

# PARTNERS IN LEARNING GUIDE

**Student  
Success  
and  
Well-Being**

Creating confident learners through personalized learning, supportive environments and trusting relationships.

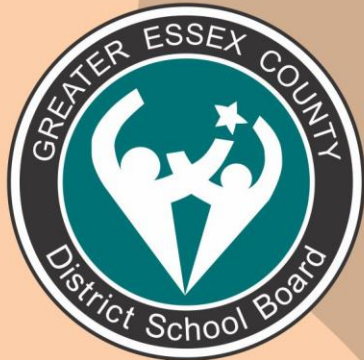
Demonstrating ethical stewardship through thoughtful and intentional use of financial, human, environmental and community resources.

**Engaging  
communities**  
through equitable and reflective practices that respect and honour our diversity.

**You have a tremendous impact on your child's learning:**

# 1

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**

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## 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 1

## Oral Language

By the end of Grade 1, 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

- Engage in songs and chants
- Retell a story and personal recounts
- Share ideas and ask questions
- Make personal connections
- Express their needs in appropriate language
- Expand vocabulary

Opportunities to continue the learning at home:

- Interact with your child in your first language
- Encourage your child to ask questions
- Read books with your child and talk about them
- Together, talk about thoughts and feeling

## Reading

By the end of Grade 1, 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, signs, posters, charts, labels, environmental print, etc.
- Retell a story
- Engage in role play
- Make connections to books, movies, trips, etc.
- Practice reading to build fluency
- Work with words
- Read with their teacher in a small group

Opportunities to continue the learning at home:

- Read aloud to your child
- Read stories that have repetitive parts and encourage your child to join in
- Encourage relatives and friends to give books as gifts
- Take your child to the library
- Read traffic signs and environmental print
- Play word games

## Writing

By the end of Grade 1, 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

<ul style="list-style-type: none"> <li>• Use editing, proofreading and publishing skills, and strategies and knowledge of language conventions to correct errors, refine expression and present their work effectively</li> <li>• 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</li> </ul>	
In the classroom, students may:	Overall Expectations In Action
<ul style="list-style-type: none"> <li>• Write picture books</li> <li>• Organize ideas for writing</li> <li>• Plan, write, edit and revise their writing</li> <li>• Use familiar words from the classroom environment</li> <li>• Reflect on their writing</li> </ul>	
Opportunities to continue the learning at home:	
<ul style="list-style-type: none"> <li>• Have your child create grocery lists</li> <li>• Write and/or email notes to relatives and friends</li> <li>• Draw pictures and label them</li> <li>• Make journals of family activities or experiences</li> <li>• Make scrap books</li> <li>• Create games and write the rules for games</li> </ul>	
<b>Media Literacy</b>	
By the end of Grade 1, students will:	Overall Expectations
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of a variety of media texts</li> <li>• Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</li> <li>• Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</li> <li>• 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</li> </ul>	
In the classroom, students may:	Overall Expectations In Action
<ul style="list-style-type: none"> <li>• Identify messages in children's advertisements</li> <li>• Identify points of view and suggest different viewpoints</li> <li>• Create media to tell a story</li> </ul>	
Opportunities to continue the learning at home:	
<ul style="list-style-type: none"> <li>• Talk about advertisements to help your child understand the purpose of them</li> <li>• Expose your child to a variety of media (flyers, food product labels)</li> <li>• Discuss the messages in movies, videos, television shows and songs</li> </ul>	



# MATHEMATICS

# Grade 1

## Social-Emotional Learning (SEL)

By the end of Grade 1, students will:

Overall Expectations

- Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Students will learn skills to:	So that they can:
<ul style="list-style-type: none"><li>• identify and manage emotions</li></ul>	<ul style="list-style-type: none"><li>• express their feelings and understand the feelings of others</li></ul>
<ul style="list-style-type: none"><li>• recognize sources of stress and cope with challenges</li></ul>	<ul style="list-style-type: none"><li>• develop personal resilience</li></ul>
<ul style="list-style-type: none"><li>• maintain positive motivation and perseverance</li></ul>	<ul style="list-style-type: none"><li>• foster a sense of optimism and hope</li></ul>
<ul style="list-style-type: none"><li>• build relationships and communicate effectively</li></ul>	<ul style="list-style-type: none"><li>• support healthy relationships and respect diversity</li></ul>
<ul style="list-style-type: none"><li>• develop self-awareness and self-confidence</li></ul>	<ul style="list-style-type: none"><li>• develop a sense of identity and belonging</li></ul>
<ul style="list-style-type: none"><li>• think critically and creatively</li></ul>	<ul style="list-style-type: none"><li>• make informed decisions and solve problems</li></ul>

*Ontario, (2020). The Ontario Curriculum Grades 1-8: Mathematics. Toronto: Ontario, Ministry of Education. p. 36*

In the classroom, students may:

Overall Expectations In Action

- Learn about positive motivation, and how to use self-talk strategies such as “I’ve done this before, so I know I can do it again” as encouragement that they can do it or to encourage peers when counting

## Number

By the end of Grade 1, students will:

Overall Expectations

- Demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life
- Use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

In the classroom, students may:

Overall Expectations In Action

- Compare and order whole numbers up to and including 50
- Use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2
- Use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50

Opportunities to continue the learning at home:

- Look for numbers in your environment and have your child read them and put them in order
- Count objects around the house (count silverware, count while walking up the stairs, count Lego pieces)
- Ask your child to solve real-life math problems (your brother is 8 and you are 6. How much older is your brother?)
- Ask your child to show various ways to represent a number (7 is 3+4, 5+2, 8-1, etc.)

## Algebra

By the end of Grade 1, students will: Overall Expectations

- Identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts
- Demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts
- Solve problems and create computational representations of mathematical situations using coding concepts and skills
- Apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

In the classroom, students may: Overall Expectations In Action

- Create and translate patterns using movements, sounds, objects, shapes, letters, and numbers
- Determine whether given pairs of addition and subtraction expressions are equivalent or not
- Read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes

Opportunities to continue the learning at home:

- Clap your hands and stomp one foot in a sequence (clap, clap, stomp; clap, clap, stomp; clap, clap, stomp) and have your child repeat the sequence
- Show your child a few objects and ask him or her how many more are needed to make ten
- Talk with your child about tasks that have a familiar order of events (e.g., making a sandwich). Have your child use simple symbols, words, or phrases to create concise instructions for completing the task.
- After reading a familiar book have your child retell the events of the story in order

## Data

By the end of Grade 1, students will: Overall Expectations

- Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life
- Describe the likelihood that events will happen, and use that information to make predictions

In the classroom, students may: Overall Expectations In Action

- Sort sets of data about people or things according to one attribute, and describe rules used for sorting
- Analyse different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions
- Use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening

Opportunities to continue the learning at home:

- Collect and organize data about favourite foods that family members enjoy
- Discuss with your child how food preferences differ based on the graph
- Discuss the likelihood of certain weather events with your child

## Spatial Sense

By the end of Grade 1, students will: Overall Expectations

- Describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them
- Compare, estimate, and determine measurements in various contexts

In the classroom, students may: Overall Expectations In Action

- Sort 3D and 2D according to one attribute at a time, and identify the sorting rule being used
- Construct 3D objects, and identify 2D shapes contained within structures and objects
- Compare several everyday objects and order them according to length, area, mass, and capacity
- Give and follow directions for moving from one location to another



# SCIENCE & TECHNOLOGY

# Grade 1

*The Ontario Curriculum, Grades 1 to 8: Science and Technology, 2022* focuses on fundamental science and technology

## STEM skills and connections

- Engages students in connecting and applying science, technology, engineering and mathematics concepts as they consider real-world issues related to our changing world including society, the economy, and the environment
- Helps students apply coding skills and learn about the impacts of emerging technologies, such as artificial intelligence, on everyday life and in STEM-related fields
- Supports students in exploring practical applications of science and technology in their home and community and in various occupations, including the skilled trades and ensures that all students see themselves as confident, effective science and technology learners and practitioners

Students will:

- Use research, experimentation and engineering design to foster critical thinking, scientific and technological literacy, and problem-solving
- Investigate real-world problems and make connections between science, technology, other subject areas and social, economic, and environmental issues that impact our lives
- Understand and apply safety procedures and communicate their findings and results clearly

## Life systems: Needs and Characteristics of Living Things

- Students explore a natural environment, such as a trail, a river or a woodland, where both living and non-living things exist together. They also learn about the importance of, and ways to contribute to, a healthy environment – for example, the importance of staying on marked trails and of leaving the natural environment as it is found. Understanding the basic needs of living things, such as air, water and nutritious food, rounds out the learning.

By the end of Grade 1, students will:

Overall Expectations

- Assess the importance of a healthy environment for living and non-living things, and the responsibilities of humans in contributing to a healthy environment
- Demonstrate an understanding of the basic needs and characteristics of living things, including humans

In the classroom, students may:

Overall Expectations In Action

- Explore living things that are part of their everyday life
- Ask questions about their environment
- Investigate the needs of plants and animals
- Develop an understanding of the importance of caring for all living things

Opportunities to continue the learning at home:

- Plan a trip to a local park or conservation area and document your trip with a journal, pictures or photographs
- Talk about how to show care and concern for all living things
- Examine a variety of plants and talk about their size, shape and colour
- Talk to your child about how you can care for living things in your community

## Structures and Mechanisms: Everyday Materials, Objects and Structures

By the end of Grade 1, students will:

Overall Expectations

- Assess the impact on people and the environment of everyday objects, including structures, and the materials they are made of
- Demonstrate an understanding that objects, including structures, have observable characteristics and are made from materials with specific properties that determine how they are used

In the classroom, students may: Overall Expectations In Action

- Explore different objects and structures
- Ask questions about the strength of different materials and their use in building structures
- Investigate objects and structures using their senses

Opportunities to continue the learning at home:

- Investigate ways to reduce waste (litterless lunches)
- Ask your child why objects are made from certain materials (plastic wrap is flexible to fit many containers)
- Talk about why certain materials are best for certain jobs in the home (sponges vs. dishcloths to absorb water)

**Matter and Energy: Energy In Our Lives**

By the end of Grade 1, students will: Overall Expectations

- Assess uses of energy at home, at school, and in the community, and suggest ways to use energy responsibly
- Demonstrate an understanding of how energy affects their lives, and that the Sun is the principal source of energy for Earth

In the classroom, students may: Overall Expectations In Action

- Explore the different ways people use energy and what those energy sources are
- Ask questions about how seasonal changes affect the way people use energy
- Investigate the ways the sun's energy helps humans meet their basic needs
- Develop an understanding of the way humans use energy

Opportunities to continue the learning at home:

- Talk about the ways you use energy in your home (gasoline for the car, electricity for the lawn mower, food for the body)
- Talk about ways to conserve energy with your child (importance of turning off the lights)
- Investigate how the sun affects the air, land and water (put an ice cube in the sun and in the shade and talk about what happens)





# SOCIAL STUDIES

# Grade 1

## Heritage and Identity: Our Changing Roles and Responsibilities

By the end of Grade 1, students will:

Overall Expectations

- Describe some of the ways in which people's roles, relationships and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships and responsibilities as well as their sense of self
- Use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships and responsibilities, and various situations in their daily lives
- Demonstrate an understanding that they, and other people, have different roles, relationships and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships and responsibilities

In the classroom, students may:

Overall Expectations In Action

- Discuss and compare significant events in their lives with their peers
- Use the inquiry process to investigate roles and responsibilities in their daily life
- Identify some of the significant people, places and things in their life

Opportunities to continue the learning at home:

- Journal about vacations or other significant events with your child
- Encourage your child to ask questions and talk about their responsibilities
- Talk to your child about the purpose and importance of people and their roles

## People and Environments: The Local Community

By the end of Grade 1, students will:

Overall Expectations

- Describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs
- Use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship
- Describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance

In the classroom, students may:

Overall Expectations In Action

- Identify occupations in their community and describe how they meet people's needs
- Use the inquiry process to investigate the relationship between themselves and the natural and built environments
- Construct simple maps of places they have visited

Opportunities to continue the learning at home:

- Attend a community tree-planting event or clean-up
- Engage your child in exploring a map to determine a route when going on a walk in your neighbourhood
- Talk about different services in the community and how they help
- Discuss how nature meets people's needs

# THE ARTS

# Grade 1

## Dance

By the end of Grade 1, students will:

Overall Expectations

- Apply the creative process to the composition of simple dance phrases, 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 and styles from the past and present, and their social and/or community contexts

In the classroom, students may:

Overall Expectations In Action

- Explore the elements of dance (body, space, time, energy, relationships)
- Participate in a variety of traditional/cultural dances
- Convey messages through movement

Opportunities to continue the learning at home:

- Together with your child, create movements that convey messages of eagerness, joy, anger, surprise, etc.
- Promote discussions about dance or movement you may see on television, YouTube, at a celebration, etc.

## Drama

By the end of Grade 1, students will:

Overall Expectations

- Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories
- 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 and styles from the past and present, and their social and/or community contexts

In the classroom, students may:

Overall Expectations In Action

- Explore the elements of drama (role/character, relationship, time and place, tension, focus and emphasis)
- Engage in dramatic play and role play
- Demonstrate the thoughts or feelings of a character

Opportunities to continue the learning at home:

- Interview your child in the role of a character from their favourite story
- Ask your child about a story or topic they are studying at school and have them choose a point in the story to re-enact
- Discuss how a story, animation or movie would change if it were told from a different perspective

## Music

By the end of Grade 1, 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 social and/or community contexts

In the classroom, students may:

Overall Expectations In Action

- Explore the elements of music (duration, pitch, dynamics and other expressive controls, timbre, form)
- Represent sounds using various objects
- Create musical pieces for a specific purpose

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

- Sing songs from the movies you watch
- Create, copy or extend a beat
- Create a musical piece using various objects found at home

**Visual Arts**

By the end of Grade 1, students will:

Overall Expectations

- Apply the creative process to produce a variety of two and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings
- 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 social and/or community contexts

In the classroom, students may:

Overall Expectations In Action

- Explore the elements of design (line, shape and form, space, colour, texture, value)
- Communicate ideas, messages and personal understandings
- Express feelings and ideas about art works and art experiences
- Demonstrate an awareness of a variety of works of art from diverse communities, times and places

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

- Use a variety of materials when creating pieces of art (buttons, fabric, recycled materials, items from nature)
- Talk about the art you see around you. How do the colours make you feel? What shapes do you see? What would this feel like if we could touch it?
- Express feelings through the creation of artwork



# HEALTH & PHYSICAL EDUCATION Grade 1

## Social-Emotional Learning Skills

By the end of Grade 1, 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:

Overall Expectations In Action

- Explain how participating in physical activity as part of a group makes them feel
- Try expressing themselves positively when excited or disappointed during a game
- Learn to use creative thinking skills when coming up with new ways of moving and balancing

## Active Living

By the end of Grade 1, 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

- Participate in activity centres, circuits, tag games, and parachute activities
- Generate ideas about what helps them become physically active
- Express themselves positively when learning a new skill
- Cooperate by staying in defined boundaries and wearing proper footwear

## Movement Competence

By the end of Grade 1, 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

- Balance on different parts of their body
- Move in a variety of ways, in different directions (e.g. walk backwards, jump over lines, take giant steps while moving sideways)

## Healthy Living

By the end of Grade 1, students will:

Overall Expectations

- Demonstrate an understanding of 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 do 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

- Have discussions about personal safety
- Have discussions about how people need food to have healthy bodies and minds
- Have discussions about caring behaviours and feelings
- Learn about parts of the body (including genitalia) and how the five senses work

Opportunities to continue the learning at home:

- Be a role model by integrating physical activity into your daily routine (e.g. bike to the store, go for a walk)
- Create obstacles and/or games with your child that challenge their balance and stability
- In the grocery store, discuss healthy eating options with your child

# 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: French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013

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

Ministry of Education FSL

<http://www.edu.gov.on.ca/eng/amenagement/fls.html>

Supporting Your Child’s Success in French Immersion and Extended French

<http://www.edu.gov.on.ca/eng/literacynumeracy/parentguidefrench.pdf>



# 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 GECD SB 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 GECD SB 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>



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

Read or listen to many stories in different languages.



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



Read or listen to topics from Science including animals, weather, and natural disasters.

User ID: greateressex

Password: library

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



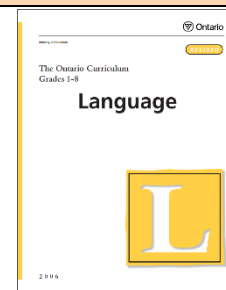
Listen to a variety of picture books read aloud for your learning and enjoyment.

These are some examples of the databases and encyclopedias within our GECD SB collection. All GECD SB databases and encyclopedias require a login and password which your child can obtain from their school Teacher- Librarian.

# RESOURCES

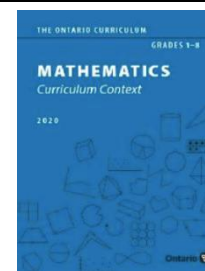
The Ontario Curriculum, Grades 1-8, Language (2006)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

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



The Ontario Curriculum, Grades 1-8, Mathematics (2020)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

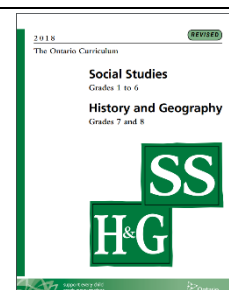
Parent's Guide  
<https://www.dcp.edu.gov.on.ca/en/parents>



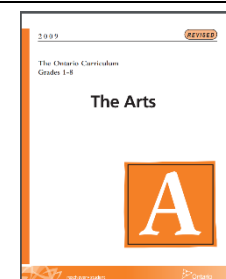
The Ontario Curriculum, Grades 1-8, Science & Technology (2022)  
<https://www.dcp.edu.gov.on.ca/en/curriculum/science-technology>



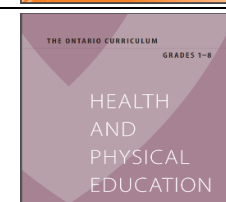
The Ontario Curriculum, Grades 1-6, Social Studies, Grades 7-8, History & Geography (2018)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



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 Ontario Directors 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, and/or EDSBY, etc.).



## 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 February 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 a 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).

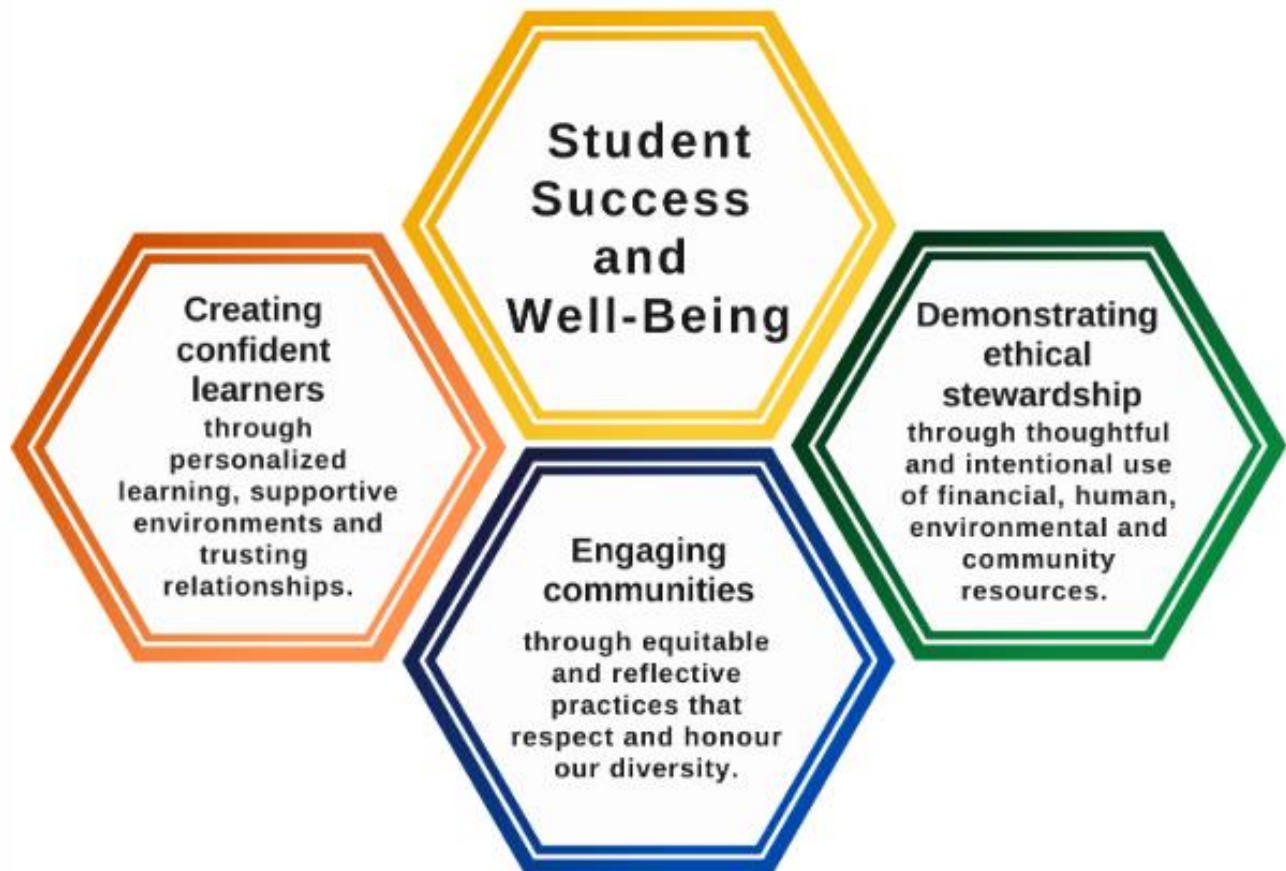




# Greater Essex County District School Board | **Strategic Priorities**

## **VISION**

Building Tomorrow Together



**Student Success and Well-Being**

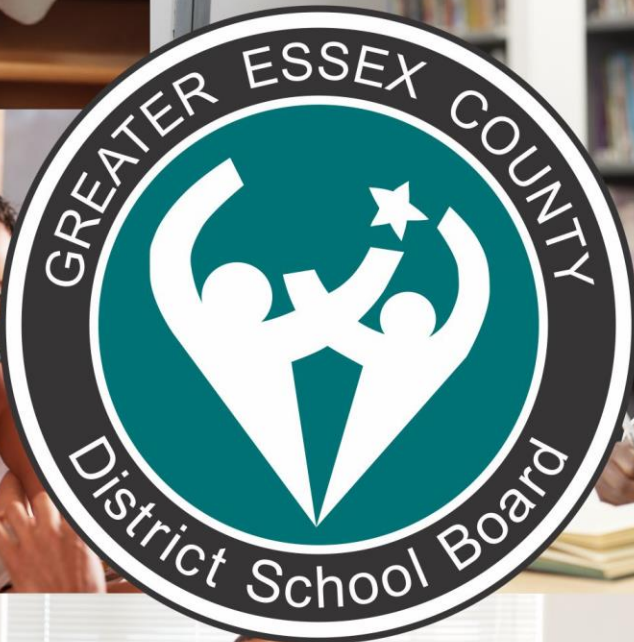
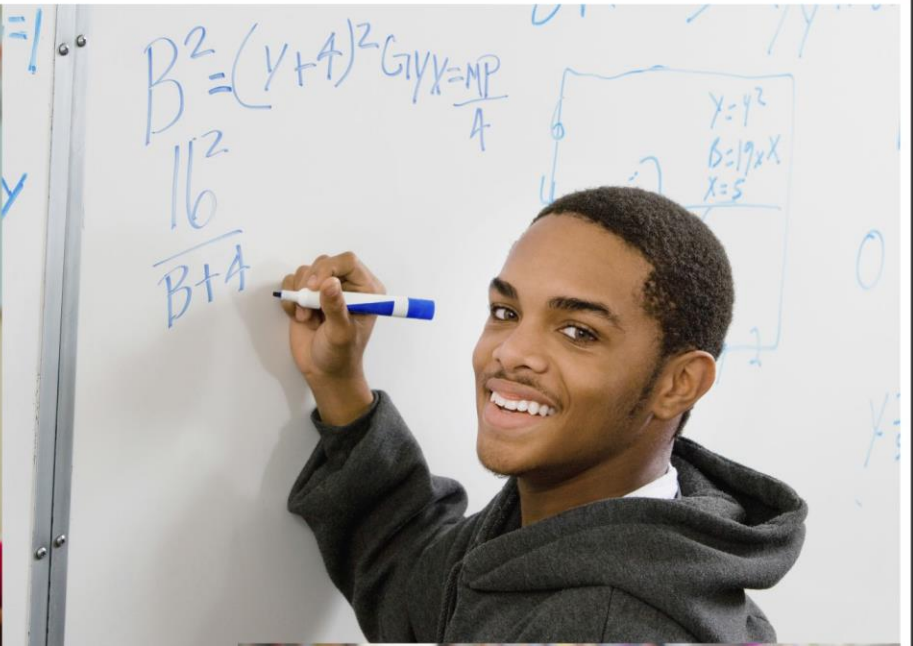
**Creating confident learners** through personalized learning, supportive environments and trusting relationships.

**Demonstrating ethical stewardship** through thoughtful and intentional use of financial, human, environmental and community resources.

**Engaging communities** through equitable and reflective practices that respect and honour our diversity.

## **MISSION**

Leading excellence in public education by creating confident learners, engaging diverse communities and demonstrating ethical stewardship.



[publicboard.ca](http://publicboard.ca)