



**HALTON CATHOLIC DISTRICT SCHOOL BOARD**

# **JUNIOR DIVISION PARENT HANDBOOK**

***CURRICULUM SERVICES***  
**2009/2010**

# TABLE OF CONTENTS

<b>HALTON CATHOLIC DISTRICT SCHOOL BOARD MISSION STATEMENT</b>	<b>Page 1</b>
<b>VISION OF CATHOLIC EDUCATION</b>	<b>Page 2</b>
<b>CATHOLIC GRADUATE SCHOOL EXPECTATIONS</b>	<b>Page 2</b>
<b>HELPING YOUR CHILD TO LEARN</b>	<b>Page 3</b>
<b>REPORTING TO PARENTS</b>	<b>Page 4</b>
<b>ONTARIO CURRICULUM</b>	<b>Page 4</b>
<b>RELIGION AND FAMILY LIFE</b>	<b>Page 5</b>
<b>INFORMATION TECHNOLOGY</b>	<b>Page 7</b>
<b>ESL/ELD</b>	<b>Page 8</b>
<b>THE ARTS (MUSIC, VISUAL ARTS, DRAMA AND DANCE)</b>	<b>Page 9</b>
<b>CORE FRENCH</b>	<b>Page 10</b>
<b>FRENCH IMMERSION</b>	<b>Page 11</b>
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>Page 12</b>
<b>LANGUAGE</b>	<b>Page 13</b>
<b>MATHEMATICS</b>	<b>Page 14</b>
<b>SCIENCE &amp; TECHNOLOGY</b>	<b>Page 15</b>
<b>SOCIAL STUDIES</b>	<b>Page 17</b>
<b>INFORMATION WEB SITES</b>	<b>Page 17</b>

# **Halton Catholic District School Board MISSION STATEMENT**

**The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.**

## **GOVERNING VALUES**

We know that:

- Our school community exists to foster and exemplify Catholic values;
- The education of our students is a necessary investment in society;
- Education is a lifelong process that fosters the worth of the individual;
- Education is a process involving a partnership of students, home, school, Church, and community;
- The education of everyone toward their fullest potential creates a better future;
- An effective learning environment fosters in each student a sense of unique value, self-esteem and importance to society;
- Dedicated teachers and staff ensure a positive and caring learning environment enabling students to reach their full potential;
- The ability to understand, manage and direct change is essential to success;
- We are accountable to the community for the effective management of our resources.

## **VISION OF CATHOLIC EDUCATION**

Catholic schools are an integral part of the Church's mission to evangelize youth. Children who attend our schools are welcomed into Faith communities in which a Christ-centred approach is central to instruction in all subject areas.

We strive to develop in our students a love of God, people and self, an appreciation of prayer and a moral foundation to assist them as they journey through life. Our Catholic schools provide a complete academic program in an environment that integrates learning, religious instruction, Gospel values, and spiritual formation into all aspects of the curriculum. Spirituality and the witness and practice of Faith are lived out in the daily experiences of staff and students. Our schools have strong links to parishes and assist the parishes with sacramental preparation, while chaplains and parish staff conduct liturgies and provide other services to our schools.

*(The Catholic School Trustee: Service & Stewardship in Christ, OCSTA. 1997)*

## **VISION OF CATHOLIC EDUCATION IN HALTON**

The Trustees of the Halton Catholic District School Board affirmed a new vision statement in September 2009:

*The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve as a people of faith, living out God's plan.*

## **CATHOLIC GRADUATE SCHOOL EXPECTATIONS**

The Ontario Catholic School Graduate Expectations define what students are expected to know, do and value when they complete secondary school. The expectations outline the life roles, knowledge, skills, and attitudes that reflect the values of our Catholic community. These expectations are used by teachers in Catholic schools to make decisions regarding curriculum planning, instructional strategies, evaluation, and assessment.

The Graduate is expected to be:

- 1) A discerning believer formed in the Catholic Faith Community who celebrates the signs and sacred mystery of God's presence through word, sacrament, forgiveness, reflection, and moral living.
- 2) An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.
- 3) A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- 4) A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
- 5) A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- 6) A caring family member who attends to family, school, parish, and the wider community.
- 7) A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of life.

## HELPING YOUR CHILD TO LEARN

Studies show that students perform better in school if their parents are involved in their education. Parents therefore, have an important role to play in supporting their children's learning. By reading the curriculum, parents can find out what their children are learning in each grade and why they are learning it. This knowledge of the curriculum will enable parents to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Their knowledge of the expectations in each grade will also help parents interpret their children's report cards and work with teachers to improve students' learning. For this reason, parents are urged to read the expectations for all grades rather than just the particular grades their children are in. The expectations can be obtained from the Ministry website address: <http://www.edu.gov.on.ca/eng/curriculum/elementary>

Here are a few suggestions for enjoying and helping with your child's learning:

- 1) Talk about school in an easy, interested, and meaningful way. Ask your child to explain her/his schoolwork; help with it at times. Set goals with your child that are challenging and attainable.
- 2) Set aside time for schoolwork and reading. Read to and with your child every day.
- 3) Learning to learn takes time and helping to learn requires patience. Encourage your child's curiosity. Listen actively and respond meaningfully to the questions raised. Use daily activities as opportunities for learning. Help your child to learn that making mistakes is an inevitable, important part of the learning process.
- 4) Teach by example. Your child will adopt your attitude towards education, just as he or she will often follow the examples you set in self-discipline, neatness, thoroughness, and perseverance.
- 5) Visit the school and talk with the teacher and administrators about their goals for your child and your concerns. Ask how you can help.

## REPORTING TO PARENTS

The *Ontario Provincial Report Card, Grades 1 – 8*, is the document used to communicate to parents/guardians information about their child's achievement of the curriculum expectations. All schools use the *Provincial Report Card* for formal written reports three times per year, generally in December, March and June.

At the end of each reporting period, decisions are made about student performance and program, based on the assessment data collected during the term. Achievement is reported using a letter grade and an anecdotal comment. The comment describes the student's strengths and provides information to parents/guardians about how they can support next steps in their child's learning.

In addition to the *Provincial Report Card*, teachers provide feedback to parents/guardians and students during the school year through informal reports, phone calls, conferences, interviews, portfolios and samples of student work.

Page 3 of the report card provides parents/guardians and the students with an opportunity to comment on student achievement, goals, and home support and to request a meeting to discuss the report card. The response form links formal reporting to the process of assessment (including student self-assessment), reporting and communicating about the student's learning that continues throughout the year.

Page 3 of the report card must be signed and returned to the classroom teacher to indicate receipt of the report card.

## ONTARIO CURRICULUM

The Ontario Curriculum, Grades 1-8 has two elements: expectations and achievement levels. The expectations identified for each subject area for each grade describe the knowledge and skills that students are expected to develop and to demonstrate. High achievement is the goal for all students, and teachers. Students, and parents need to work together to help students meet the expectations specified.

The achievement levels are brief descriptions of four different degrees of achievement of the provincial curriculum expectations for any given grade. These descriptions, which are used along with more traditional indicators like letter grades and percentage marks, are among a number of tools that teachers will use to assess students' learning. The achievement levels for the subject disciplines focus on four categories of knowledge/skills. Level 3, which is the "provincial standard", identifies a high level of achievement of the provincial expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

The Ministry of Education curriculum documents state the indicators of the achievement levels for the knowledge/skills categories and all the expectations listed by subject strands. These documents can be obtained at the ministry website address:

<http://www.edu.gov.on.ca/eng/curriculum/elementary>



## RELIGION AND FAMILY LIFE EDUCATION

### RELIGION

The Religion program in use in the elementary grades is the Canadian Catechetical Program. It is written by the National Office of Religious Education of the Canadian Catholic Conference of Bishops.

#### Series: **Born of the Spirit**

This series is designed to foster and build upon the teachings of faith that parents provide to their children.

It follows a systematic approach to faith development from the early years to Grade 6.

### FAMILY LIFE

Our Family Life education program for Grades 1 through 8 is entitled: **Fully Alive**. This program is sponsored by the Ontario Conference of Catholic Bishops. It presents issues of human development within the context of Catholic teaching.

A Family Edition is available for parents upon request.

Parents may use this edition to prepare, reinforce and enrich the topics presented through discussion and reflection with their children.

### SPECIFIC INFORMATION

#### **We Are Strong Together**

##### **Grade 4: Come and See**

- Focuses on the “good news” of Jesus Christ as announced in the gospels of Matthew, Mark, Luke and John.
- Extends the theme of “Church” (Year 3).

The aim of the program calls students to meet Jesus within the context of the gospel narratives and to discern what it means to be a disciple of Jesus in contemporary culture.

##### **Grade 5: May We Be One**

- The Church is presented as “the Body of Christ” – the community of God’s people, from all nations, where Jesus is present and lives among us in his Spirit.

The aim of Grade 5 is to invite students to explore how the Church bears witness to Jesus through a discovery of what the Church – the community of God’s people – does and how it bears witness in our community.

##### **Grade 6: You Shall Be My Witness**

- Explores God’s covenant with his people as told in the Old and New Testaments.

Students are called to reflect on what this covenant means and how it is reflected in a moral life through love, justice and compassion. An exploration of how young Christians are witnesses to God’s love is undertaken in Grade 6.

# FAMILY LIFE EDUCATION

## **Theme 1: Created and Loved by God**

In this introductory theme, students will continue to explore the nature of human life.

Grade 4: Students will explore the infancy, early childhood and childhood stages of human development. They are encouraged to appreciate the importance of becoming more sensitive to other people.

Grade 5: Students will identify the five stages of the human life cycle: infancy, childhood, adolescence, adulthood, senior years. They will be encouraged to appreciate the value of each of these stages.

Grade 6: Students will explore their personal development and identify changes they will experience in the next few years. They will recognize that there are a number of individuals who nurture their physical, intellectual, social, emotional and spiritual growth.

## **Theme 2: Living in Relationship**

The central focus is on family and friendship relationships.

Grade 4: Students will be encouraged to appreciate the signs of love in their families. They will recognize that each family member has a special contribution to make to the family.

Grade 5: Students will recognize that family rules are signs of family love, and that friendship is essential in their lives.

Grade 6: Students will be encouraged to appreciate the value of honest communication with family members and friends. They will consider common problems and issues in friendship relationships and examine strategies to deal with these situations.

## **Theme 3: Created Sexual: Male and Female**

Information on human fertility and reproduction is presented within the context of married love.

Grade 4: Students will be encouraged to appreciate the value of loving relationships within the family. They will deepen their understanding of human reproduction and how babies are born.

Grade 5: Students will identify some of the physical, emotional and social changes of puberty. They will be encouraged to appreciate the power and responsibility of human fertility.

Grade 6: Students will be encouraged to respect the gift of sexuality. They will explore the meaning of sexuality as loving and life-giving. Also, students will deepen their understanding of fetal development and birth.

## **Theme 4: Growing in Commitment**

The notion of commitment is examined from the perspective of the students and the responsibilities they have as members of their families, as friends and as students.

Grade 4: Students will explore the notion of commitment in their own lives. They will be encouraged to appreciate the need for thought before making a commitment.

Grade 5: Students will be encouraged to appreciate that they are responsible for their actions. They will explore commitment in their daily lives.

Grade 6: Students will explore the lives of people who are models of commitment. They will deepen their understanding of the value of commitment as they reflect on their own experiences as family members, friends, students and members of the community.

## **Theme 5: Living in the World**

The core focus of this theme is our responsibility to our world – our home.

Grade 4: Students will be encouraged to appreciate the importance of being good caretakers of the physical environment. They will explore the variety and interdependence of workers in the world.

Grade 5: In this theme, students are introduced to the concept of *community*. Students will deepen their understanding of the signs of a good community: respect for the individual, communication, sharing resources, interdependence.

Grade 6: Students will examine the human capacity to influence and be influenced. They will explore the influence of television, advertising and stereotyping in contemporary culture. As well, students will consider the impact each person has on the quality of our physical and social environments.

# INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

## INTRODUCTION

Technology provides teachers and students with a range of tools to extend and enrich students' learning in every area of the curriculum in unique and motivating ways. Students may use technology to locate, organize, analyze, and present information on various topics; practise skills; express their ideas and demonstrate their understanding of a topic creatively; and work collaboratively and cooperatively with others.

In the Halton Catholic District School Board, students have access to networked, web-enabled computers in a lab setting and in the classroom. A variety of software and internet applications are available to students to enhance learning experiences and to help teachers differentiate their instruction to support individual student needs.

Junior-division students continue to develop the skills that allow them to use the computer and peripherals in a safe and appropriate manner when performing tasks. Students may access the Internet once parents/guardians have given their consent according to the Board's Acceptable Use for Electronic Assets Operating Policy.

While teachers strive to teach computer skills, the goals of instruction are to integrate the use of ICT into the curriculum and to promote safe, ethical and reflective use of technology; consequently, ICT is not a separate program area.

## SPECIFIC INFORMATION:

Students may use computers to perform a variety of tasks and learning activities – some example activities are listed below:

- Record information about books read using a class reading database.
- Create a multimedia presentation highlighting one Canadian who has made a significant contribution to space science and technology
- Track and compare meteorological data in four centres around the world for a two-week period, using on-line web-based resources.
- Create a visual organizer (e.g. agree/disagree chart).
- Create a web page to present information on a topic of study.
- Retell a story by adapting it for presentation in another way.
- Locate statistical information about one of Canada's trading partners and record imports in a spreadsheet application.
- Write and publish a "choose your own ending" story using hypertext.
- Use dynamic statistical software to represent and interpret data collected in a survey.

## INTRODUCTION

At the elementary level, ESL/ELD instruction is a support program or intervention rather than a separate curriculum subject. Most ESL/ELD students, from early to more advanced stages of English-language acquisition, work in a regular classroom for most of the day, with the support of the classroom teacher and/or, where appropriate, of an ESL/ELD teacher.

## THE PURPOSE

The purpose of ESL support is to give students time to develop their skills in the English language before their achievement can be assessed according to the criteria used for students who speak English.

## GOALS OF THE PROGRAM

The goal of English as a Second Language support is to assist students in acquiring the English language skills they need to participate in learning activities on an equal basis with their peers and to meet the expectations of the Ontario curriculum.

## STAGES

The ESL/ELD program is organized according to the stages of second-language acquisition and literacy development. These stages are part of a continuum of language acquisition and are not tied to a particular grade of subject.

Each division has 5 sections: Listening, Speaking, Reading, Writing and Orientation. Each section contains 4 stages, Stage 1 having the lowest proficiency in academic English, to Stage 4, which has the highest proficiency. Details about each stage may be found in the Ministry of Education's document entitled *Supporting English Language Learners: A practical guide for Ontario educator's (Grade 1 to 8 - 2008)*

## SPECIFIC INFORMATION

It is important to remember that students are moving along a continuum of language learning. The rate at which students move from one stage to the next will vary with the individual student. In addition students may demonstrate skills associated with more than one stage at the same time. This reflects a natural progression of second language acquisition.

In the early stages of acculturation and language acquisition, there are periods of rapid growth, as well as, times when the student may experience a "silent period" or plateau. During such "silent periods", the student is absorbing large amounts of linguistic and cultural information but is not yet ready to produce oral language, especially in front of the class.

Most ESL/ELD students are able to use English to communicate in social situations and day-to-day classroom interactions within one or two years. However, students may require *from five to seven years* to develop the ability to understand the academic language used in textbooks and to use English to express the increasingly complex and abstract concepts encountered in the higher grades.



## THE ARTS

### **The Purpose**

Education in the arts is essential to students' intellectual, social, physical, and emotional growth and well-being. Experiences in the arts – in dance, drama, music, and visual arts – play a valuable role in helping students to achieve their potential as learners and to participate fully in their community and in society as a whole.

The arts program for Grades 4 to 6 focuses on the development of students' knowledge and skills in the arts and their ability to use the arts to understand, explore, and communicate feelings and ideas from and about their multicultural, multimedia environment.

### **Strands in the Arts**

The expectations in the arts curriculum are organized into four strands – Dance, Drama, Music, and Visual Arts. The knowledge and skills described in the expectations in these four strands will enable students to create, understand, respond to, and appreciate a range of works in the arts. The program in all grades is designed to develop a range of essential skills in each of the Arts. These skills will be built on a solid foundation of knowledge of arts concepts and will include creative, analytical, critical thinking, and communication skills.

### **Dance**

The dance curriculum is intended to help students to develop an understanding and appreciation of dance, as well as the ability to create works using the elements and the choreographic forms of the discipline. Through exploring dance and movement, students will develop an understanding of the art form, themselves, and others, and will learn about the lives of people in different times, places, and cultures.

### **Drama**

The drama curriculum is intended to help students to develop an understanding and appreciation of drama, as well as the ability to create works using the forms, concepts, elements, and conventions of the discipline. Through exploring drama, students will develop an understanding of the art form, themselves, and others, and will learn about the lives of people in different times, places, and cultures.

### **Music**

The music curriculum is intended to help students develop an understanding and appreciation of music, as well as the ability to create and perform it, so that they will be able to find in music a lifelong source of enjoyment and personal satisfaction.

### **Visual Arts**

The visual arts curriculum is intended to help students develop their creativity, as well as the ability to communicate their understanding of the world around them through visual arts. In learning to express themselves in visual ways, students will sharpen their powers of observation, imagination, and invention.



## CORE FRENCH

Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. The curriculum describes the required knowledge and skills for each grade from Grades 4 to 8. The Core French program offers students a valuable educational experience and the opportunity to develop a basic usable command of the French language that can be expanded through further study or contact with French-speaking people.

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 Core French expectations are organized into three strands, which correspond to the three main areas of language use. The three strands are: oral communication, reading, and writing. The grammar, language conventions, and vocabulary expectations have been grouped into one section. These specific skills and knowledge should be developed in the context of oral communication, reading and writing activities. The overall expectations provide a broad picture of what students should know and be able to do at the end of the grade.

In Grade 4 the emphasis in the French class is on the development of the oral language skills students need to understand and interact with others. Development of oral language provides the foundation that enables students to learn to read and write. Because listening and speaking are inseparable in real-life situations these skills will be developed together in the classroom. Although reading and writing will begin to take place they will not be evaluated until the second term report card.

In Grades 5 and 6 emphasis will continue to be placed on the development of oral language skills and students will be given many opportunities to prepare and give oral presentations, play roles in dramatizations and simulations, and develop dialogues which can be transferred to real-life situations. Reading is a complex process that provides a bridge between speech and writing. Students in Grades 4, 5 and 6 will develop their reading skills by participating in oral prereading activities that will be used to build a bank of vocabulary, set the context for the topic and relate the texts to the students' experience or prior knowledge of a topic. Students will be using all the basic reading strategies (e.g., visual and verbal cues, information from context, and knowledge of language patterns, conventions, and structures) to help them understand written texts.

The Core French curriculum emphasizes the basic skills related to the conventions of written language – grammar, spelling, and vocabulary- that must be acquired if students are to produce clear writing. Writing activities serve to support and reinforce the oral introduction of language components. Prewriting activities build a bank of vocabulary, set the context for the topic, and draw on the student's experience or prior knowledge of a topic. Writing is a complex process that involves a range of skills and tasks. Because of the limited amount of writing done by students in the Junior Division, not all tasks in the writing process will be dealt with, particularly in Grades 4 and 5.

## FRENCH IMMERSION - GRADES 5 & 6

In the Halton Catholic District School Board, a French Immersion program is offered to students beginning in grade five through grade 8 at the elementary level. This program is also offered at the secondary level subject to registration.

The principal aim of the program is to provide students with the skills they need to communicate in a second language, and thereby to enhance their ability to perform effectively and meet with success in a rapidly changing global economy. The elementary school curriculum for French Immersion is designed to prepare students for success in the corresponding program at the secondary level. The expectations that form the basis of the secondary school curriculum build on the knowledge and skills that students acquire in their elementary programs

### ***What subjects will be taught in French in addition to language?***

Science, Social Studies, and one or two of Art, Music, or Physical Education. For these subjects, the expectations in each grade are those outlined in the English-language curriculum policy documents. It is recognized that programs in these subjects may need to be adapted to meet the needs of students who are learning in a second language.

The expectations for French as a Second Language in the Immersion program are organized into three strands that correspond to the three main areas of language use: oral communication; reading; and writing. All the knowledge and skills outlined in the expectations are mandatory. The programs in all grades are designed to develop a range of essential skills in reading, writing, and oral language, providing students with a solid foundation in spelling and grammar; the ability to comprehend what they read in a range of different kinds of texts; an appreciation of literature; the ability to interpret and respond to it; and the ability to use oral language accurately and effectively.

### **SPECIFIC INFORMATION**

In the French Immersion program there is a strong emphasis on helping the students develop the oral communication skills they need to interact effectively with others and to express themselves clearly and with confidence in both familiar and new contexts. The development of oral language provides the foundation that enables students to learn to read and write. Because listening and speaking are inseparable in real-life situations, these skills are developed together in the classroom. Students are allowed an adequate “listening period” before they are expected to communicate in French. They will develop strategies - such as observing facial expressions and body language, listening to intonation, using clues from context, and thinking of familiar words to deduce the meaning of new words and to make sense of spoken language.

Reading is a complex process- and all the more complex in a second language- because it involves understanding the relationship between written language and speech. Students will be taught to use various strategies and methods to determine the meaning of what is being communicated. In order to become independent and fluent readers, especially in a second language, students need to read frequently and to develop the skills used in reading for different purposes. Writing competence develops along with skills in other areas of language, especially reading. Students will be given frequent opportunities to write for various purposes and practise the skills involved in the various tasks of the writing process.

Learning a second language through an immersion program contributes to the overall development of an individual. Increased communication skills, study habits, self-discipline and an appreciation for cultural differences all serve to extend and enrich a student’s learning.



## HEALTH AND PHYSICAL EDUCATION

### **THE PURPOSE**

Healthy active living involves a combination of physical activity and appropriate lifestyle choices. Students should begin early on to acquire basic knowledge about a wide variety of health-related topics and to develop relevant skills. They need to understand how their actions and decisions affect their health, fitness, and personal well-being, and how to apply their learning to make positive, healthy decisions in all areas of life and personal development. The school environment can profoundly influence students' attitudes, preferences, and behaviours.

Through the health and physical education curriculum, students will develop:

- an understanding of the importance of physical fitness, health, and well-being and the factors that contribute to them;
- a personal commitment to daily vigorous physical activity and positive health behaviours;
- the basic movement skills they require to participate in physical activities throughout their lives.

A comprehensive approach to health and physical education emphasizes the shared responsibility of parents, peers, schools, health-care systems, government, the media, and a variety of other institutions and agencies. Meaningful health and physical education also requires safe, health-promoting environments, support services from the community, and a school curriculum that makes health a priority in the school.

### **ATTITUDES IN HEALTH AND PHYSICAL EDUCATION**

Students' attitudes towards health and physical education can have a significant effect on their achievement of the expectations. To learn effectively and develop positive attitudes towards healthy active living, students should enjoy the skill-development and the physical activities. They should also come to recognize the importance of observing safety procedures, respecting others, and being punctual.

### **HEALTH AND PHYSICAL EDUCATION STRANDS**

**Healthy Living** – This strand includes Healthy Eating, Growth and Development, Personal Safety and Injury Prevention, and Substance Use and Abuse.

In Grade 4, students will focus on the role of healthy eating practices, physical activity and heredity as they relate to body shape and size, using living skills to address personal safety and injury prevention, and the influences affecting the use of tobacco and healthy alternatives. In Grade 5, students will analyse the information that impacts on healthy eating practices, apply strategies to deal with threats to personal safety, and the influences affecting the use of alcohol and healthy alternatives. In Grade 6, students will focus on how body image and self-esteem influence eating practice, basic preventions and treatment for personal safety, and the influence affecting the use of cannabis and other drugs and healthy alternatives.

**Fundamental movement skills** - This strand includes locomotion/traveling, manipulation, and stability.

In Grades 4, 5, and 6 students will perform the movement skills required to participate in a variety of physical activities: locomotion/traveling, manipulation, and stability. Students in Grade 4 will demonstrate the principles of movement in acquiring and beginning to refine their movement skills, in Grade 5 and 6 students will demonstrate the principles of movement while refining their movement skills.

**Active Participation** - This strand includes physical activity, physical fitness, living skills, and safety. In Grades 4, 5, and 6 students will participate on a regular basis in physical activity to maintain or improve physical fitness. In Grade 4 students will identify the benefits of physical fitness, in Grade 5 they will identify the components of physical fitness, and in Grade 6 students will apply living skills and describe the benefits of using these skills in a variety of physical activities. Students are also required to follow safety rules related to physical activity, equipment and facilities. Active Participation encourages students to participate actively in a manner that encourages others to participate.

These strands combine the living skills (e.g., personal, interpersonal, communication, conflict- resolution, goal-setting, organizational, time-management, problem-solving, and decision- making) that all students require.



## LANGUAGE

### THE PURPOSE

The Language program will clearly reflect the faith convictions of the Catholic community within the context of literacy so that it enhances both human and religious identity.

Language is the basis for thinking, communicating, and learning. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision, orally, in writing, and through a variety of media, will help students to thrive in the world beyond school.

*The Revised Ontario Curriculum, Grades 1-8: Language, 2006* has two main parts: expectations and achievement levels.

1. *Curriculum Expectations*: describe the knowledge and skills that students are expected to acquire, demonstrate and apply in their class work, on tests and in various other activities on which achievement is assessed and evaluated.
2. *Achievement Levels*: identifies four categories of knowledge and skills in language used by teachers to make judgements about student work
  - Knowledge and Understanding – subject-specific content acquired in each grade (knowledge) and comprehension of its meaning and significance (understanding)
  - Thinking – the use of critical and creative thinking skills and/or processes
  - Communication – the conveying of meaning through various forms
  - Application – the use of knowledge and skills to make connections within and between various contexts

### ROLE AND RESPONSIBILITY OF PARENTS

Studies show that students perform better in school when their parents are involved in their education. Parents who are familiar with the curriculum expectations know what is being taught in each grade level and what their child is expected to learn. This information allows parents to understand how their child is progressing in school and to work with teachers to improve their child's learning.

Effective ways in which parents can support students' learning include:

- Attending parent-teacher interviews
- Participating in parent workshops and school council activities
- Encouraging students to complete their assignments at home

### OVERVIEW OF THE GRADE 4 TO 6 PROGRAM

The expectations for Grades 4 to 6 focus on students' ability to use their knowledge and skills in listening, speaking, reading, writing, viewing, and representing to understand, critically analyse, and communicate a broad range of information and ideas from and about their multicultural, multimedia environment.

Grade 4 to 6 students' language knowledge comes from their life experiences and prior knowledge and from the foundational knowledge and skills acquired in 4 to 6 build upon this foundation. Because the base of knowledge, experience, and skills varies from student to student, it is important for instruction to be differentiated to meet the needs of individuals and small groups of students.

In Grades 4 to 6 students should have access to a broad range of relevant texts such as:  
Dramatic presentations, oral reports, poetry, speeches, monologues, song lyrics, short stories, series books, chapter books, non-fiction books, magazines, diaries, magazine articles, flyers, comic books, websites, video games and newspapers

## **STRANDS IN THE LANGUAGE PROGRAM**

The language expectations are organized into four strands:

*Oral Communication* – focuses on the identification and development of the skills and strategies effective listeners and speakers use to understand and interact with others. It also emphasizes the use of high-order thinking skills to stimulate students' interest and engage them in their own learning.

*Reading* – helps students learn to read with understanding, to read critically, to become familiar with various text forms and their characteristic elements, and to recognize the function and effects of various text features and stylistic devices. It helps students understand that reading is a process of constructing meaning and equips them with the strategies that good readers use to understand and appreciate what they read.

*Writing* – focuses on the skills needed to produce clear, effective writing, including organizing and developing ideas, choosing the appropriate form of writing, using correct grammar, spelling and punctuation, revising, editing, proofreading and publishing.

*Media Literacy* – focuses on helping students develop the skills required to understand, create, and critically interpret media texts. It examines how images, sound and words are used to create meaning.



## **MATHEMATICS**

### **THE PURPOSE**

The Ontario Curriculum Grades 1 - 8 Mathematics, 2005 is designed to help students build the solid conceptual foundation in mathematics that will enable them to apply their knowledge and further their learning successfully. It is based on the belief that students learn mathematics most effectively when they are given opportunities to investigate ideas and concepts through problem solving and are then guided carefully into an understanding of the mathematical principles involved. At the same time, it promotes a balanced program in mathematics. The acquisition of operational skills remains an important focus of the curriculum.

The following is an overview of the overall expectations by strand of a student working at Level 3 at the end of Grade 6

### **Number Sense and 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 and 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 and 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 and 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.

The mathematical process expectations are to be integrated into student learning associated with all strands:

- Problem Solving
- Reasoning and Proving
- Reflecting
- Selecting Tools and Computational Strategies
- Connecting
- Representing
- Communicating



## **SCIENCE AND TECHNOLOGY**

### **THE PURPOSE**

Science is a way of knowing that seeks to describe and explain the natural and physical world. Technology is also a way of knowing, and is also a process of exploration and experimentation. Science and technology are closely linked, especially through the skills of scientific inquiry, technological problem solving and communication. Along with a knowledge foundation, the study of science and technology offers students varied opportunities to learn and master skills that are relevant to their everyday world.

The three skill areas are:

- Scientific inquiry/experimentation skills
- Scientific inquiry/research skills
- Technological problem-solving skills

### **THE EXPECTATIONS AND GOALS OF THE PROGRAM**

In each grade, the three overall expectations in each strand, and their related sets of specific expectations, are closely connected with the three goals of the science and technology program which are:

1. To relate science and technology to society and the environment;
2. To develop the skills, strategies, and habits of mind required for scientific inquiry and technological problem solving; and
3. To understand the basic concepts of science and technology

These three goals and their interrelationship within the curriculum expectations reinforce the notion that science and technology is a subject in which students learn, in age-appropriate ways, to consider both the knowledge and skills that will help them to understand and consider critically the impacts of developments in science and technology on modern society and the environment.

## **STRANDS IN THE SCIENCE AND TECHNOLOGY CURRICULUM**

The science and technology curriculum expectations are now organized into four strands, which are the major areas of knowledge and skills in the science and technology curriculum. The four strands are as follows:

Understanding Life Systems  
 Understanding Structures and Mechanisms  
 Understanding Matter and Energy  
 Understanding Earth and Space Systems

### ***TOPICS FOR EACH STRAND FOR GRADES 4-6***

	<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>Understanding Life Systems</b>	Habitats and Communities	Human Organ Systems	Biodiversity
<b>Understanding Structures and Mechanisms</b>	Pulleys and Gears	Forces Acting on Structures and Mechanisms	Flight
<b>Understanding Matter and Energy</b>	Light and Sound	Properties of and Changes in Matter	Electricity and Electrical Devices
<b>Understanding Earth and Space Science</b>	Rocks and Minerals	Conservation of Energy and Resources	Space



## SOCIAL STUDIES

### THE PURPOSE

Social Studies examines communities from the local to the global. Students acquire knowledge of key social science concepts, including change, culture, environment, power and the dynamics of the marketplace based on a Catholic understanding of human beings and human-society. They are introduced to Catholic social teaching in a developmentally appropriate manner. Students acquire skills of inquiry and communication. They apply these skills to examine information critically in order to solve problems and make decisions that are relevant to their lives.

### GOALS OF THE PROGRAM

The goals of the social studies, history and geography program in Grades 1-8 are intended to ensure that all students acquire the basic knowledge, skills and attitudes they need before entering secondary school. The goals for the students are:

- to understand the basic concepts of social studies, history, and geography;
- to develop the skills, strategies, and habits of mind required for effective inquiry and communication, and for the application of the basic concepts of social studies, history, and geography;
- to relate the knowledge acquired through social studies and the study of history and geography to the world outside the classroom.

These goals are equally important. They can be achieved simultaneously in a concrete, practical context through learning activities that combine the acquisition of knowledge with the application of various skills, including inquiry/research skills, map and globe skills, and communication skills.

The expectations for Social Studies are organized into two strands:

**Heritage and Citizenship** and **Canada and World Connections**. Within each strand there are topics identified according to grade level.

### GRADE 4

#### **Heritage and Citizenship: Medieval Times**

Students examine the basic features of medieval society, such as trade, transportation, design, technology, government, culture, and beliefs. They describe the impact on Christianity, the Crusades, Islamic culture, and the Magna Carta on medieval society. They will also examine the influences of medieval society on the world today.

#### **Canada and World Connections: The Provinces and Territories of Canada**

Students identify, locate, and label the major physical regions within the provinces and territories, and investigate the exchange of goods and resources among them. They compare the physical environments of regions and examine specific examples of cause-and-effect relationships. They also examine the structures and functions of provincial government.

## **GRADE 5**

### **Heritage and Citizenship: Early Civilizations**

Students investigate the importance of the environment in shaping these civilizations and identify how various human needs were met. They investigate and describe the influence of early civilization on modern society.

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

Students explore and compare the functions and interactions of the three levels of government in Canada, and they compare Canada's form of government to other types of governments. As they investigate the Canadian electoral process, they broaden their understanding of life in a democratic society. Students also explore the reasons why immigrants choose to make their new home in Canada, and learn how immigrants become Canadian citizens.

## **GRADE 6**

### **Heritage and Citizenship: Aboriginal People and European Settlers**

Students describe the role of the environment in shaping Aboriginal cultures. They examine the interactions between Aboriginal peoples and European explorers at the time of their first contact, and they learn how the early explorers contributed to the development of Canada. They also study the origins of concerns related to Aboriginal peoples and determine their present social, political, and economic conditions.

### **Canada and World Connections: Canada and Its Trading Partners**

Students investigate how the United States affects Canada through trade, media, immigration, culture, technology, tourism, history, and geography. They also describe Canada's connection to at least one other trading partner, through an in-depth investigation of a country from one of the following regions: Europe, Pacific Rim, Central America, or South America.

## **INFORMATION WEB SITES**

**Halton Catholic District School Board - [www.hcdsb.org](http://www.hcdsb.org)**

**Ministry of Education - [www.edu.gov.on.ca](http://www.edu.gov.on.ca)**