

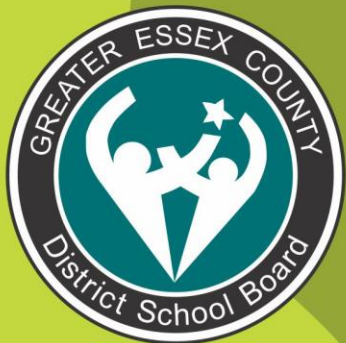


PARTNERS IN LEARNING GUIDE

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

4

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 4

Oral Language

By the end of Grade 4, 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

- Talk about movies, plays, video games, etc.
- Retell stories
- Listen to others
- Present an oral report
- Discuss and debate ideas and opinions

Opportunities to continue the learning at home:

- Ask your child questions
- Talk about and listen to thoughts and feelings
- Talk about books you have read with your child
- Encourage discussion about current events
- Discuss movies or media and their messages

Reading

By the end of Grade 4, 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
- Make predictions
- Summarize what was just read
- Talk about what helps them become better readers

Opportunities to continue the learning at home:

- Encourage your child to read for a purpose (e.g. recipes, instructions, manuals)
- Go to a library or bookstore with your child
- Find time to read together
- Create a positive attitude about reading and thinking
- Play word games (e.g. crosswords, word finds)

Writing

By the end of Grade 4, 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

Social-Emotional Learning (SEL)

By the end of Grade 4, 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"> identify and manage emotions 	<ul style="list-style-type: none"> express their feelings and understand the feelings of others
<ul style="list-style-type: none"> recognize sources of stress and cope with challenges 	<ul style="list-style-type: none"> develop personal resilience
<ul style="list-style-type: none"> maintain positive motivation and perseverance 	<ul style="list-style-type: none"> foster a sense of optimism and hope
<ul style="list-style-type: none"> build relationships and communicate effectively 	<ul style="list-style-type: none"> support healthy relationships and respect diversity
<ul style="list-style-type: none"> develop self-awareness and self-confidence 	<ul style="list-style-type: none"> develop a sense of identity and belonging
<ul style="list-style-type: none"> think critically and creatively 	<ul style="list-style-type: none"> make informed decisions and solve problems

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 using a variety of tools and strategies in spatial sense as they try different non-standard units to measure the area of a table top, adjusting as they go in order to reach a solution.

Number

By the end of Grade 4, 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

- Read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life
- Represent fractions from halves to tenths and decimals to tenths
- Use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used
- Show simple multiplicative relationships involving whole-number rates, using various tools and drawings

Opportunities to continue the learning at home:

- Read large numbers in the media with your child (e.g. 9,980 fans attended the game. How many hundreds is that?)
- Talk about fractional amounts around the home (e.g. what would one quarter of your sandwich look like?)
- Explore how decimal numbers are used in real-life, such as taking a person's temperature on a thermometer and when making and recording precise measurements
- Investigate proportional relationships around the home (e.g. mixing juice concentrate and water; pancake mix, eggs and milk, etc.)

Algebra

By the end of Grade 4, 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

- Identify and describe repeating and growing patterns, including patterns found in real-life contexts
- Solve equations that involve whole numbers up to 50 in various contexts, and verify solutions
- Identify and use symbols as variables in expressions and equations
- Solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, repeating, and nested events

Opportunities to continue the learning at home:

- Create patterns with your child using shapes, colors and numbers, and have them predict the next three items/colours/numbers
- Explore equations with your child by using objects in the household (e.g. using beads and cups to hide beads to balance an equation)
- Explore coding with your child. Create a geometric design on a coordinate grid and ask your child to record the code (directions) to re-create the design

Data

By the end of Grade 4, 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

- Collect data from different primary and secondary sources to answer questions of interest that involve comparing two or more sets of data
- Analyse different sets of data presented in various ways, 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”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening
- Make and test predictions about the likelihood that the mean, median, and mode(s) of a data set will be the same for data collected from different populations

Opportunities to continue the learning at home:

- Collect data from your home to construct tables and graphs (e.g. collect data about your family's leisure time; colours of clothes in the closet; etc.)
- Discuss temperature data in the news and comment on trends
- Discuss probability in the household (e.g. card games: what is the probability of rolling a 3 on the die?)

Spatial Sense

By the end of Grade 4, 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
<ul style="list-style-type: none"> Identify geometric properties of rectangles, including the number of right angles, parallel and perpendicular sides, and lines of symmetry Describe and perform translations and reflections on a grid, and predict the results of these transformations Explain the relationships between grams and kilograms as metric units of mass, and between litres and millilitres as metric units of capacity, and use benchmarks for these units to estimate mass and capacity Solve problems involving elapsed time by applying the relationships between different units of time Apply the formula for the area of a rectangle to find the unknown measurement when given two of the three 	
Opportunities to continue the learning at home:	
<ul style="list-style-type: none"> Explore symmetry in nature Play the game of Battleship with your child to reinforce the importance of grid locations Have conversations with your child about the most appropriate units of measurement to use in specific situations Explore various containers in your home and discuss the capacity of each. Find objects measured in grams and kilograms. Ask your child to compare the masses 	
Financial Literacy	
By the end of Grade 4, students will:	Overall Expectations
<ul style="list-style-type: none"> Demonstrate the knowledge and skills needed to make informed financial decisions 	
In the classroom, students may:	Overall Expectations In Action
<ul style="list-style-type: none"> Identify various methods of payment that can be used to purchase goods and services Estimate and calculate the cost of transactions involving multiple items priced in whole-dollar amounts, not including sales tax, and the amount of change needed when payment is made in cash, using mental math Explain the relationship between spending and saving, and describe how spending and saving behaviours may differ from one person to another 	
Opportunities to continue the learning at home:	
<ul style="list-style-type: none"> Discuss ways people spend, save, earn, invest, and donate Have your child compare the cost of items that have different prices at different places Discuss the relationship between spending and saving Ask your child to explain factors they would consider when making a purchasing decision (e.g., the quality of the materials used, cost of the brand, their prior experience with the brand [brand loyalty]) 	



[*The Ontario Curriculum, Grades 1 to 8: Science and Technology, 2022*](#) focuses on fundamental science and technology concepts and on STEM skills that are critical for all students to develop in our rapidly changing, scientific and technologically sophisticated world.

STEM Skills and Connections

This strand focuses on science, technology, engineering, and mathematics (STEM) skills, coding and emerging technologies, practical applications of science and technology, and contributions that people with diverse lived experiences have made to science and technology. In all grades of the science and technology program, the learning related to this strand takes place in the context of learning related to the Life Systems, Matter and Energy, Structures and Mechanisms, and Earth and Space Systems strands, and it should be assessed and evaluated within these contexts.

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.

Understanding Life Systems: Habitats and Communities

By the end of Grade 4 students will:

Overall Expectations

- Assess impacts of human activities on habitats and communities, and analyse actions for minimizing negative impacts and enhancing positive ones
- Demonstrate an understanding of habitats and communities and of interrelationships among the organisms that live in them

In the classroom, students may:

Overall Expectations In Action

- Research how dumping pollution in our waterways affects our fresh water supply
- Ask questions about the depletion or extinction of a plant or animal species
- Investigate the habitats of local animals and describe and record factors that affect them
- Develop an understanding of the importance of the food chain

Opportunities to continue the learning at home:

- Plan a trip to a local park or farm
- Find examples of urban development and discuss how it is impacting natural habitats
- Examine changes in the environment and discuss how these changes are impacting local species (i.e. birds)
- Identify a variety of animals in books, television or on the Internet and discuss their habitats

Understanding Structures and Mechanisms: Machines and Their Mechanism

By the end of Grade 4, students will:

Overall Expectations

- Evaluate the impact of various machines and their mechanisms on society and the environment
- Demonstrate an understanding of the basic principles and functions of machines and their mechanisms

In the classroom, students may:

Overall Expectations In Action

- Explore how pulley and gear systems operate by designing, building and testing them
- Create an inquiry of how pulley and gear systems function in our daily life such as elevators and other lifting devices
- Develop an understanding of how a gear system on a bicycle works

Opportunities to continue the learning at home:

- Identify a pulley system at home such as a clothesline or flagpole
- Ask your child to write a set of instructions for setting up a pulley system
- Talk to your child about gear systems (e.g. elevators, bicycles, wipers on a car) and how they make our lives easier

Understanding Matter and Energy: Light and Sound

By the end of Grade 4, students will:

Overall Expectations

- Assess the impact on society and the environment of technological innovations related to light and sound
- Demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties

In the classroom, students may:

Overall Expectations In Action

- Explore how prisms refract light
- Ask questions and view videos about our use of light and how our use of light pollutes the night sky
- Investigate safety devices that protect us from the properties of light and/or sound such as UV coated lenses in sunglasses

Opportunities to continue the learning at home:

- Ask your child to consider their eye and ear protection when walking, skateboarding, rollerblading and bicycling by using sunglasses and a helmet
- Talk to your child about ways in which light and/or sound are used in your home
- Explore musical instruments and/or sound devices on your computer

Understanding Earth and Space Systems: Understanding Rocks and Minerals

By the end of Grade 4, students will:

Overall Expectations

- Assess the social and environmental impacts of human uses of rocks and minerals
- Investigate, test, and compare the physical properties of rocks and minerals
- Demonstrate an understanding of the physical properties of rocks and minerals

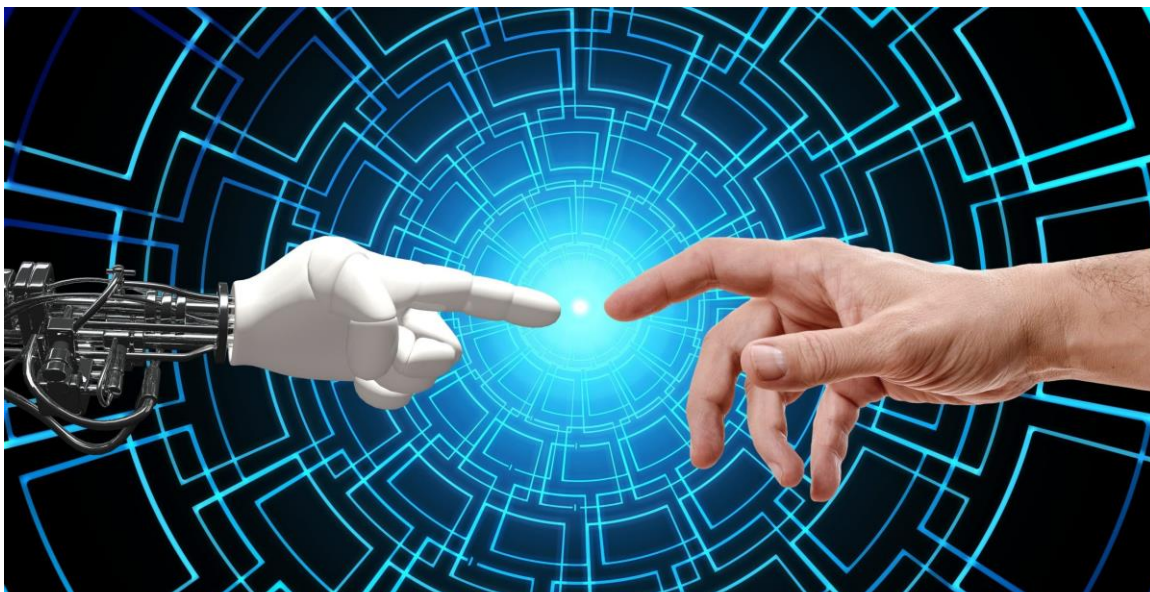
In the classroom, students may:

Overall Expectations In Action

- Sort rocks and minerals according to colour, texture and luster
- Ask questions about mining and how surface mining and topsoil mining affect the environment
- Collect rocks to compare differences in colour and texture and discuss their composition

Opportunities to continue the learning at home:

- View videos about how lava cools and creates igneous rocks after a volcanic explosion
- Ask your child to find products made from rocks and minerals in their daily lives (e.g. rocks used for landscaping, marble used for countertops and statues)
- Talk to your child about our use of salt and the impact of too much salt in their daily diet



SOCIAL STUDIES

Grade 4

Early Societies, 3000 BCE-1500 CE

By the end of Grade 4, students will:

Overall Expectations

- Compare key aspects of life in a few early societies (up to 1500 CE), including at least one First Nations and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society
- Use the social studies inquiry process to investigate ways of life and relationships with the environment in two of more early societies (up to 1500 CE), including at least one First Nations and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies
- Demonstrate an understanding of key aspects of a few early societies (up to 1500 CE), including at least one First Nations and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other

In the classroom, students may:

Overall Expectations In Action

- Compare various early societies to students' daily lives (e.g. the environment, food, arts, traditions)
- Use the inquiry process to investigate how early societies interacted with the environment (e.g. landforms, climate, vegetation)
- Describe significant aspects of daily life in two or more early societies (e.g. food, housing, clothing)

Opportunities to continue the learning at home:

- Together, talk to older family members and friends about how our society has changed over time
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to find answers about the past
- Watch and discuss a documentary about an early society

People & Environments: Political & Physical Regions of Canada

By the end of Grade 4, students will:

Overall Expectations

- Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada
- Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada
- Identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them

In the classroom, students may:

Overall Expectations In Action

- Analyze the general ways in which the natural environment has affected the development of industry in Canada
- Use the inquiry process to investigate how the opening of a mine might help/hurt a community
- Compare and contrast different physical regions of Canada (e.g. vegetation, landform, climate)

Opportunities to continue the learning at home

- Explore the industries that exercise responsible land and resource use in our community
- Encourage your child to ask questions and use available resources like the library, the internet, documentaries, etc. to find answers about the impact of local or national industry on the environment
- Take an e-trip on Google Earth to investigate the different landforms in Canada

THE ARTS

Grade 4

Dance

By the end of Grade 4, students will:

Overall Expectations

- Apply the creative process to the composition of movement sequences and 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

- Translate movements from nature into dance
- Communicate ideas through dance
- Analyze areas of strength and growth in performances

Opportunities to continue the learning at home:

- Create movement based on the weather (e.g. thunderstorm, waves in water)
- Have a dance competition at a sleep-over or birthday party
- Share opinions about dance performance

Drama

By the end of Grade 4, 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, traditions, and styles from the past and present, and their sociocultural and historical contexts

In the classroom, students may:

Overall Expectations In Action

- Role play the solution to a problem
- Use technology to enhance their performance
- Make connections to characters, themes and issues presented through drama

Opportunities to continue the learning at home:

- Make connections between what they have learned in school and what they watch on television, at the movies, or at the theatre
- Create a tableau about your day
- Make note of the use of laugh tracks in sitcoms and discuss their placement

Music

By the end of Grade 4, 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

- Consider how changing an element of music could alter the effect on listeners
- Use musical notation on the five-line staff to record a sequence of sounds
- Identify the role of music in a community today

Opportunities to continue the learning at home:

- Make a musical instrument and create a beat
- Go online together and find different versions of your favourite music. Discuss how each version is different or similar

Visual Arts

By the end of Grade 4, 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 sociocultural and historical contexts

In the classroom, students may:

Overall Expectations In Action

- Create works of art inspired by their interests and experiences
- Interpret a variety of art works
- Analyze the meaning of signs, symbols and styles in works of art

Opportunities to continue the learning at home:

- Create a mural with sidewalk chalk
- Display and enjoy your child's art
- Create an illustration for a favourite scene



HEALTH & PHYSICAL EDUCATION

Grade 4

Social-Emotional Learning Skills

By the end of Grade 4, 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

- Use encouraging words to support teammates when playing in small groups
- Explain what to do to avoid saying something on social media or in a text that they wouldn't say face to face
- Brainstorm ways to avoid unhealthy behaviours that make them feel uncomfortable and list healthy alternatives

Active Living

By the end of Grade 4, 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

- Describe common precautions for preventing injuries including concussions
- Do light warm up aerobic activity before stretching
- Check their pulse
- Discuss how joining intramurals or being active at recess can benefit them

Movement Competence

By the end of Grade 4, 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, to enhance their ability to participate successfully in those activities

In the classroom, students may:

Overall Expectations In Action

- Participate in controlled, static balances with weights
- Cooperate with group members to develop a creative movement sequence
- Identify effective strategies and tactics used when participating in physical activities

Healthy Living

By the end of Grade 4, 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 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

- Discuss how the choices they make every day can have a positive impact on mental health
- Brainstorm ways of avoiding unhealthy behaviours and list healthy alternatives
- Set goals for healthy eating
- Describe the physical changes that occur at puberty
- Identify the risks associated with the use of communications technology

Opportunities to continue the learning at home:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Discuss the importance of physical fitness and good health as a life-long goal • When engaging in physical family activities try to include stretching and muscle building activities • Engage in flexibility and strength activities • Ask your child to choreograph a dance • Create an obstacle course in your backyard • Model and demonstrate appropriate online behaviour • Keep the lines of communication open with regards to healthy peer relationships | <ul style="list-style-type: none"> • Explore community activity guides to see what is available • Discuss the effects of smoking or vaping on health • Discuss strategies your child might use in stressful situations • Discuss moderating tv and computer use • Discuss ways to help your child manage feelings |
|---|--|

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

GECDSEB 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 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.

Destiny
Library Catalogue

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



GALE in Context Elementary lets students research every topic they can imagine. It provides a safe and secure way for students to find information from magazines, books, media, and many other sources. Students can also listen to the information or save it for later use.

[https://www.publicboard.ca/Students/VirtualLibrary/elementaryvlc/Pages/Online-Databases.aspx#/="](https://www.publicboard.ca/Students/VirtualLibrary/elementaryvlc/Pages/Online-Databases.aspx#/=)

User ID: greateressex

Password: library

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: greaessee

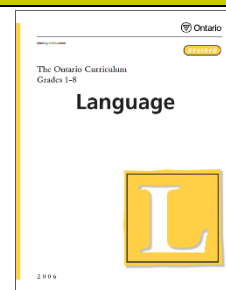
Password: grea7392

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

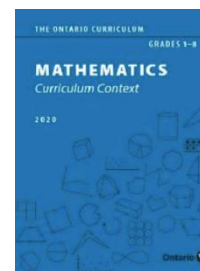
The Ontario Curriculum, Grades 1-8, Language (2006)
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

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



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

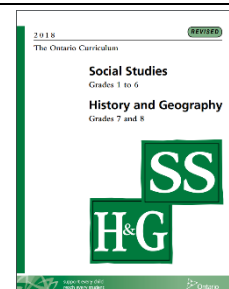
Parents Guide
<https://www.dcp.edu.gov.on.ca/en/parents>



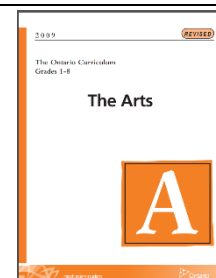
The Ontario Curriculum, Grades 1-8, Science & Technology (2022)
<https://www.dcp.edu.gov.on.ca/en/curriculum/science-technology>



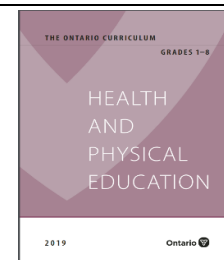
The Ontario Curriculum, Grades 1-6, Social Studies, Grades 7-8, History & Geography (2018)
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



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 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 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 (Parent Involvement).



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

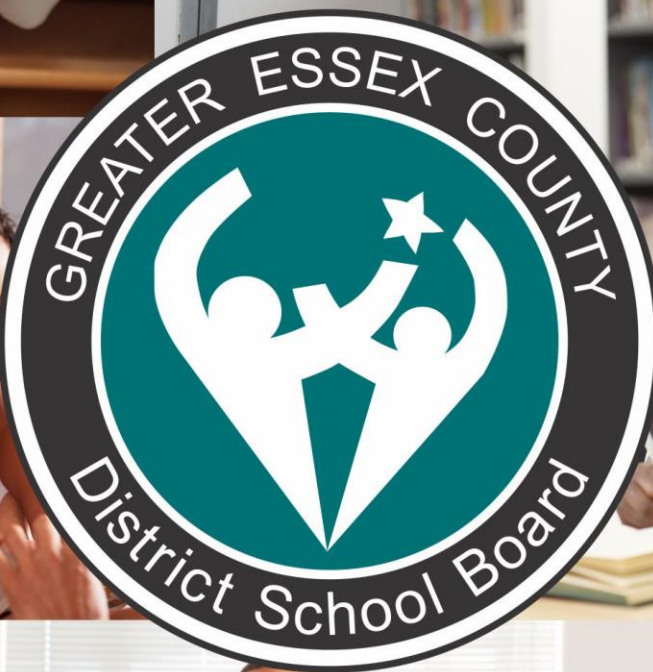
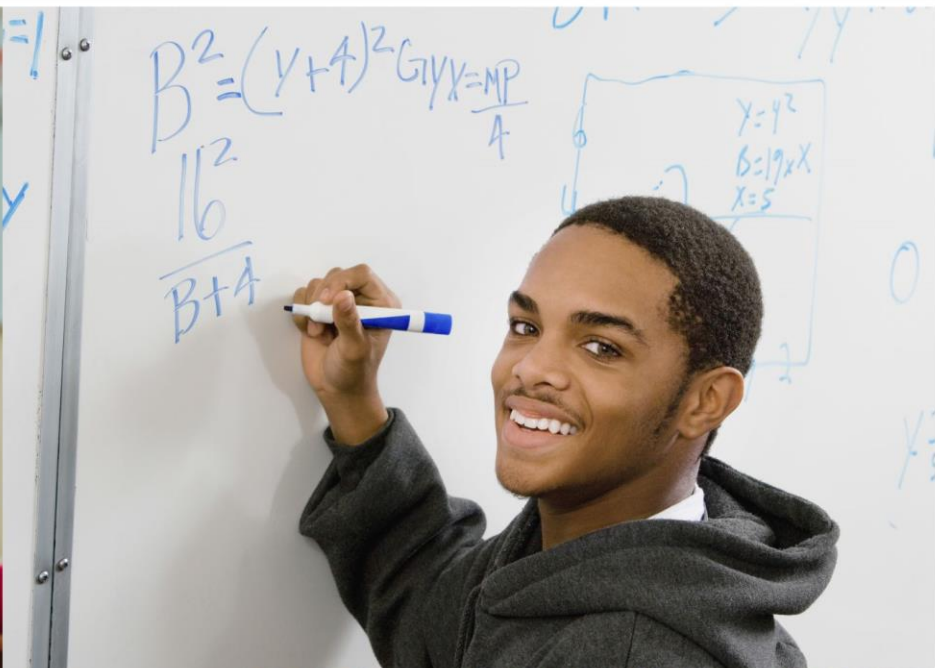
VISION

Building Tomorrow Together



MISSION

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



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