



HALTON CATHOLIC DISTRICT SCHOOL BOARD

PRIMARY DIVISION PARENT HANDBOOK

***CURRICULUM SERVICES
2009/2010***

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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 IN ONTARIO

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 evaluate 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 EDUCATION

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.

RELIGION

BORN OF THE SPIRIT: CYCLE 1

Grade 1: **We Belong to God**

- Celebrates belonging to God as expressed in our belief in God.
- Demonstrates God's unconditional love for us.

The aim of the program is to bring children to an increased awareness of Jesus, who in the power of the Holy Spirit shows us the creative, forgiving and caring love of God.

Grade 2: **We Belong to the Lord Jesus**

- Units of the program are structured to follow the Eucharistic pattern: to gather; to listen to the word of God; to take, bless, break and eat; and, to go forth.

The aim of the program calls children to meet and experience Jesus in the Eucharistic liturgy, thereby coming to a deeper understanding of "belonging" to God.

Grade 3: **In the Spirit We Belong**

- Focuses on the activity of the Holy Spirit in the lives of children

The aim of the Grade 3 program is to deepen our experience of belonging to God through the Church – the community of believers gather in the Spirit.

FAMILY LIFE EDUCATION

Theme 1: Created and Loved by God

This introductory theme focuses on “what it means to be human”.

Grade 1: Students are encouraged to appreciate God’s gift of human life. They will recognize that we are unique individuals and that we grow and change.

Grade 2: Students will recognize that we have different talents and qualities. The many “gifts” that we, and others possess, enrich the lives of those around us.

Grade 3: Students will deepen their understanding of human feelings. We have choices as to how we may express our feelings in different situations.

Theme 2: Living in Relationship

The central focus is the “family”. Children are called to explore signs of love in family relationships, changes in the family, and their own unique contribution within their family.

Grade 1: Students will learn that families share love in a variety of ways. The experience of friendship is explored.

Grade 2: Students are encouraged to understand the need for forgiveness among siblings and, to develop a spirit of co-operation in their friendships.

Grade 3: Students will explore some of the unique characteristics of their families. They are encouraged to appreciate the value of friendship among their siblings. This leads to an exploration of the challenges and pleasures of friendship.

Theme 3: Created Sexual: Male and Female

This unit explores the story of conception, development of the baby in the uterus, and birth. This information is presented in the context of a family story and is designed to elicit an attitude of reverence and respect.

Grade 1: Students are encouraged to appreciate that a baby is God’s special gift of love to a family, and that human life before birth is part of God’s design for creation. They will learn that human life begins in a special place inside a mother’s body.

Grade 2: Students will explore the beginning of human life, and how the human person grows inside the uterus. Students are encouraged to develop an attitude of appreciation for the body.

Grade 3: Students will deepen their understanding of love between husbands and wives. They will explore how the developing baby’s needs are met inside the uterus. Students will review the process of birth. Information is also presented on the needs of newborns.

Theme 4: Growing in Commitment

The notion of commitment is presented within the context of the child’s experience of dependence on family and other adults in their lives.

Grade 1: The concept of commitment is introduced to students through their experience of their parents. Students learn that choices have consequences.

Grade 2: Students will recognize that they depend on the commitment of many individuals in the community.

The importance of dependability is discussed. Students are encouraged to appreciate that making decisions can be difficult.

Grade 3: Students will discuss the importance of family commitments. They will explore the process of making a decision and discover that many decisions require careful thought, and often times, the help of others.

Theme 5: Living in the World

Students will explore the notion of what it means to live in the world. A strong connection is made to the stewardship of creation and our individual responsibility. The value of human work is explored.

Grade 1: Students will realize that they learn about the world in a variety of ways. They are encouraged to appreciate that everyone is responsible for caring for the earth.

Grade 2: Students will explore personal experiences that make the world a good place for them. They are encouraged to appreciate that God has given us what we need to live in the world.

Grade 3: Students will discover that people around the world have much in common. They are encouraged to appreciate that working is an essential and valuable human activity which requires patience and effort.

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.

Primary students are introduced to fundamental computer skills that enable them to use the computer and peripherals in a safe and appropriate manner when performing tasks. Primary 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:

- Practice identifying rhyming words.
- Create a thank you note.

- Write and illustrate a sentence.
- Record ideas from brainstorming.

- Organize information on a graphic organizer (e.g. Venn diagram)
- Work as a class to create a presentation about a trip.
- Demonstrate their solutions to a math problem.

ESL / ELD

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.

- Locate information on the Internet.
- Create a story map.
- Design an advertisement for a toy.
- Locate information about an animal of choice and record the findings on an organizer that has been prepared to reflect the headings - Physical Characteristics, Behavioral Characteristics, Growth Process.



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 1 to 3 focuses on the foundational knowledge and skills students need in order to learn through and about the arts.

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.



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 1, students will focus on healthy eating habits, recognize safe practices, and identify commonly used medicines and household products. In Grade 2, they will use the healthy eating practices to make healthy food choices, outline safety rules and safe practices and describe appropriate and inappropriate uses of household medicines. In Grade 3, the students will look at the relationship between healthy eating and active living and healthy bodies, list safety procedures at home, school, and the community and begin to examine the definition of a drug.

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

In Grades 1, 2, and 3 students will perform the basic movement skills required to participate in a variety of physical activities: locomotion/traveling, manipulation, and stability. Students will also use these three areas to demonstrate the principles of movement.

Active Participation - This strand includes physical activity, physical fitness, living skills, and safety.

In Grades 1, 2, and 3 students will participate on a regular basis in physical activity to maintain or improve physical fitness and to recognize the personal benefits of being physically active. 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 GRADES 1 TO 3 PROGRAM

The expectations for Grades 1 to 3 focus on the foundational knowledge and skills that students need in order to establish a strong basis for language development. These include students' oral language, prior knowledge and experience, understanding of concepts about print, phonemic awareness, understanding of letter-sound relationships, vocabulary knowledge, semantic and syntactic awareness, higher-order thinking skills, and capacity for metacognition.

In Grades 1 to 3, students should have access to a broad range of relevant texts such as: Poems, nursery rhymes, chants, folk tales; picture books, alphabet and counting books, pattern books, chapter books, adventure stories, magazines, letters, photographs, maps, comic strips, posters and signs.

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 3

Number Sense and 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 various 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 and 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 and 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 and 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.

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 1-3

	GRADE 1	GRADE 2	GRADE 3
Understanding Life Systems	Needs and Characteristics of Living Things	Growth and Changes in Animals	Growth and Changes in Plants
Understanding Structures and Mechanisms	Materials, Objects, and Everyday Structures	Movement	Strong and Stable Structures
Understanding Matter and Energy	Energy in Our Lives	Properties of Liquids and Solids	Forces Causing Movement
Understanding Earth and Space Science	Daily and Seasonal Changes	Air and Water in the Environment	Soils in the Environment



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 1

Heritage and Citizenship: Relationships, Rules, and Responsibilities

In Grade 1 students identify significant people, places, and events in their lives and link them to past experiences. They describe changes over time in the form of simple patterns that influence their daily lives. Students also identify the rules and responsibilities in their homes, school and neighbourhood.

Canada and World Connections: The Local Community

This strand focuses on Canada and its relationships with the rest of the world. Students begin their studies with the familiar (i.e. their local community) and gradually move on to study other communities, the provinces and territories of Canada, and the connections Canada has with other countries around the world. Students are also introduced in this strand to the study of government.

GRADE 2

Heritage and Citizenship: Traditions and Celebrations

This topic focuses on the wide variety of cultures and traditions in Canada. Students identify various family origins and discover important events in family histories and cultures. They describe the ways in which cultural traditions are shared, and learn how different cultures and traditions contribute to society.

Canada and World Connections: Features of Communities Around the World

Students begin to develop awareness of physical and human geography by comparing their lives in their communities to the lives of other families in other communities around the world. They use maps and globes to locate places and countries of interest from different continents around the world. They compare the climate, animals, food, clothing, homes, recreation, culture, transportation, language, and land use in these countries, and investigate environmental influences on people's lives.

GRADE 3

Heritage and Citizenship: Pioneer Life

Students examine the lifestyles of pioneer settlers and their contributions to early communities in Upper Canada. They compare the life of the pioneers to their own lives. They also investigate the contribution of Aboriginal peoples to pioneer communities.

Canada and World Connections: Urban and Rural Communities

In comparing urban and rural communities in Ontario, students focus on human and environmental interactions. They compare the communities' cultural backgrounds as well as their use of space and services. They also investigate the various interdependencies between the environment and meeting the needs of diverse populations in urban and rural communities.

INFORMATION WEB SITES

Halton Catholic District School Board

www.hcdsb.org

Ministry of Education

www.edu.gov.on.ca