

6

Partners in Learning Guide

“Student achievement improves when parents play an active role in their child’s education, and good schools become even better when parents are involved.”

Ministry of Education (2016)

You have a tremendous impact on your child’s learning. We have created this guide to support you and the GECD SB’s mission which focuses on excellence in education by building confident learners, engaging with our communities and demonstrating ethical stewardship.

We are building tomorrow together – every learner every day!

Inside the Partners in Learning Guide:	
✓	Ways to communicate between home and school
✓	Overall grade expectations from the Ministry of Education
✓	What learning looks like in the classroom
✓	How you can support your child at home
✓	Ministry resources



Home Support

Look for the house symbol for ideas and activities to try at home to support learning.

LANGUAGE

Grade 6

Oral Language

By the end of Grade 6, students will:

Overall Expectations

- 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

In the classroom, students may:

Overall Expectations In Action

- Summarize information orally for others
- Connect to the content of an oral presentation
- Share ideas and ask questions
- Use role play and drama to explore similarities and differences in ideas
- Explore solutions to problems with groups



Opportunities to continue the learning at home

- Demonstrate how to be a good listener when talking with your child
- Encourage your child to develop questions about things that interest them
- Together, talk about your thoughts and feelings
- Discuss something interesting that you have read or heard recently with your child and encourage their feedback

Reading

By the end of Grade 6, students will:

Overall Expectations

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- Recognize a variety of text forms, text features, and stylistic elements, and demonstrate an understanding of how they help communicate meaning
- Use knowledge of words and cueing systems to read fluently
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

In the classroom, students may:

Overall Expectations In Action

- Read a variety of books from diverse cultures
- Summarize a story, restating facts and the main ideas
- Sort and classify information to draw conclusions
- Make connections to texts, movies, trips, etc.
- Create a profile of a character based on the text
- Engage in word study to support vocabulary development



Opportunities to continue the learning at home

- Create time and space for your child to read daily
- Encourage your child to read a variety of books and other media
- Encourage relatives and friends to share books as gifts
- Encourage your child to select books and become avid users of the local library
- Read and discuss the same book as your child
- Play word games such as Scrabble, Boggle, or Words with Friends with your child

Writing

By the end of Grade 6, students will:

Overall Expectations

- 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

In the classroom, students may:

Overall Expectations In Action

- Write reports, articles, explanations, etc.
- Organize ideas for writing using a writing framework
- Plan, write, edit, and revise their writing
- Use a variety of parts of speech effectively in their writing
- Select and explain pieces of their best writing



Opportunities to continue the learning at home

- Provide a special writer's notebook
- Allow the use of technology to engage in writing
- Write, text and/or email notes to relatives and friends
- Write a letter to the editor or respond to blogs
- Create a digital scrapbook or personal blog together with your child
- Create games and write the rules for the game

Media Literacy

By the end of Grade 6, students will:

Overall Expectations

- Demonstrate an understanding of a variety of media texts
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
- Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

In the classroom, students may:

Overall Expectations In Action

- Identify messages in advertisements
- Support their thoughts and feelings about media
- Identify points of view and suggest different view points
- Create a variety of media texts



Opportunities to continue the learning at home

- Talk about advertisements and help them understand the purpose of each ad
- Identify the point of view in advertisements
- Expose them to a variety of media such as flyers, food product labels, brochures, etc.
- Discuss the message in movies, television shows and songs

NOTES/GOALS:

MATHEMATICS

Grade 6

Number Sense and Numeration

By the end of Grade 6, students will:

Overall Expectations

- 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

In the classroom, students may:

Overall Expectations In Action

- Use number lines and base ten materials to represent whole and decimal numbers
- Use a calculator to help generate multiplication patterns
- Solve real life problems involving percent, ratio and unit rate



Opportunities to continue the learning at home

- Discuss with your child how fractional and decimal amounts relate to sporting events (e.g. batting averages, hockey statistics)
- Use card games and calculators to practice multiplication and division facts
- While shopping, compare the cost of one item versus bulk buying

Measurement

By the end of Grade 6, students will:

Overall Expectations

- 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

In the classroom, students may:

Overall Expectations In Action

- Evaluate when to use estimates or precise measurements
- Construct a rectangle, a square, a triangle and a parallelogram using geometry software, grid paper and geoboards



Opportunities to continue the learning at home

- Point out examples in the media where estimates and precise measurements are suitable
- Have your child help plan the areas required for different garden designs



Geometry and Spatial Sense

By the end of Grade 6, students will:

Overall Expectations

- 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

In the classroom, students may:

Overall Expectations In Action

- Measure, construct and classify angles up to 180°
- Build a structure given the top, side, and front views of the structure
- Create and analyze designs by using transformations



Opportunities to continue the learning at home

- Discuss with your child the type of angles seen in architectural structures
- Encourage the building of 3D figures using computer applications
- Reflect on how various shapes used in the design of media logos

Patterning and Algebra

By the end of Grade 6, students will:

Overall Expectations

- 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

In the classroom, students may:

Overall Expectations In Action

- Use tables with ordered pairs to plot the points on graph paper
- Solve problems that use two or three symbols to represent unknown quantities



Opportunities to continue the learning at home

- Play interactive games that involve plotting locations (e.g. Battleship)
- Help your child see the link between algebra and calculating part-time job earnings

Data management and Probability

By the end of Grade 6, students will:

Overall Expectations

- 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

In the classroom, students may:

Overall Expectations In Action

- Select an appropriate type of graph to represent data, graph the data using technology, and justify the choice of graph
- Read, interpret and draw conclusions from data
- Represent the probability of an event



Opportunities to continue the learning at home

- View different types of graphs in media texts and discuss the advantages and disadvantages of each
- Draw conclusions about sports data in the newspaper or data from the Internet about movies
- Discuss the probability of daily events using a value range of 0 = impossible and 1 = certain

NOTES/GOALS:

SCIENCE & TECHNOLOGY

Grade 6

Understanding Life Systems: Biodiversity

By the end of Grade 6, students will:

Overall Expectations

- 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

In the classroom, students may:

Overall Expectations In Action

- Explore organisms in specific habitats through field trips (e.g. fighting island), nature walks and videos
- Classify plants and animals according to their distinguishing characteristics (e.g. external skeleton, number of legs, flowering plant)
- Analyse different perspectives of an issue related to biodiversity (e.g. the effects of the Ojibway Parkway on animal habitat)



Opportunities to continue the learning at home

- Plan a trip to a local park or conservation area to observe specific habitats
- Talk about how everyday products in your home come from a variety of different plants and animals
- Encourage conversation about local issues related to biodiversity (e.g. invasive species, the effect of building roads on the local environment)

Understanding Structures and Mechanisms: Understanding Structures and Mechanisms

By the end of Grade 6, students will:

Overall Expectations

- 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

In the classroom, students may:

Overall Expectations In Action

- Create and compare different flying devices
- Ask questions about the properties of air and the forces of flight
- Assess the benefits of aviation technology for society and the environment



Opportunities to continue the learning at home

- Design and build a kite with your child
- Take a trip to the local airport and share questions you have about flight
- Experiment by making paper airplanes and discuss which shapes and materials work best and why

NOTES/GOALS:

SOCIAL STUDIES

Grade 6

Heritage and Identity: Communities in Canada, Past and Present

By the end of Grade 6, students will:

Overall Expectations

- Assess contributions to Canadian identity made by various groups, including First Nations, Métis, and Inuit, and by various features of Canadian communities and regions
- Use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experience of two or more distinct communities, including First Nations, Métis, and Inuit communities, in Canada
- Demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada

In the classroom, students may:

Overall Expectations In Action

- Investigate characteristics of Canadian communities and the Canadian identity, including the contributions various religious and ethnic groups have made
- Describe interactions between communities in Canada, including between newcomers and groups that were already in the country



Opportunities to continue the learning at home

- Visit war memorials and parks in the community and attend local cultural events
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to find answers about communities past and present
- Watch, read about and discuss events that impact communities in Canada

People and Environments: Canada's Interactions With The Global Community

By the end of Grade 6, students will:

Overall Expectations

- Explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena
- Use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues
- Describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement

In the classroom, students may:

Overall Expectations In Action

- Explain Canadian responses to events of international importance
- Use the inquiry process to investigate causes and consequences of global issues
- Discover significant economic and environmental effects on Canada and Canadians based on our interactions with other regions of the world



Opportunities to continue the learning at home

- Discuss current events in the world that have international significance.
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to find answers about international events of importance to Canadians
- Watch, read about and discuss global events that involve Canada in political, environmental, social and economic ways

THE ARTS

Grade 6

Dance

By the end of Grade 6, students will:

Overall Expectations

- Apply the creative process to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas
- Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
- Demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts

In the classroom, students may:

Overall Expectations In Action

- Incorporate props and materials into dances they create
- Use dance to interpret themes in literature
- Describe ways in which pop culture and the media influence dance



Opportunities to continue the learning at home

- Download the steps to a new dance
- Watch a performance from a reality dance show with your child and identify what the dancers are communicating
- Talk about likes or dislikes regarding dances

Drama

By the end of Grade 6, students will:

Overall Expectations

- Apply the creative process to process drama and the development of drama works using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives
- Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences
- Demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts

In the classroom, students may:

Overall Expectations In Action

- Dramatize opinions on a range of issues, themes and ideas from a variety of fiction and non-fiction sources
- Identify favourite scenes and give reason for their preference
- Describe key contributions drama and theatre make to the community



Opportunities to continue the learning at home

- After viewing a performance, discuss the costume choices
- Point out character personality traits of a favourite character in a family show
- Share a popular movie scene from your childhood

NOTES/GOALS:

Music

By the end of Grade 6, students will:

Overall Expectations

- Apply the creative process to create and perform music for a variety of purposes using the elements and techniques of music
- Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences
- Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts

In the classroom, students may:

Overall Expectations In Action

- Apply elements of music when singing and or playing
- Describe ways in which awareness or appreciation of music is affected by culture and the media
- Compare aspects of music from one culture to another



Opportunities to continue the learning at home

- Compare and contrast one of your favourite songs with one of your child's favourites
- Talk about how music is used in media
- Challenge your child to match styles of music to famous people

Visual Arts

By the end of Grade 6, students will:

Overall Expectations

- Apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works that communicate feelings, ideas and understandings using elements, principles, and techniques of visual arts, as well as current media technologies
- Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences
- Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical context

In the classroom, students may:

Overall Expectations In Action

- Interpret a variety of art works
- Create narrative art works or art works about a theme or topic
- Understand key contributions of visual and media arts at local and national levels



Opportunities to continue the learning at home

- Encourage your child to create art that would represent an aspect of their personal identity
- Create an illustration of a favourite scene
- Promote the use of a sketch book/idea book

NOTES/GOALS:

HEALTH & PHYSICAL EDUCATION

Grade 6

Active Living

By the end of Grade 6, students will:

Overall Expectations

- Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity
- Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

In the classroom, students may:

Overall Expectations In Action

- Participate in sustained moderate to vigorous activity
- Monitor changes in fitness levels over time
- Set personal fitness goals and create a fitness plan
- Describe the steps that should be taken when responding to minor injuries

Movement Competence

By the end of Grade 6, students will:

Overall Expectations

- Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts, as appropriate, as they engage in a variety of physical activities
- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities in order to enhance their ability to participate successfully in those activities

In the classroom, students may:

Overall Expectations In Action

- Explore different ways to increase balance and stability
- Play a variety of cooperative and competitive games
- Contribute ideas when working in a group to accomplish a collaborative task

Healthy Living

By the end of Grade 6, students will:

Overall Expectations

- Demonstrate an understanding of factors that contribute to healthy development
- Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being
- Identify the major parts of the reproductive system and their functions and relate them to puberty

In the classroom, students may:

Overall Expectations In Action

- Discuss the effects of using illicit drugs
- Develop personal healthy eating plans
- Describe what can be done to encourage positive interactions to avoid conflict in social situations
- Discuss the major parts of the reproductive system and their function



Opportunities to continue the learning at home

- Plan family activities that are active
- Set family fitness goals on a monthly basis
- Check out local fitness and community centres for fun activities
- Discuss the negative effects of drug abuse
- Create a weekly menu with a grocery list
- Discuss the importance of healthy relationships

FRENCH AS A SECOND LANGUAGE

“Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.”
Ministry of Education, 2013 FSL Curriculum Grades 1-8

What are the advantages of learning a new language?

- Strengthen problem-solving, reasoning, and creative thinking skills
- Support continuing growth in their first language
- Develop motivation, confidence, enriched social skills, and increased cultural appreciation
- Enhance opportunities for future success

What are the different types of French programs?

Core French

The Core French program is mandatory in all English Language schools, **beginning in Grade 4**. Students will receive 120 hours of French per year in Grades 4–8.

French Immersion

GECD SB offers an Early French Immersion model within several elementary schools:

- JK – Grade 1 — 100% of instruction in French
- Grades 2–5 — 80% French (Language Arts is in English)
- Grades 6–8 — 50% French (Math, Science, and Language Arts are in English)
- For subjects other than FSL that are taught in French, the expectations in each course are those outlined in the English-language curriculum policy documents.

The elementary school curriculum for Core French, Extended French, and French Immersion is designed to prepare students for success in the corresponding program at the secondary level.

How can I support my child’s learning of French?

- Talk to your child about the benefits of learning French
- Encourage your child to talk, read, and write in their first language
- Read aloud to your child in their first language
- Support your child’s exploration of French resources (e.g., books, songs, videos, museums, art galleries)
- Encourage your child to share their learning with you. They could be your French teacher!

Talk to your child’s teacher about other resources



The Ontario Curriculum, Grades 1-8, Language (2006)
<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

Ministry of Education FSL
<http://www.edu.gov.on.ca/eng/amenagement/FLS.html>

SCHOOL LIBRARY LEARNING COMMONS

“The only thing that you absolutely have to know, is the location of the library.”
Albert Einstein

What is available at school?

The GECSDB offers library programs with qualified Teacher-Librarians in our schools. All students have access to an up-to-date school library with collections that support curriculum, digital citizenship, inquiry, and reading for pleasure.

Can we access library materials from home?

The GECSDB provides a “virtual library” for students they can use at school and at home — including access to eBooks, encyclopedias, research support, subscription databases, and much more.

Virtual Library Link: <https://publicboard.ca/Students/VirtualLibrary/Pages/default.aspx>

Destiny Library Catalogue

Destiny is the GECSDB program we use to search and sign out items in your child’s School Library Learning Commons.

Students can log in and use this program at home to find things they want to borrow.

www.publicboard.ca > Students > Virtual Library > Elementary Virtual Library Commons > Encyclopedia



Britannica School is a kid-friendly encyclopedia with articles, videos, games and images. Students can search for up-to-date information they need in a safe environment.

User ID: greaesse

Password: grea7392

www.publicboard.ca > Students > Virtual Library > Elementary Virtual Library Commons > Online Databases

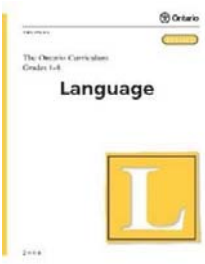
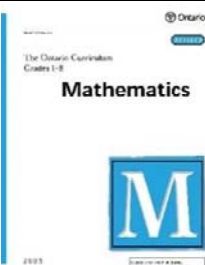

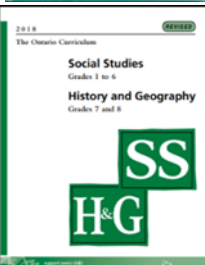
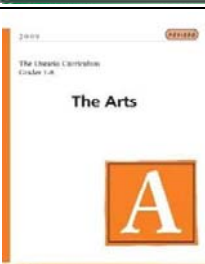



Research in Context lets students search for information using general topics. Its sister database, Canada in Context, offers Canadian information with the same easy search options.

Password: gecdsb

**These are some examples of the databases and encyclopedias within our GECSDB collection.
All GECSDB databases and encyclopedias require a login and password
which your child can obtain from his or her school Teacher- Librarian.**

RESOURCES

	<p>The Ontario Curriculum Curriculum, Grades 1-8, Language (2006) http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html</p> <p>Reading and Writing with Your Child http://edu.gov.on.ca/eng/literacynumeracy/parentGuideLitEn.pdf</p>
	<p>The Ontario Curriculum, Grades 1-8, Mathematics (2005) http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html</p> <p>Doing Mathematics with Your Child http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNumEn.pdf</p>
	<p>The Ontario Curriculum Curriculum, Grades 1-8, Science & Technology (2007) http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html</p>
	<p>The Ontario Curriculum, Grades 1-6, Social Studies (2018) http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html</p>
	<p>The Ontario Curriculum, Grades 1-8, The Arts (2009) http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html</p>
	<p>The Ontario Curriculum, Grades 1-8, Health & Physical Education (2010) http://www.edu.gov.on.ca/eng/curriculum/elementary/healthcurr18.pdf</p>

COMMUNICATION BETWEEN HOME AND SCHOOL

“The partnership of parents [guardians] and teachers is a powerful one.” Council of Ontario Directors of Education (CODE), Parent

What questions can I ask my child about their day at school?

- Tell me one thing that you learned today?
- What would you like to tell me about today?
- What was the best part of your day?
- What questions did you ask today?
- How do you feel today? Why do you feel that way?

You know your child best



Please feel free to contact your child’s teacher at any time through a telephone call or note whenever you feel there is a need to share or communicate.

What are ways to connect with my child’s school?

School Website/Newsletter

Check out the school newsletter or use the school’s website to check on activities and events throughout the year. Ask your child’s teacher if there is a different form of communication they use to keep in contact with the home (e.g., agenda, newsletters, websites, and EDSBY).



Meet the Staff

Start the year by meeting your child’s staff in September. Meet the Staff events occur within the first month of school. We look forward to meeting you during this informal event.

Report Cards

Elementary Progress Reports are sent home in November. The Elementary Provincial Report card will be sent home in January and the second one will be sent home towards the end of June. Sit down with your child to review their progress. Complete and discuss the back portion of the report card (setting goals and next steps) with your child before sending the signed copy to your child’s school.

Parent Teacher Interviews

Contact the school when you receive your child’s report cards to schedule an in-person meeting or telephone conversation to discuss your child’s progress with their teachers.

School Advisory Committee (SAC)

School Councils have been created to enhance students’ learning through the cooperative efforts of parents, students, staff members, and others in the community. Speak with the administration at your child’s school for more information on how to participate and support your school’s committee.

Greater Essex County Parent Involvement Committee

The Greater Essex County District School Board Parent Involvement Committee (GECPIC) provides regular opportunities for parents/guardians to network, share ideas, offer advice and stay informed through educational presentations and relevant topics throughout the school year. GECPIC has established parental engagement as a priority and promotes communication among School Councils, parents/guardians, staff, community partners, Trustees, and the Director. To confirm dates and times visit www.publicboard.ca (Parent Involvement).

