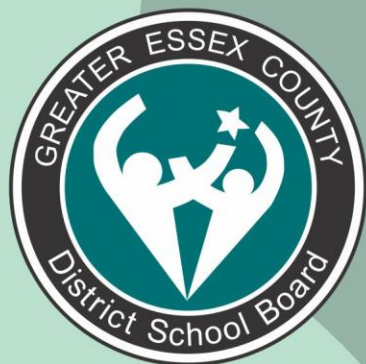


PARTNERS IN LEARNING GUIDE

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

5

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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P.O. Box 210, Windsor, ON N9A 6K1
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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 5

Oral Language

By the end of Grade 5, students will:

Overall Expectations

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

In the classroom, students may:

Overall Expectations in Action

- Summarize information orally for others
- Connect to the content of oral presentations
- Share ideas and ask questions
- Use role play and drama to explore ideas in texts
- Orally share connections in texts and presentations
- Explore solutions to problems within groups

Opportunities to continue the learning at home:

- Demonstrate how to be a good listener when talking with your child
- Encourage your child to ask questions
- Ask your child open questions to encourage them to talk about their feelings and thinking such as “How did you feel when...?”
- Talk about your own thoughts and feelings
- Talk about books you have read with your child

Reading

By the end of Grade 5, 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
- Summarize a story, restating facts and main ideas
- Sort and classify information to draw conclusions
- Make connections to texts, movies, trips, etc.
- Create a profile of a character based on the text
- Study words to support vocabulary development

Opportunities to continue the learning at home:

- Create time and space for your child to read daily
- Encourage your child to read a variety of books
- Encourage relatives and friends to share books as gifts
- Take your child to the library
- Discuss books with your child and ask them what the main idea of the book might be. How do they know?
- Play word games such as Scrabble or Boggle with your child

Writing**By the end of Grade 5, 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, reports, procedures or pamphlets
- Organize ideas for writing using a writing framework
- Plan, write, edit and revise their writing
- Use a variety of parts of speech in their writing
- Select and explain pieces of their best writing

Opportunities to continue the learning at home:

- Have your child record family history and heritage
- Write and/or email notes to relatives and friends
- Write a letter to the editor or respond to blogs
- Make journals of family activities or experiences
- Create games and write the rules for the game

Media Literacy**By the end of Grade 5, students will:****Overall Expectations**

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

In the classroom, students may:**Overall Expectations in Action**

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

Opportunities to continue the learning at home:

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

MATHEMATICS

Grade 5

Social-Emotional Learning

By the end of Grade 5, 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 is Action

- Continue to develop healthy relationship skills while working with numbers. In doing this they may play games with classmates that involve fractions, decimals and whole numbers. These activities will allow them to learn how to have positive interactions and be patient with others as students take different amounts of time to figure out the answer when it is their turn.

Number

By the end of Grade 5, students will:

Overall Expectations

- Demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life

In the classroom, students may:

Overall Expectations in Action

- Use a variety of tools to compare and order whole and decimal numbers from 0.01 to 100 000
- Count forward by hundredths on a number line
- Add and subtract decimal numbers to hundredths
- Multiply up to 12x12 and demonstrate related division facts
- Investigate the relationship between fractions and decimals and whole number percent

Opportunities to continue the learning at home:

- Help your child to count using whole numbers, fractions and decimals
- Encourage your child to practice math computations through online math games
- Have your child estimate and round large numbers (i.e., to the nearest thousandth, nearest ten-thousandth)

Algebra	
By the end of Grade 5, students will:	Overall Expectations
<ul style="list-style-type: none"> Identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life 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
<ul style="list-style-type: none"> Identify and describe repeating, growing, and shrinking patterns, including patterns found in real-life contexts Evaluate algebraic expressions that involve whole numbers Read and alter existing code, including code that involves conditional statements and other control structures, and describe how changes to the code affect the outcomes 	
Opportunities to continue the learning at home:	
<ul style="list-style-type: none"> Use cubes to visually display a number pattern Help your child understand that a letter or symbol can represent an unknown variable (i.e. $12 = 5 + ?$ or $12 = 5 + S$) Explore coding with your child www.code.org 	
Data	
By the end of Grade 5, students will:	Overall Expectations
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Explain the importance of various sampling techniques for collecting a sample of data that is representative of a population Create an infographic about a data set, representing the data in appropriate ways, including in relative-frequency tables and stacked-bar graphs 	
Opportunities to continue the learning at home:	
<ul style="list-style-type: none"> Research provincial statistics and compare sets of data found on sites such as Statistics Canada Compare sports statistics between opposing teams Assist your child in understanding the role of probability in games that involve spinners or dice 	
Spatial Sense	
By the end of Grade 5, students will:	Overall Expectations
<ul style="list-style-type: none"> 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 triangles, and construct different types of triangles when given side or angle measurements Draw top, front, and side views of objects, and match drawings with objects Describe and perform translations, reflections, and rotations up to 180° on a grid, and predict the results of these transformations 	
Opportunities to continue the learning at home:	
<ul style="list-style-type: none"> Have your child explore coordinates on maps. Look for examples of translations, reflections and rotations in surrounding environment Use computer applications to explore top, front and side views of objects 	
Financial Literacy	
By the end of Grade 5, 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"> • Estimate and calculate the cost of transactions involving multiple items priced in dollars and cents, including sales tax, using various strategies • Design sample basic budgets to manage finances for various earning and spending scenarios • Describe the types of taxes that are collected by the different levels of government in Canada, and explain how tax revenue is used to provide services in the community 	
Opportunities to continue the learning at home:	
<ul style="list-style-type: none"> • Have your child select five items from a printed or online flyer of a store in your community. Ask them to calculate the total cost of the items, without sales tax, in dollars and cents. • Ask your child to use a flyer to create a list of expenses for a weekly food budget. • Have your child choose two packaged items and compare them to find the best value, based on unit rate. 	



SCIENCE & TECHNOLOGY

Grade 5

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.

By the end of Grade 5, students will:

Overall Expectations

- Use a [scientific research process](#), a [scientific experimentation process](#), and an [engineering design process](#) to conduct investigations, following appropriate health and safety procedures
- Use coding in investigations and to model concepts, and assess the impact of coding and of emerging technologies on everyday life and in STEM-related fields
- Demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences

In the classroom, students may:

Overall Expectations In Action

- Use a scientific research process and associated skills to conduct investigations
- Use a scientific experimentation process and associated skills to conduct investigations
- Use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems
- Communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes

Life Systems: Human Health and Body Systems

By the end of Grade 5, students will:

Overall Expectations

- Analyse impacts of various social and environmental factors, human activities, and technologies on human health
- Demonstrate an understanding of the structure and function of human body systems and interactions between systems

In the classroom, students may:

Overall Expectations in Action

- Explore the effects of social and environmental factors like smoking or pollution on human health
- Build a model to show how the heart and lungs work as a system
- Investigate changes in body systems like breathing and heart rate
- Explain how food literacy can support decisions that affect physical and mental health
- Research common diseases and the organs and/or body systems that they affect

Opportunities to continue the learning at home:

- During physical activity, talk about the effects of exercise on your heart rate and breathing
- Explore websites to learn about how to reduce the social and environmental factors that have harmful effects on humans like smoking or sun exposure
- Develop a healthy living plan
- Talk about media messages that promote 'unhealthy' choices

Understanding Structures and Mechanisms: Forces Acting on Structures**By the end of Grade 5 students will:****Overall Expectations**

- Analyze social and environmental impacts of forces acting on structures and assess ways to mitigate these impacts
- Demonstrate an understanding of forces that act on structures, and how various structures withstand them

In the classroom, students may:**Overall Expectations in Action**

- Research how structures are built to withstand forces
- Ask questions about the impact of earthquakes, hurricanes or tornados on natural and man-made structures
- Investigate internal forces like compression, and external forces like wind, on structures

Opportunities to continue the learning at home:

- Explore websites to view videos about forces from natural phenomena like tornados and hurricanes, and examine their effect on natural and man-made structures
- In your community, examine how structures are built to withstand forces
- Discuss how specific sporting equipment is designed to protect the body from the impact of forces

Understanding Matter and Energy: Properties of and Changes in Matter**By the end of Grade 5, students will:****Overall Expectations**

- Assess the impacts on society and the environment of various processes and materials used in the manufacture of common products, and ways to mitigate negative impacts
- Demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change

In the classroom, students may:**Overall Expectations in Action**

- Explore the environmental impact on the processes that change one product into another product through physical or chemical change like recycling plastic
- Conduct experiments that investigate changes of state and changes in matter
- Describe physical and chemical changes like rust on a bicycle or condensation on a window

Opportunities to continue the learning at home:

- When cleaning up spills in the kitchen, talk about which materials are best suited for absorbing the liquid
- When cooking with your child, talk about how heat can be a catalyst for chemical change
- Talk about the environmental impact of recycling, considering a variety of perspectives like consumers, landfill operators and manufacturers

Understanding Earth and Space Systems: Conservation of Energy and Resources**By the end of Grade 5, students will:****Overall Expectations**

- Assess the effects of energy and resource use on society and the environment, and suggest options for conserving energy and resources
- Demonstrate an understanding of the conservation of energy, and the forms, sources, and uses of energy and resources

In the classroom, students may:**Overall Expectations in Action**

- Compare the long-term impact of different uses of energy and natural resources like heating with natural gas or solar panels
- Explore different forms of energy with examples from everyday life (electrical energy for cooking)
- Demonstrate an understanding of the law of conservation of energy, including how energy cannot be created or destroyed but can only be transformed from one form to another
- Research issues related to energy and resource conservation
- Explain how the use of energy derived from fossil fuels changes the composition of the atmosphere and how these changes contribute to climate change

Opportunities to continue the learning at home:

- Discuss ways your family can improve your home energy conservation
- Conduct an energy audit of your home
- Talk about alternative energy resources in Essex County like wind farms or the Fermi Nuclear Plant

SOCIAL STUDIES

Grade 5

Heritage & Identity: First Nations & Europeans in New France & Early Canada

By the end of Grade 5, students will:

Overall Expectations

- Analyze some key short and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada
- Use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved
- Describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada

In the classroom, students may:

Overall Expectations in Action

- Describe how the same event had a different impact on First Nations and Europeans in New France
- Use the inquiry process to investigate the interactions between Indigenous peoples and Europeans prior to 1713
- Discover why certain European countries were interested in the territory that became Canada

Opportunities to continue the learning at home:

- When selecting books or viewing media, consider selecting books written by Indigenous authors
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to find answers about the relationships between Early Settlers and First Nations
- Take a cyber field trip to the Virtual Museum of Canada to explore early settlement

People & Environments: The Role of Government & Responsible Citizenship

By the end of Grade 5, students will:

Overall Expectations

- Assess responses of governments in Canada to some significant issues and develop plans of action for governments and citizens to address social and environmental issues
- Use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues
- Demonstrate an understanding of the roles and key responsibilities of citizens and the different levels of government in Canada

In the classroom, students may:

Overall Expectations in Action

- Create a plan of action to address a social issue of local, provincial or national importance (e.g. homelessness, bullying)
- Use the inquiry process to investigate social and/or environmental issues in Canada
- Describe the shared responsibilities of various levels of government for dealing with environmental and social issues

Opportunities to continue the learning at home

- Consider volunteering time with your child to gain a better understanding of local social issues
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to compare environmental issues across Canada
- Talk to your child about how the decisions made by municipal government affect daily life in our community

THE ARTS

Grade 5

Dance

By the end of Grade 5, 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

- Create movement sequences inspired by other subject areas (e.g., students moving like molecules in science)
- Use dance as a language to explore, interpret and communicate
- Make connections between dance and their own experiences

Opportunities to continue the learning at home:

- Listen to music and create a movement routine
- Use movement to convey a mood
- Learn a new dance together

Drama

By the end of Grade 5, students will: Overall Expectations

- Apply the creative process to process drama and the development of drama works using the elements and conventions of drama to communicate feelings, ideas, and 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

- Collaborate with others to develop ideas, both in and out of role
- Identify areas for strength and growth as drama creators, performers and audience members
- Identify and describe the roles and responsibilities of key theatre personnel

Opportunities to continue the learning at home:

- Talk about the use of props in a television show or movie
- Get a program from a local theatre and point out the many roles necessary to put on a show
- Take your child to see live theatre in different performance spaces

Music

By the end of Grade 5, 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

- Describe key influences of music on contemporary culture
- Create musical compositions
- Identify the elements of music they perform, listen to, and create

Opportunities to continue the learning at home:

- Talk about the choices of music used in movies and how they add to the movie experience
- Download a musical instrument app to experience together
- Create a rap

Visual Arts

By the end of Grade 5, 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 own and others' points of view
- Demonstrate ways in which visual arts reflect beliefs and traditions
- Explain how the elements of design are used in their work

Opportunities to continue the learning at home:

- Look for art that demonstrates social concerns
- Sketch an everyday item from different perspectives
- Visit the Sculpture Garden at the river



HEALTH & PHYSICAL EDUCATION Grade 5

Social-Emotional Learning Skills

By the end of Grade 5, 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

- Identify the actions they might take, as a bystander, to help a person that is feeling bullied by someone
- Work collaboratively with other students to develop a warm-up routine
- Set fitness goals, and monitor their areas of improvement and areas that still need work

Active Living

By the end of Grade 5, 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 actively in a variety of activities
- Demonstrate a positive attitude and persistence towards fitness goals
- Participate in fitness circuits and monitor physical fitness changes over time

Movement Competence

By the end of Grade 5, 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

- Balance, twist, dodge, jump and skip in controlled sequences
- Manipulate equipment around objects, such as dribbling a ball around a pylon
- Make a plan with teammates to perform a task and follow through with the plan

Healthy Living

By the end of Grade 5, 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

- Explore ways to deal with bullying and identify trusted people who can help
- Discuss peer pressure related to alcohol and drug use
- Describe how media can influence their food choices
- Describe how the body changes during puberty and identify the parts of the reproductive system
- Discuss how they might help reduce the mental health stigma

Opportunities to continue the learning at home:

- Set and monitor fitness goals
- Use a pedometer to keep track of family steps
- Create outdoor, fun physical challenges
- Go on a hike as a family
- Talk about the emotional and interpersonal stresses related to puberty
- At the grocery store, point out food labels and examine them
- Talk about positive ways to deal with bullying

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

GECDSD 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 GECDSD 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 GECDSD 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 GECDSD 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



<https://www.publicboard.ca/Students/VirtualLibrary/elementaryvlc/Pages/Online-Databases.aspx#/=>

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.

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. Articles may be translated into

User ID:	greaessee
Password:	grea7392

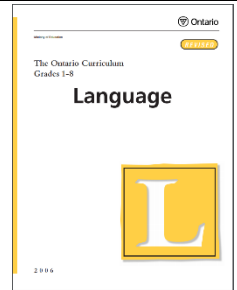
These are some examples of the databases and encyclopedias within our GECDSD collection.

All GECDSD databases and encyclopedias require a login and password which your child can obtain from their school Teacher- Librarian.

RESOURCES

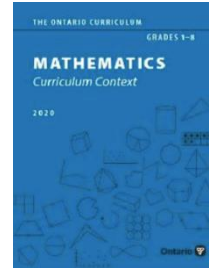
The Ontario Curriculum, Grades 1-8, Language (2006)
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

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>

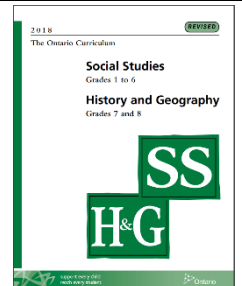
Parent's Guide
<https://www.dcp.edu.gov.on.ca/en/parents>



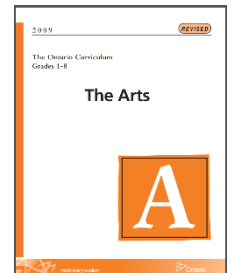
The Ontario Curriculum, Grades 1-8, Science & Technology (2022)
<https://www.dcp.edu.gov.on.ca/en/curriculum/science-technology>



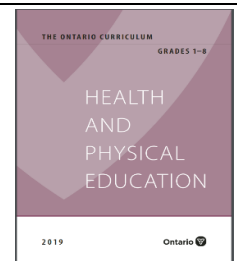
The Ontario Curriculum, Grades 1-6, Social Studies, Grades 7-8, History & Geography (2018)
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



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 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 (Parent Involvement).



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

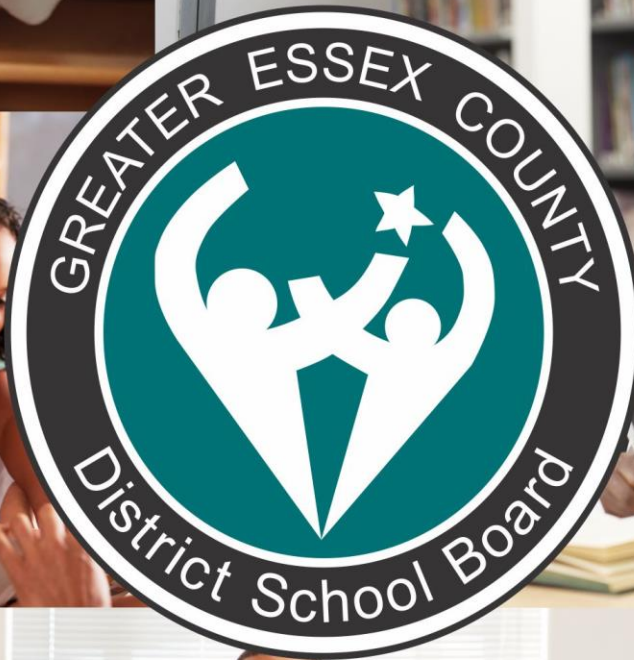
VISION

Building Tomorrow Together



MISSION

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



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