

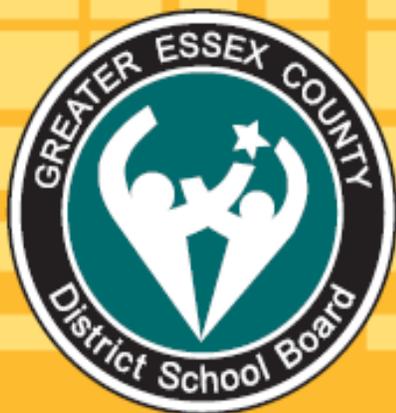
# PARTNERS IN LEARNING GUIDE 8

*“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 GECDSB's mission which focuses on excellence in education by building confident learners, engaging with our communities and demonstrating ethical stewardship.



GREATER ESSEX COUNTY  
District School Board

451 Park Street West  
P.O. Box 210, Windsor, ON N9A 6K1  
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[www.publicboard.ca](http://www.publicboard.ca)

## 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

# LANGUAGE

# Grade 8

## Oral Language

By the end of Grade 8, 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
- Debate and/or discuss topics of interest
- Listen to others to understand perspectives
- Role play a variety of characters and scenarios
- Ask probing questions

Opportunities to continue the learning at home:

- Listen to your child describe the things they are interested in (e.g. video games, social situations, magazines)
- Talk about your interests
- Encourage discussion about real-world events
- Consider turning off technology for specific times each day

## Reading

By the end of Grade 8, 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 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 fiction and non-fiction materials
- Summarize a story
- Restate facts and main ideas
- Draw conclusions about ideas in the text they have read
- Make connections to their personal experiences or the world around them
- Study words to expand vocabulary

Opportunities to continue the learning at home:

- Encourage your child to read for a purpose (e.g. Internet articles, recipes, instructions, magazines, sport statistics)
- Play audio books in the car
- Provide a variety of reading materials
- Visit bookstores and libraries
- Play word games (e.g. Scrabble, Boggle, Words with Friends, crossword puzzles)

## Writing

By the end of Grade 8 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 biographies, editorials, reports, etc.
- Research
- Organize ideas for writing
- Plan, write, edit, and revise their writing
- Use descriptive vocabulary

Opportunities to continue the learning at home:

- Write, text and/or email notes to relatives and friends
- Create a blog together
- Compose letters to the editor
- Together, explore and discuss appropriate social media sites
- Provide different items to make writing fun (e.g. journals, gel pens and technology)

## Media Literacy

By the end of Grade 8, 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 media
- Watch YouTube videos, movie clips, etc.
- Listen to radio, news, podcasts, etc.
- Share points of view
- Produce an ad, video, slide show, etc.

Opportunities to continue the learning at home:

- Talk about advertisements and help your child understand the purpose of each ad
- Ask your child what they have seen or listened to recently to stay current
- Point out different types of media (e.g. billboards, brochures, commercials, labels)
- Discuss the message in media and its influence
- Monitor and assist your child's time on the Internet

# MATHEMATICS

# Grade 8

## Number Sense and Numeration

By the end of Grade 8, students will:

Overall Expectations

- Represent, compare, and order equivalent representations of numbers, including those involving positive exponents
- Solve problems involving whole numbers, decimal numbers, fractions and integers using a variety of computational strategies
- Solve problems by using proportional reasoning in a variety of meaningful contexts

In the classroom, students may:

Overall Expectations In Action

- Represent, compare and order fractions and decimals
- Solve problems involving addition, subtraction, multiplication and division with simple fractions
- Solve problems involving rates and percents

Opportunities to continue the learning at home:

- Discuss real-life applications of fractions and decimals such as temperature changes and balancing bank account transactions
- Discuss how to increase the quantities in a recipe for additional guests
- Have your child calculate the sale price of an item

## Measurement

By the end of Grade 8, students will:

Overall Expectations

- Research, describe, and report on applications of volume and capacity measurement
- Determine the relationships among units and measurable attributes, including the area of a circle and the volume of a cylinder

In the classroom, students may:

Overall Expectations In Action

- Research, describe and report on volume and capacity measurements
- Investigate the surface area of a cylinder

Opportunities to continue the learning at home:

- Discuss situations with your child where volume and capacity are used in your home (e.g. cooking, closet space, aquarium size)
- Use concrete materials such as a soup label and lid to determine the surface area of a cylinder

## Geometry and Spatial Sense

By the end of Grade 8, students will:

Overall Expectations

- Demonstrate an understanding of the geometric properties of quadrilaterals and circles and the applications of geometric properties in the real world
- Develop geometric relationships involving lines, triangles and polyhedral, and solve problems involving lines and triangles
- Represent transformations using the Cartesian coordinate plane, and make connections between transformations and the real world

In the classroom, students may:

Overall Expectations In Action

- Sort and classify quadrilaterals by geometric properties
- Investigate the relationship between the number of faces, edges and vertices of a shape
- Identify movements that are translations, reflections and rotations

Opportunities to continue the learning at home:

- Google virtual manipulatives to investigate properties of shapes
- Construct and describe 3D models
- Find examples of translations, reflections and rotations in a dance video

**Patterning and Algebra**

By the end of Grade 8, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

- Represent linear patterns graphically
- Make connections between solving equations and determine the term number in a pattern

Opportunities to continue the learning at home:

- Create a graph showing the number of hours and salary made for a summer job
- Represent the relationship in an equation of simple interest on money in a bank account

**Data Management and Probability**

By the end of Grade 8, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

- Represent linear patterns graphically
- Make connections between solving equations and determine the term number in a pattern

Opportunities to continue the learning at home:

- Use data to make convincing arguments that the environment is becoming increasingly polluted
- Explain why you might draw a certain card from a deck even though it wasn't theoretically probable

# SCIENCE & TECHNOLOGY

# Grade 8

## Understanding Life Systems: Cells

By the end of Grade 8, students will:

Overall Expectations

- Assess the impact of cell biology on individuals, society, and the environment
- Investigate functions and processes of plant and animal cells
- Demonstrate an understanding of the basic structure and function of plant and animal cells and cell processes

In the classroom, students may:

Overall Expectations In Action

- Conduct experiments to inquire about osmosis and diffusion
- Observe the parts of a plant cell by using an onion slice under a microscope
- Build a model of the cell out of materials found in the classroom or at home
- Explore the differences between plant and animal cells

Opportunities to continue the learning at home:

- Research and discuss the impact of pesticides on our health and the environment
- Use interactive websites to inquire about plant and animal cells
- Encourage your child to explore their environment by gardening

## Understanding Structures and Mechanism: Systems In Action

By the end of Grade 8, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

- Research and create a technical presentation on how excess packaging contributes to landfill problems
- Create a device for a specific purpose (e.g. a device that will carry a snack from one place to another)
- Ask questions and gain an understanding of mechanical advantage and how it makes our lives easier (e.g. using a wheel barrow versus lifting)

Opportunities to continue the learning at home:

- Talk about how friction produces heat
- Explore manuals for devices in your home for consumer safety tips
- Investigate the mechanical advantage of using tools at home (e.g. washing dishes by hand or in a dishwasher, using gardening tools)

## Understanding Matter and Energy: Fluids

By the end of Grade 8, students will:

Overall Expectations

- Analyze how the properties of fluids are used in various technologies, and assess the impact of these technologies on society and the environment
- Investigate the properties of fluids
- Demonstrate an understanding of the properties and uses of fluids

In the classroom, students may:

Overall Expectations In Action

- Study the mass-to-volume ratio of different substances through chemical change (e.g. water, corn syrup, copper pennies) and write a lab report about their findings
- Investigate with peers the density of a variety of liquids (e.g. water, salt water, corn syrup, liquid soap)
- Safely use syringes and tubing for the purposes of creating their own pneumatic/hydraulic system with various fluids
- Research on the Internet the environmental impact of oil tanker spills

**Opportunities to continue the learning at home:**

- While cooking and baking, talk about the density of the liquids and solids you are using
- Devise an experiment to find out how the flow rate of a fluid is affected: by changing its temperature; by changing the angle or tilt at which it is poured; by changing the diameter of the tube through which it is poured
- Examine the buoyancy of objects in a variety of fluids (e.g. less dense objects float, more dense objects sink)

**Understanding Earth and Space Systems: Water Systems**

By the end of Grade 8, students will:

Overall Expectations

- Assess the impact of human activities and technologies on the sustainability of water resources
- Investigate factors that affect local water quality
- Demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems on a specific region

In the classroom, students may:

Overall Expectations In Action

- Research and report on the implications of exporting water from Canada to other countries
- Inquire about the use of technology and scientific discoveries and how they impact our water systems
- Create a multi-media presentation about their local watershed

**Opportunities to continue the learning at home:**

- Talk about personal water consumption and propose a plan of action to reduce use
- Read, listen to and discuss the ways environmental issues are portrayed in various media sources such as the science section in newspapers, Internet websites, local, national and international news on television and radio
- Investigate and discuss how your municipality processes waste water (e.g. sewer drains, piping to local treatment plant)

## Global Settlement: Patterns and Sustainability

By the end of Grade 8, students will:

Overall Expectations

- Analyze some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future
- Use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective
- Demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment

In the classroom, students may:

Overall Expectations In Action

- Describe possible features and challenges of sustainable communities in the future
- Use the inquiry process to investigate issues related to human settlement and sustainability
- Investigate how the physical environment influences patterns of human settlements

Opportunities to continue the learning at home:

- Discuss global issues that may affect generations to come
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to investigate physical changes in the local community in the last century
- Explore videos and maps showing the impact of natural disasters

## Global Inequalities: Economic Development and Quality of Life

By the end of Grade 8, students will:

Overall Expectations

- Analyze some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities
- Use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective
- Demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world

In the classroom, students may:

Overall Expectations In Action

- Investigate the programs and policies aimed at improving the quality of life globally
- Use the inquiry process to investigate global development and quality of life from a geographic perspective
- Explore the significance of indicators that are used to measure quality of life globally (e.g. literacy rate, life expectancy, access to clean water)

Opportunities to continue the learning at home

- Get involved with your child to improve the quality of life in developing countries or following natural disasters
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to investigate a critical social issue in a developing country (e.g. access to education, availability of clean water)
- Investigate and discuss the various groups and organizations that work to improve quality of life (e.g. 'Free the Children', 'Doctors Without Borders', 'Water for People')

## Creating Canada, 1850-1890

By the end of Grade 8, students will:

Overall Expectations

- Assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890
- Use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890
- Describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact

In the classroom, students may:

Overall Expectations In Action

- Analyze the impact of key social, economic and political factors on the creation of Canada as a country
- Use the inquiry process to investigate the perspectives of groups in the New Nation
- Identify political and economic changes that occurred during the development of Canada

Opportunities to continue the learning at home:

- Discuss issues in the news to identify stakeholders and conflicting interests
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to find answers about multiple perspectives on any topic
- Follow local elections with your child to prompt discussions about political and/or economic issues

## Canada, 1890-1914: A Changing Society

By the end of Grade 8, students will:

Overall Expectations

- Analyze key similarities and differences between Canada in 1890-1914 in the present day, with reference to the experience of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities
- Use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada between 1890-1914
- Describe various significant people, issues, events, and developments in Canada between 1890 and 1914, including the residential school system, and explain their impact

In the classroom, students may:

Overall Expectations In Action

- Investigate and compare the challenges of children from the turn of the twentieth century to those faced by children today
- Use the inquiry process to investigate significant events or issues that affected Canada, or people in Canada (e.g. Boer War, women's suffrage)
- Identify political and legal changes that occurred in and affected Canada from 1890 - 1914

Opportunities to continue the learning at home

- Discuss the role of unions past and present
- Encourage your child to ask questions about maps that are a source of historical information
- Have conversations with your child comparing how life has changed for children their age over time
- Discuss why Indigenous peoples and the Federal Government have different perspectives on some issues

# THE ARTS

# Grade 8

## Dance

By the end of Grade 8, students will:

Overall Expectations

- Apply the creative process to the composition of a variety of 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

- Create dance pieces to respond to issues that are personally meaningful
- Construct group interpretations of themes
- Identify a variety of types of dances

Opportunities to continue the learning at home:

- Have your child choreograph a dance for younger siblings, cousins, etc.
- Explore the connections between dance and music
- Research cultural dances

## Drama

By the end of Grade 8, students will:

Overall Expectations

- Apply the creative process to drama and the development of dramatic 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 dramatic 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

- Describe drama's impact on social, cultural and economic life
- Use technology to aid in dramatic presentations
- Use drama terminology

Opportunities to continue the learning at home:

- Discuss possible materials in the construction of a set design
- Write in role
- Take your child to see live theatre in different performance spaces. If possible, compare it to the movie or book

## Music

By the end of Grade 8, 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

- Create musical compositions
- Analyze pieces using musical terminology
- Compare and contrast music from the past and present

**Opportunities to continue the learning at home:**

- Listen to music from different eras
- Play 'Name that Tune' with your child
- Write lyrics and a melody to bring attention to a current social issue

**Visual Arts**

**By the end of Grade 8, 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 contexts

**In the classroom, students may:**

**Overall Expectations In Action**

- Determine solutions to increasingly complex design challenges
- Interpret art works for issues, themes and social concerns
- Explore artistic traditions

**Opportunities to continue the learning at home:**

- Use a computer program to create a piece of digital art
- Plan a mural outside with siblings
- Discuss contemporary clothing designs that show influences from around the world



# HEALTH & PHYSICAL EDUCATION

# Grade 8

## Social-Emotional Learning Skills

By the end of Grade 8, students will:

Overall Expectations

- Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade

In the classroom, students may:

- Learn how social media can create feelings of stress, and develop strategies to help maintain balance
- Cooperate with others by respecting their choices and encourage others when participating in activities
- Analyze potentially dangerous situations and devise solutions for making them safer

## Active Living

By the end of Grade 8, students will:

Overall Expectations

- Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives
- 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

- Discuss how to deal with an emergency situation that occurs during a physical activity
- Actively participate in a variety of games
- Discuss how training principles can help to improve your fitness levels

## Movement Competence

By the end of Grade 8, 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

- Engage in aerobics routines and Pilates activities
- Monitor improvements in their body control while developing new skills
- Work with a partner to try out different types of passes to evade a defender

## Healthy Living

By the end of Grade 8, students will:

Overall Expectations

- Demonstrate an understanding of the factors that contribute to healthy development
- Demonstrate the ability to apply health knowledge and social-emotional learning 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

In the classroom, students may:

Overall Expectations In Action

- Identify ways to avoid getting into a car with a driver who is under the influence of drugs or alcohol
- Discuss stress management strategies to help maintain mental health and resilience in times of stress
- Identify sources of support related to healthy sexuality issues
- Discuss methods used to prevent pregnancy
- Describe the signs and symptoms of concussions
- Evaluate personal eating habits and food choices based on recommendations in Canada's Food Guide

### Opportunities to continue the learning at home:

- Create fitness plans
- Journal fitness activities
- Participate regularly in physical activities that your child enjoys
- Create an aerobics routine to music
- Encourage your child to assist with coaching a sports team
- Read nutrition labels
- Read and discuss newspapers about sports injury and prevention, (e.g. concussions)
- Investigate the M.A.D.D. organization with your child
- Talk with your child about making safe and healthy decisions
- Talk with your child about positive ways of coping with stress. (e.g. exercising regularly, healthy eating, sleep)



# 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?

- Learning a second language supports a child’s continuing growth in their first language
- Students develop motivation, self-esteem, and confidence, enriched social skills, and increased cultural appreciation
- A wider variety of opportunities for future success and opportunities are available

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

GECCSB 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.

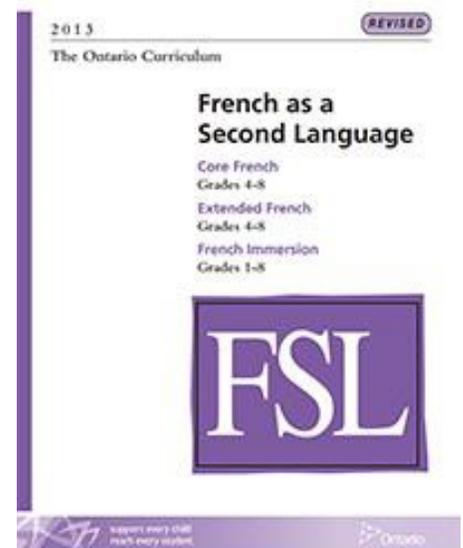
How can I support my child’s learning of French?

- 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 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>

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.

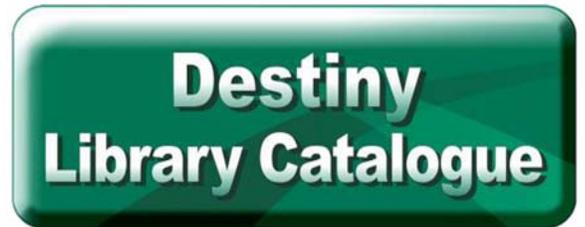
Can we access library materials from home?

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 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](http://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

[www.publicboard.ca](http://www.publicboard.ca) > Students > Virtual Library > Elementary Virtual Library Commons > Encyclopedias



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

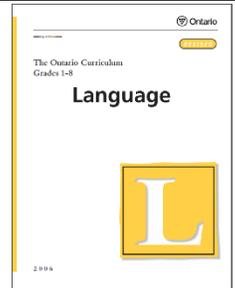
Password: grea7392

**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 their school Teacher-Librarian.**

# RESOURCES

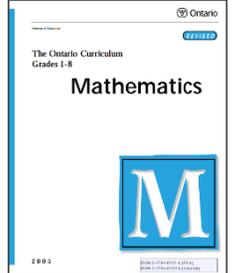
The Ontario Curriculum, Grades 1-8, Language (2006)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

Reading and Writing with Your Child  
<http://edu.gov.on.ca/eng/literacynumeracy/parentGuideLitEn.pdf>



The Ontario Curriculum, Grades 1-8, Mathematics (2005)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

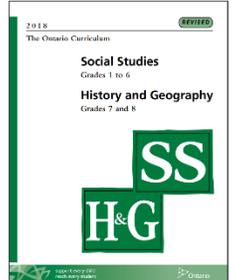
Doing Mathematics with Your Child  
<http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideNumEn.pdf>



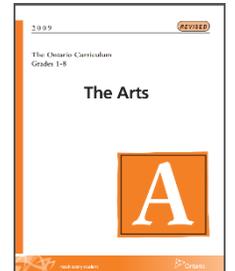
The Ontario Curriculum, Grades 1-8, Science & Technology (2007)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



The Ontario Curriculum, Grades 1-6, Social Studies, Grades 7-8, History & Geography (2018)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



The Ontario Curriculum, Grades 1-8, The Arts (2009)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



Ontario Health and Physical Education Curriculum, Grades 1-8, 2019  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>



# COMMUNICATION BETWEEN HOME AND SCHOOL

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

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 would like 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/guardians, 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](http://www.publicboard.ca) (Parent Involvement).

