDIES:**

#### **Heritage & Citizenship: First Nation Peoples and European Explorers**

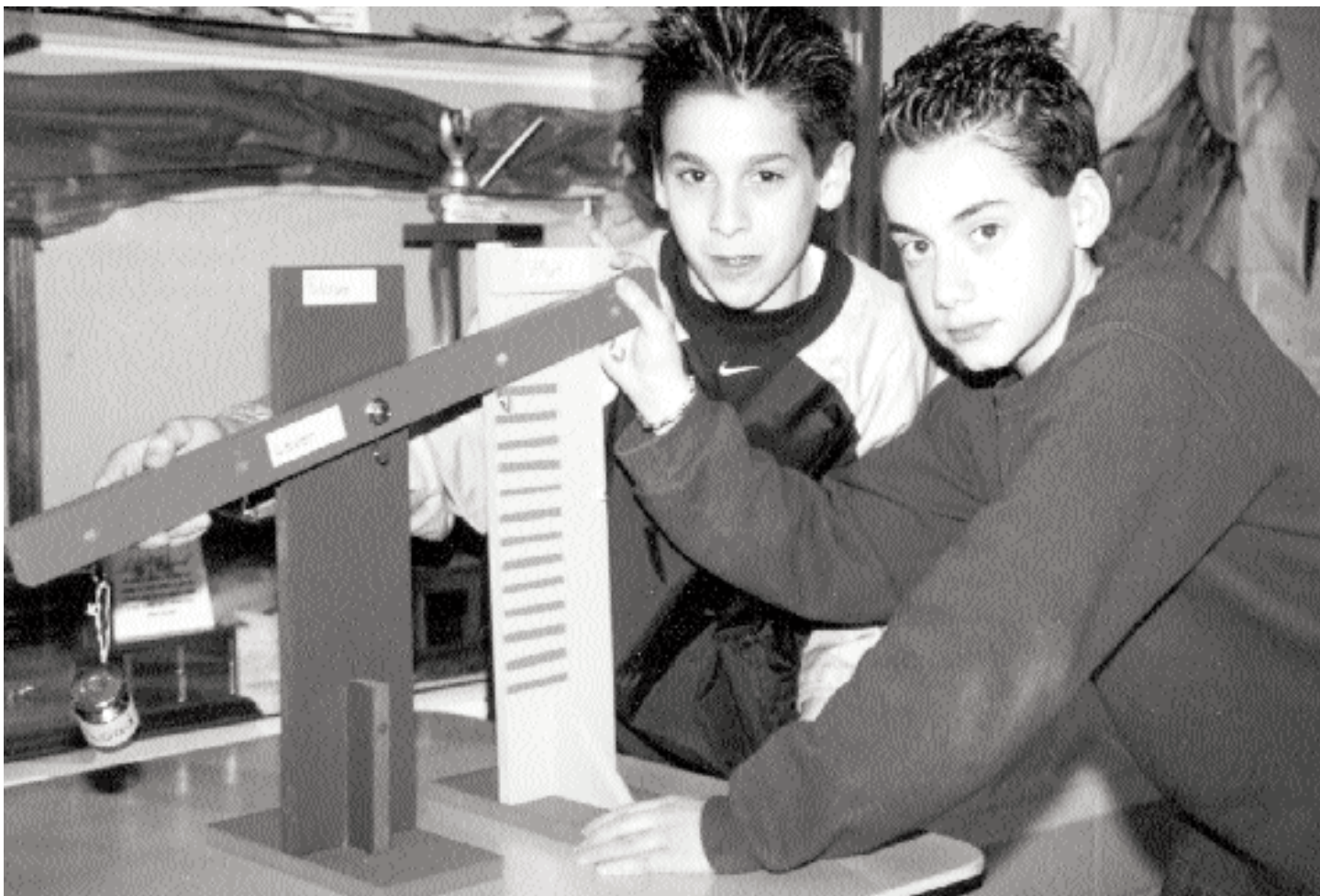
- describe the characteristics of pre-contact First Nation cultures

across Canada, including their close relationships with the natural environment; the motivations and attitudes of the European explorers; and the effects of contact on both the receiving and the incoming groups;

- use a variety of resources and tools to investigate different historical points of view about the positive and negative effects of early contact between First Nation peoples and European explorers;
- analyze examples of interaction between First Nation peoples and European explorers to identify and report on the effects of cooperation and the reasons for disagreements between the two groups.

#### **Canada & World Connections: Canada's Links to the World**

- identify and describe Canada's economic, political, social, and physical links with the United



States and other regions of the world;

- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world;
- explain the relevance to Canada of current global issues and influences.

## HEALTH & PHYSICAL EDUCATION:

### Physical Literacy

- move efficiently, creatively, competently and with enthusiasm.
- develop skills and attitudes to lead healthy lifestyles, and also assist others in acquiring these skills.

### Health Literacy

- Develop skills to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course.

## THE ARTS:

### Dance

- Creating and Presenting: apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

### Drama

- Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

### Music

- Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

### Visual Arts

- Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- Exploring Forms and Cultural Contexts: demonstrate an under-

standing of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

## CORE FRENCH

By the end of Grade 6, students will:

- participate in dialogues about familiar topics, and listen to and talk about short oral texts;
- read a variety of classroom and simple authentic materials, 150 to 200 words long, containing familiar and new vocabulary, and demonstrate understanding;
- communicate ideas and facts in writing for specific purposes;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

For detailed curriculum information, please visit:  
[www.edu.gov.on.ca](http://www.edu.gov.on.ca)

# Grade 7

# CURRICULUM

## LANGUAGE ARTS:

### Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Reading

- read and demonstrate an understanding of literary, graphic, and informational texts, using appropriate strategies to construct meaning;
- recognize text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and systems to read fluently;
- identify, their strengths as readers and areas for improvement and the strategies they found most helpful before, during, and after reading.

### Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and

publishing skills and strategies, and knowledge of language conventions to correct errors, refine expression, and present their work effectively;

- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how they use conventions and techniques to construct meaning;
- create a variety of media works for different purposes and audiences, using appropriate forms, conventions, and techniques;
- identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media works.

## MATHEMATICS:

### Number Sense & Numeration

- represent, compare, and order numbers, including integers;
- demonstrate an understanding of addition and subtraction of fractions and integers, and apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers;
- demonstrate an understanding of proportional relationships using percent, ratio, and rate.

### Measurement

- report on research into real-life applications of area measurements;

- determine the relationships among units and measurable attributes, including the area of a trapezoid and the volume of a right prism.

### Geometry & Spatial Sense

- construct related lines, and classify triangles, quadrilaterals, and prisms;
- develop an understanding of similarity, and distinguish similarity and congruence;
- describe location in the four quadrants of a coordinate system, develop two-dimensional shapes, and apply transformations to create and analyze designs.

### Patterning & Algebra

- represent linear growing patterns (where the terms are whole numbers) using concrete materials, graphs, and algebraic expressions;
- model real-life linear relationships graphically and algebraically, and solve simple algebraic equations using a variety of strategies, including inspection and guess and check.

### Data Management & Probability

- collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs;
- make and evaluate convincing arguments, based on the analysis of data;
- compare experimental probabilities with the theoretical probability of an outcome involving two independent events.

## SCIENCE & TECHNOLOGY:

### Understanding Life Systems (Interactions in the Environment)

- assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts;
- investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem;
- demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.

### Understanding Structures and Mechanisms (Form and Function)

- analyse personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices;
- design and construct a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them;
- demonstrate an understanding of the relationship between struc-

tural forms and the forces that act on and within them.

### Understanding Matter and Energy (Pure Substances and Mixtures)

- evaluate the social and environmental impacts of the use and disposal of pure substances and mixtures;
- investigate the properties and applications of pure substances and mixtures;
- demonstrate an understanding of the properties of pure substances and mixtures, and describe these characteristics using the particle theory.

### Understanding Earth and Space Systems (Heat in the Environment)

- assess the costs and benefits of technologies that reduce heat loss or heat-related impacts on the environment;
- investigate ways in which heat changes substances, and describe how heat is transferred;
- demonstrate an understanding of heat as a form of energy that is associated with the movement of particles and is essential to many processes within the earth's systems.

## HISTORY:

### New France

- outline the reasons why settlers came to New France; identify the social, political, religious, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with the First Nation peoples;
- use a variety of resources and tools to gather, process, and communicate information about how settlers in New France met the physical, social, and economic challenges of the new land;
- identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers, First Nation peoples, and both French and English fur traders. British North America
- explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of the various groups of settlers, and outline the causes, events, and results of the War of 1812;
- use a variety of resources and tools to gather, process, and





communicate information about the beginnings and development of the new British colonies;

- identify some themes and personalities from the period, and explain their relevance to contemporary Canada.

## **Conflict and Change**

- describe the causes, personalities, and results of the rebellions of 1837-38 in Upper and Lower Canada in relation to themes of conflict and change;
- use a variety of resources and tools to gather, process, and communicate information about issues and conflicts in Upper and Lower Canada, and about the attempts to resolve them;
- compare methods of conflict resolutions in both historical and contemporary situations.

## **GEOGRAPHY:**

### **The Themes of Geographic Inquiry**

- identify and explain the themes of geographic inquiry: location/place, environment, region, interaction, and movement;
- use a variety of geographic resources and tools to gather, process, and communicate geographic information;
- analyze current environmental issues or events from the perspective of one or more of the themes of geographic inquiry.

### **Patterns in Physical Geography**

- identify patterns in physical geography and explain the factors that produce them;
- use a variety of resources and tools to gather, process, and communicate geographic information about the earth's physical features and patterns;
- explain how patterns of physical geography affect human activity around the world.

## **Natural Resources**

- describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources;
- use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources;
- describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.

## **HEALTH & PHYSICAL EDUCATION:**

### **Physical Literacy**

- Move efficiently, creatively, competently and with enthusiasm.
- Develop skills and attitudes to lead healthy lifestyles, and also assist others in acquiring these skills.

### **Health Literacy**

- Develop skills to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course.

## **THE ARTS:**

### **Dance**

- Creating and Presenting: apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance

forms and styles from the past and present, and their social and/or community contexts.

### **Drama**

- Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

### **Music**

- Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

### **Visual Arts**

- Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate

feelings, ideas, and understandings in response to a variety of art works and art experiences;

- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

communicate information and ideas in writing, in structured and open-ended situations, for different purposes;

- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

For detailed curriculum information, please visit: [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

## CORE FRENCH

By the end of Grade 7, students will:

- listen to and talk about short, oral texts in structured and open-ended situations;
- read a variety of classroom and simple authentic materials, 200 to 400 words long, and demonstrate understanding;
- 



# Grade 8

# CURRICULUM

## LANGUAGE ARTS:

### Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### Reading

- read and demonstrate an understanding of literary, graphic, and informational texts, using appropriate strategies to construct meaning;
- recognize text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and systems to read fluently;
- identify, their strengths as readers and areas for improvement and the strategies they found most helpful before, during, and after reading.

### Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language con-

ventions to correct errors, refine expression, and present their work effectively;

- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how they use conventions and techniques to construct meaning;
- create a variety of media works for different purposes and audiences, using appropriate forms, conventions, and techniques;
- identify their strengths, areas



for improvement, and the strategies they found most helpful in understanding and creating media works.

## MATHEMATICS:

### Number Sense & Numeration

- represent, compare, and order equivalent representations of numbers, including those involving positive exponents;
- solve problems involving whole numbers, decimal numbers,

fractions, and integers, using a variety of computational strategies;

- solve problems by using proportional reasoning in a variety of meaningful contexts.

### Measurement

- research, describe, and report on applications of volume and capacity measurement;
- determine the relationships among units and measurable attributes, including the area of a circle and the volume of a cylinder.

### Geometry & Spatial Sense

- demonstrate an understanding of the geometric properties of quadrilaterals and circles and the applications of geometric properties in the real world;
- develop geometric relationships involving lines, triangles, and polyhedra, and solve problems involving lines and triangles;
- represent transformations using the Cartesian coordinate plane, and make connections between transformations and the real world.

### Patterning & Algebra

- represent linear growing patterns (where the terms are whole numbers) using graphs, algebraic expressions, and equations;
- model linear relationships graphically and algebraically, and solve and verify algebraic equations, using a variety of strategies, including inspection, guess and check, and using a "balance" model.

## Data Management & Probability

- collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots;
- apply a variety of data management tools and strategies to make convincing arguments about data;
- use probability models to make predictions about real-life events.

## SCIENCE & TECHNOLOGY:

### Understanding Life Systems (Cells)

- assess the impact of cell biology on individuals, society, and the environment;
- investigate functions and processes of plant and animal cells;
- demonstrate an understanding of the basic structure and function of plant and animal cells and cell processes.

### Understanding Structures and Mechanisms (Systems in Action)

- assess the personal, social, and/or environmental impacts of a system, and evaluate improvements to a system and/or alternative ways of meeting the same needs;
- investigate a working system and the ways in which components of the system contribute to its desired function;
- demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation.

### Understanding Matter and Energy (Fluids)

- analyse how the properties of fluids are used in various technologies, and assess the impact of these technologies on society and the environment;
- investigate the properties of fluids;
- demonstrate an understanding of the properties and uses of fluids.

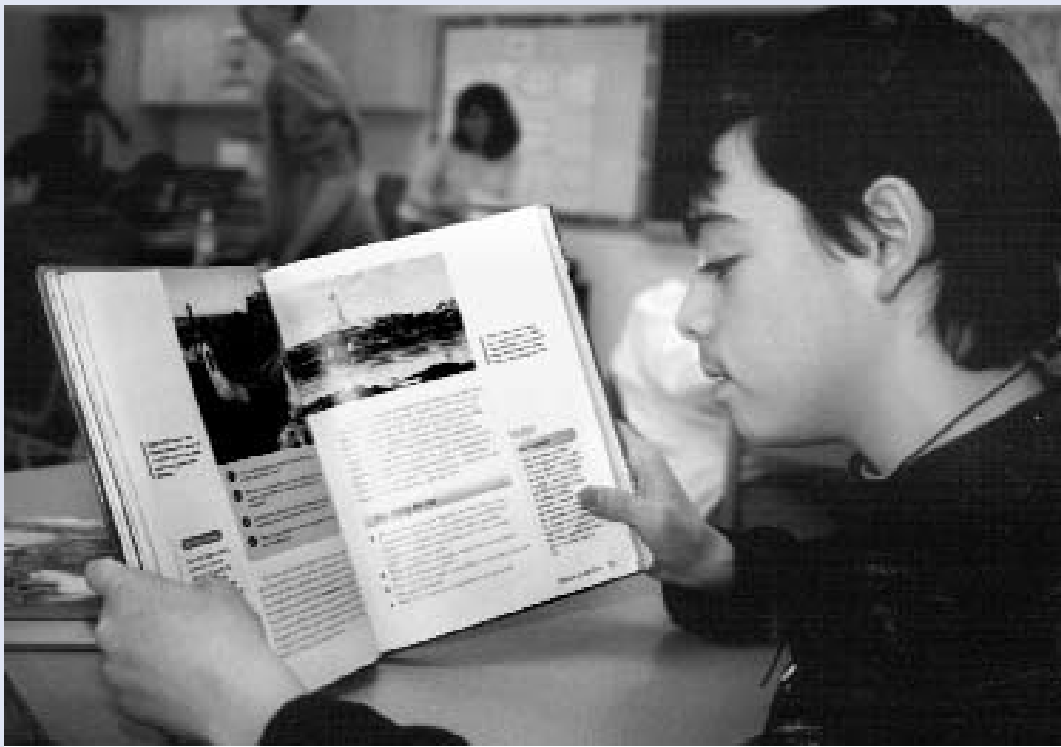
### Understanding Earth and Space Systems (Water Systems)

- assess the impact of human activities and technologies on the sustainability of water resources;
- investigate factors that affect local water quality;
- demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems on a specific region.

## HISTORY:

### Confederation

- describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation;
- use a variety of resources and tools to gather, process, and communicate information about the needs and challenges that led to the formation and expansion of the Canadian federation;



- compare Canada as it was in 1867 to the Canada of today, including political, social, and other issues facing the country in both periods.

### **The Development of Western Canada**

- outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and the Yukon, and describe the effects of development on various groups of people in the region from a variety of perspectives;
- use a variety of resources and tools to gather, process, and communicate information about conflicts and changes that occurred during the development of western Canada;
- show how the history of the Canadian west has influenced both artistic/imaginative works and Canadian institutions.

### **Canada: A Changing Society**

- describe key characteristics of Canada between 1885 and 1914, including social and economic conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political responses to these pressures;
- use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it was entering the twentieth century;
- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

### **GEOGRAPHY:**

#### **Patterns in Human Geography**

- identify the main patterns of human settlement and identify the factors that influence population distribution and land use;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography;
- compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future.

#### **Economic Systems**

- describe the characteristics of different types of economic systems and the factors that influence them, including



economic relationships and levels of industrial development;

- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems;
- compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets.

## Migration

- identify factors that affect migration and mobility; and identify the effects of migration on Canadian society;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities;
- connect the real experiences of Canadians to information about the cause and effects of migration.

## HEALTH & PHYSICAL EDUCATION:

### Physical Literacy

- move efficiently, creatively, competently and with enthusiasm.
- develop skills and attitudes to lead healthy lifestyles, and also assist others in acquiring these skills.

### Health Literacy

- develop skills to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course.

## THE ARTS:

### Dance

- Creating and Presenting: apply the creative process to the composition of simple dance phrases, using the elements of dance to

communicate feelings and ideas;

- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts.

### Drama

- Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts.

### Music

- Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts.

### Visual Arts

- Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements,

principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

## CORE FRENCH

By the end of Grade 8, students will:

- listen to and talk about simple oral texts in structured and open-ended situations;
- express ideas, feelings, and opinions in conversations and discussions, using learned language structures and a variety of vocabulary and expressions;
- read a variety of simple materials, 400 to 600 words long, and demonstrate understanding;
- write in a variety of forms, adjusting language to suit the audience;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.

For detailed curriculum information, please visit:  
[www.edu.gov.on.ca](http://www.edu.gov.on.ca)



# Program Pathway: Your Journey to Graduation

At the York Catholic District School Board, we have a Student Success Strategy that supports all students as they work towards high school graduation. The development of a Program Pathway for each student is a critical component of this strategy. Following are commonly asked questions and resources for you to utilize when considering your child's personalized Program Pathway.

## What is a Program Pathway?

In the simplest terms, a student's Program Pathway is his or her educational journey to graduation. In preparing this plan, the student and his or her teachers and parents consider the courses, supports and experiences that will make that journey as smooth as possible. It is founded upon the student's interests, strengths, needs, knowledge, skills, aptitudes, and learning style(s) and "begins with the end in mind." It reflects the goals that help motivate him or her to complete secondary school and prepares students to make successful transitions to an initial post-secondary destination where they will continue to develop their God-given talents and gifts.

## What are the possible post-secondary destinations?

All students will eventually enter the workplace. To this end, there are many pathways that lead to that ultimate destination. Students may plan a "Program Pathway" that prepares them for entry into:

- Apprenticeship Programs
- College Programs
- Community Living
- University Programs
- The Workplace

Thoughtful "Pathways Planning" provides opportunities for students to consider multiple career paths and opens the doors to multiple post-secondary destinations.

## Who will help me and my child create a Program Pathway?

Grade 8 students will receive "Exploring the Possibilities" and a supplementary student support document. These resources help students and their parents plan for a seamless transition to high school. In addition, students and their parents are encouraged to attend various information sessions and consult with teachers—both at their elementary school and throughout their high school years. Students and their parents will work with their teachers and guidance counsellors to create the personalized Program Pathway.

## What if my child changes his or her mind in high school and chooses a different post-secondary or career destination?

"Pathways Planning" is designed to be a living process. By that we mean that it is an ongoing process and a flexible tool that can be modified to reflect changes in goals, interests, skills, and knowledge. In high schools, there are many provisions and supports that enable students to shift from one course type to another or one destination to another. Working with their guidance counsellors, students can successfully navigate this journey.

## How can I help my child to begin considering a "personal" Program Pathway?

At this stage in their lives, many students have not thought about life after high school and may need some support to develop future goals. Parents can assist their child by beginning a dialogue about potential post-secondary destinations and careers.

We invite you to utilize "Career Cruising", an online resource, with your child. This tool, which is available at no cost and sponsored by the Ministry of Education, provides an interactive way for your child to identify his or her interests and skills, investigate possible career destinations, and learn about the courses required to prepare for various career choices. Parents and students are also strongly encouraged to attend all information sessions at their community high school.

### Portfolio Login

York Catholic District School Board,  
ON

#### Portfolio Login

» Enter your login information:

Username:

Password:

[What is a portfolio?](#)

[Forgot my username and/or password](#)

**Special note:**

- Your Username is the prefix `yc-` + your Maplewood student id (e.g. **YC-1000123**)
- When you first login, your Password is your birth date (mmddyyyy) (e.g. August 25th, 1990 --> **08251990**)

You will be required to change your password when you first login.

Student Course Guide:

# Character in York Catholic Schools

A self-directed, responsible life long learner

A discerning believer

A responsible citizen

Courage

Compassion

Justice

Advent

Hope

A collaborative contributor

Unity

A reflective, creative & holistic thinker

Wisdom

Perseverance

Lent

Reverence

Easter

Responsibility

Honesty

An effective communicator

A caring family member

SEPTEMBER  
*Be courageous*  
1 Peter 3:13

OCTOBER  
*Be compassionate as your God is compassionate*  
1 Peter 3:12

NOVEMBER  
*Do not lose heart*  
1 Th 5:8

DECEMBER  
*We put our hope in God*  
1 Peter 3:15

JANUARY  
*We are the light of the world*  
Matt 5:14

FEBRUARY  
*I will speak words of wisdom*  
1 Peter 3:15

MARCH  
*Strive first for the Kingdom of God*  
Matt 6:33

APRIL  
*He is risen*  
1 Cor 15:20

MAY  
*Honour your father and mother*  
Matt 23:9

JUNE  
*I am the Way and the Truth and the Life*  
John 14:6

