

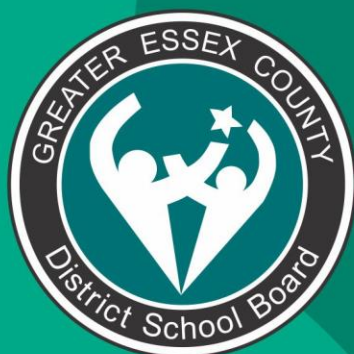


# PARTNERS IN LEARNING GUIDE

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

# 6

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

## Inside the *Partners in Learning Guide:*



Ways to communicate between home and school



Overall grade expectations from the Ministry of Education



What learning looks like in the classroom



How you can support your child at home



Ministry Resources

# LANGUAGE

## Grade 6

### Oral Language

By the end of Grade 6, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

- Summarize information orally for others
- Connect to the content of an oral presentation
- Share ideas and ask questions
- Use role play and drama to explore similarities and differences in ideas
- Explore solutions to problems 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 develop questions about things that interest them
- Together, talk about your thoughts and feelings
- Discuss something interesting that you have read or heard recently with your child and encourage their feedback

### Reading

By the end of Grade 6, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

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

Opportunities to continue the learning at home:

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

### Writing

By the end of Grade 6, students will:

Overall Expectations

- Generate, gather, and organize ideas and information to write for an intended purpose and audience
- Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct

errors, refine expression, and present their work effectively	
<ul style="list-style-type: none"> <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>	
<b>In the classroom, students may:</b>	<b>Overall Expectations In Action</b>
<ul style="list-style-type: none"> <li>Write reports, articles, explanations, etc.</li> <li>Organize ideas for writing using a writing framework</li> <li>Plan, write, edit, and revise their writing</li> <li>Use a variety of parts of speech effectively in their writing</li> <li>Select and explain pieces of their best writing</li> </ul>	
<b>Opportunities to continue the learning at home:</b>	
<ul style="list-style-type: none"> <li>Provide a special writer's notebook</li> <li>Allow the use of technology to engage in writing</li> <li>Write, text and/or email notes to relatives and friends</li> <li>Write a letter to the editor or respond to blogs</li> <li>Create a digital scrapbook or personal blog together with your child</li> <li>Create games and write the rules for the game</li> </ul>	
<b>Media Literacy</b>	
<b>By the end of Grade 6, students will:</b>	<b>Overall Expectations</b>
<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>	
<b>In the classroom, students may:</b>	<b>Overall Expectations In Action</b>
<ul style="list-style-type: none"> <li>Identify messages in advertisements</li> <li>Support their thoughts and feelings about media</li> <li>Identify points of view and suggest different view points</li> <li>Create a variety of media texts</li> </ul>	
<b>Opportunities to continue the learning at home:</b>	
<ul style="list-style-type: none"> <li>Talk about advertisements and help them understand the purpose of each ad</li> <li>Identify the point of view in advertisements</li> <li>Expose them to a variety of media such as flyers, food product labels, brochures, etc.</li> <li>Discuss the message in movies, television shows and songs</li> </ul>	



## Social-Emotional Learning (SEL)

By the end of Grade 6, 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

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

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>

In the classroom, students may:

Overall Expectations In Action

- Continue to deepen their sense of self as they track different aspects that impact their physical and mental health, such as the number of steps they take each day, minutes of screen time or how they feel after physical activity. They may also use graphs and data visualization tools to provide information for reflection and learning.

## NUMBER

By the end of Grade 6, 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 and represent integers, using a variety of tools and strategies, including horizontal and vertical number lines
- Round decimal numbers, both terminating and repeating, to the nearest tenth, hundredth, or whole number, as applicable, in various contexts
- Use the properties of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and whole number percent's, including those requiring multiple steps or multiple operations
- Represent and solve problems involving the division of three-digit whole numbers by decimal tenths, using appropriate tools, strategies, and algorithms, and expressing remainders as appropriate and multiply whole numbers by proper fractions, using appropriate tools and strategies

Opportunities to continue the learning at home:

- Discuss with your child how fractional and decimal amounts relate to sporting events (e.g., batting averages, health statistics)
- Use card games and calculators to practice multiplication and division facts

<b>Algebra</b>	
By the end of Grade 6, students will:	Overall Expectations
<ul style="list-style-type: none"> <li>Identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts</li> <li>Demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts</li> <li>Solve problems and create computational representations of mathematical situations using coding concepts and skills</li> <li>Apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations</li> </ul>	
In the classroom, students may:	Overall Expectations in Action
<ul style="list-style-type: none"> <li>Create and translate repeating, growing, and shrinking patterns using various representations, including tables of values, graphs, and, for linear growing patterns, algebraic expressions and equations</li> <li>Add monomials with a degree of 1 that involve whole numbers, using tools and solve inequalities that involve two operations and whole numbers up to 100, and verify and graph the solutions</li> <li>Solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves conditional statements and other control structures</li> <li>Apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations</li> </ul>	
Opportunities to continue the learning at home:	
<ul style="list-style-type: none"> <li>Play interactive games that involve plotting locations (e.g., Battleship)</li> <li>Help your child see the link between algebra and calculating part-time job earnings</li> <li>Have your child try exploring and writing code at <a href="http://www.code.org">www.code.org</a></li> </ul>	
<b>Data</b>	
By the end of Grade 6, students will:	Overall Expectations
<ul style="list-style-type: none"> <li>Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life</li> <li>Describe the likelihood that events will happen, and use that information to make predictions</li> </ul>	
In the classroom, students may:	Overall Expectations in Action
<ul style="list-style-type: none"> <li>Describe the difference between discrete and continuous data, provide examples of each and collect qualitative data and discrete and continuous quantitative data to answer questions of interest about a population, and organize the sets of data as appropriate, including using intervals</li> <li>Create an infographic about a data set, representing the data in appropriate ways, including in tables, histograms, and broken-line graphs, and incorporating any other relevant information that helps to tell a story about the data</li> <li>Analyse different sets of data presented in various ways, including in histograms and broken line graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions</li> <li>Use fractions, decimals, and percent's to express the probability of events happening, represent this probability on a probability line, and use it to make predictions and informed decisions</li> </ul>	
Opportunities to continue the learning at home:	
<ul style="list-style-type: none"> <li>View different types of graphs in media texts and discuss who the audience is and the advantages and disadvantages of each</li> <li>Draw conclusions about sports data in the newspaper or data from the Internet about movies</li> <li>Discuss the probability of events using a value range of 0 = impossible and 1 = certain and compare the theoretical probability. (e.g., What is the probability of tossing a dice and rolling an even number? Or What is the probability of tossing a dice and not rolling a 3?)</li> </ul>	
<div>4</div>	



## Spatial Sense

By the end of Grade 6, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations in Action

- Create lists of the geometric properties of various types of quadrilaterals, including the properties of the diagonals, rotational symmetry, and line symmetry
- Plot and read coordinates in all four quadrants of a Cartesian plane, and describe the translations that move a point from one coordinate to another
- Use the properties of supplementary angles, complementary angles, opposite angles, and interior and exterior angles to solve for unknown angle measures
- Measure length, are, mass, and capacity using the appropriate metric units, and solve problems that require converting smaller units to larger ones and vice versa and determine the areas of trapezoids, rhombuses, kites, and composite polygons by decomposing them into shapes with known areas

Opportunities to continue the learning at home:

## Financial Literacy

By the end of Grade 6, students will:

Overall Expectations

- Demonstrate the knowledge and skills needed to make informed financial decisions

In the classroom, students may:

Overall Expectations at home

- Describe the advantages and disadvantages of various methods of payment that can be used to purchased goods and services
- Identify different types of financial goals, including earning and saving goals, and outline some key steps in achieving them and identify and describe various factors that may help or interfere with reaching financial goals
- Explain the concept of interest rates, and identify types of interest rates and fees associated with different accounts and loans offered by various banks and other financial institutions
- Describe trading, lending, borrowing, and donating as different ways to distribute financial and other resources among individuals and organizations

Opportunities to continue learning at home:

- Discuss with your child the advantages and disadvantages of paying for goods and services with various methods of payment (e.g., cash, debit card, credit card, e-Transfer, cheque, coupons, rewards or points from loyalty program)
- Help your child to set a financial goal for something of importance to them and together to create a T-chart identifying the barriers to and opportunities for reaching this financial goal



# SCIENCE & TECHNOLOGY

# Grade 6

## Understanding Life Systems: Biodiversity

By the end of Grade 6, students will:

Overall Expectations

- Assess human impacts on biodiversity, and identify ways of preserving biodiversity
- Investigate the characteristics of living things, and classify diverse organisms according to specific characteristics
- Demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans

In the classroom, students may:

Overall Expectations In Action

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

Opportunities to continue the learning at home:

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

## Understanding Structures and Mechanisms: Flight

By the end of Grade 6, students will:

Overall Expectations

- Assess the societal and environmental impacts of flying devices that make use of properties of air
- Investigate ways in which flying devices make use of properties of air
- Explain ways in which properties of air can be applied to the principles of flight and flying devices

In the classroom, students may:

Overall Expectations In Action

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

Opportunities to continue the learning at home:

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

## Understanding Matter and Energy: Electricity and Electrical Devices

By the end of Grade 6, students will:

Overall Expectations

- Evaluate the impact of the use of electricity on both the way we live and the environment
- Investigate the characteristics of static and current electricity, and construct simple circuits
- Demonstrate an understanding of the principles of electrical energy and its transformation into and from other forms of energy

In the classroom, students may:

Overall Expectations In Action

- Construct simple circuits
- Ask questions about the principles of electrical energy
- Investigate the ways electricity impacts the way we live and the environment

Opportunities to continue the learning at home:

- Investigate the use of electricity in your home by looking at gas/hydro bills
- Watch online videos about energy efficient products
- Consider minor changes you could make to improve energy conservation in your home

## Understanding Earth and Space Systems: Space

By the end of Grade 6, students will:

Overall Expectations

## Overall Expectations

- Assess the impact of space exploration on society and the environment
- Investigate characteristics of the systems of which the earth is a part and the relationship between the earth, the sun, and the moon
- Demonstrate an understanding of components of the systems of which the earth is a part, and explain the phenomena that result from the movement of different bodies in space

In the classroom, students may:	Overall Expectations In Action

## Overall Expectations In Action

- Use models to explore the solar system's size, shape and movement
- Ask questions about the impact of space exploration on society and the environment
- Research the contributions of Canadians in space

Opportunities to continue the learning at home:

- Observe the night sky with your child, noticing different light emitting objects (e.g. satellites, stars, planets, airplanes)
- Consider making naturally occurring phenomenon's (e.g. eclipse) a family event (e.g. follow Chris Hadfield on Twitter @Cmdr\_Hadfield)
- Together, explore Internet sites that appeal to your child's areas of interest with regards to space

NOTES:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



## Heritage and Identity: Communities in Canada, Past and Present

By the end of Grade 6, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

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

Opportunities to continue the learning at home:

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

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

By the end of Grade 6, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

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

Opportunities to continue the learning at home

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

# THE ARTS

# Grade 6

## Dance

By the end of Grade 6, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

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

Opportunities to continue the learning at home:

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

## Drama

By the end of Grade 6, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

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

Opportunities to continue the learning at home:

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

## Music

By the end of Grade 6, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

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

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

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

**Visual Arts**

**By the end of Grade 6, students will:**

**Overall Expectations**

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

**In the classroom, students may:**

**Overall Expectations In Action**

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

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

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



# HEALTH & PHYSICAL EDUCATION

## Grade 6

### Social-Emotional Learning Skills

By the end of Grade 6, 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

- Discuss strategies they might use to manage any challenging situations when babysitting a younger child
- Explain how understanding healthy eating habits contributes to more energy and improving self-image
- Describe the steps that should be taken when responding to a minor injury

### Active Living

By the end of Grade 6, students will: Overall Expectations

- Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of 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
- Explain how participation in physical activity affects their overall health
- Set personal fitness goals and create a fitness plan

### Movement Competence

By the end of Grade 6, students will: Overall Expectations

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

In the classroom, students may: Overall Expectations In Action

- Explore different ways to increase balance and stability
- Play a variety of cooperative and competitive games and apply a variety of tactical solutions

### Healthy Living

By the end of Grade 6, students will: Overall Expectations

- Demonstrate an understanding of factors that contribute to healthy development
- Demonstrate the ability to apply health knowledge and 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 the effects of using cannabis, other drugs and intoxicating substances
- Develop personal healthy eating and fitness plans to improve overall physical, mental health and well-being
- Describe what can be done to encourage respect and the inclusion of everyone in activities
- Acquire a clearer understanding of the physical, social and emotional changes that occurs in adolescence

Opportunities to continue the learning at home:

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

# FRENCH AS A SECOND LANGUAGE

“Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.”

Ministry of Education, 2013 FSL Curriculum Grades 1-8

## What are the advantages of learning a new language?

- 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

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



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

Password: gecdsb

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



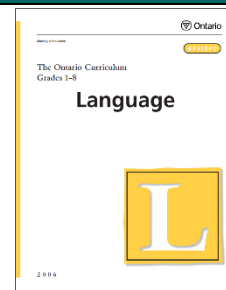
# RESOURCES

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>

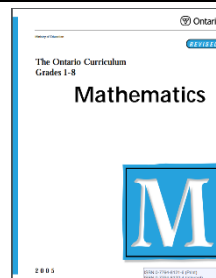


The Ontario Curriculum, Grades 1-8, Mathematics (2005)

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

Doing Mathematics with Your Child

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



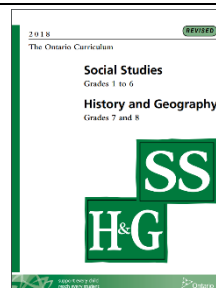
The Ontario Curriculum, Grades 1-8, Science & Technology (2022)

<https://www.dcp.edu.gov.on.ca/en/curriculum/science-technology>



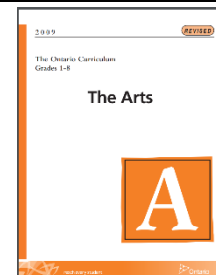
The Ontario Curriculum, Grades 1-6, Social Studies, Grades 7-8, History & Geography (2018)

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



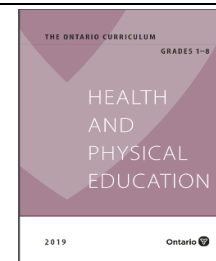
The Ontario Curriculum, Grades 1-8, The Arts (2009)

<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, websites, and EDSBY).



## **Meet the Staff**

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

## **Report Cards**

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

## **Parent Teacher Interviews**

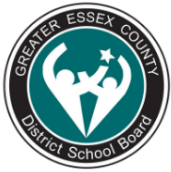
Contact the school when you receive your child’s report cards to schedule an in-person meeting or telephone conversation to discuss your child’s progress with their teachers.

## **School Advisory Committee (SAC)**

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

## **Greater Essex County Parent Involvement Committee**

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



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

## **VISION**

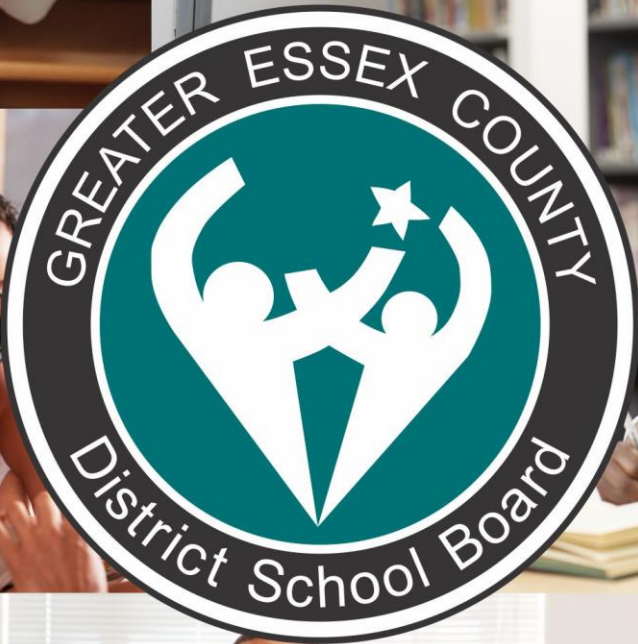
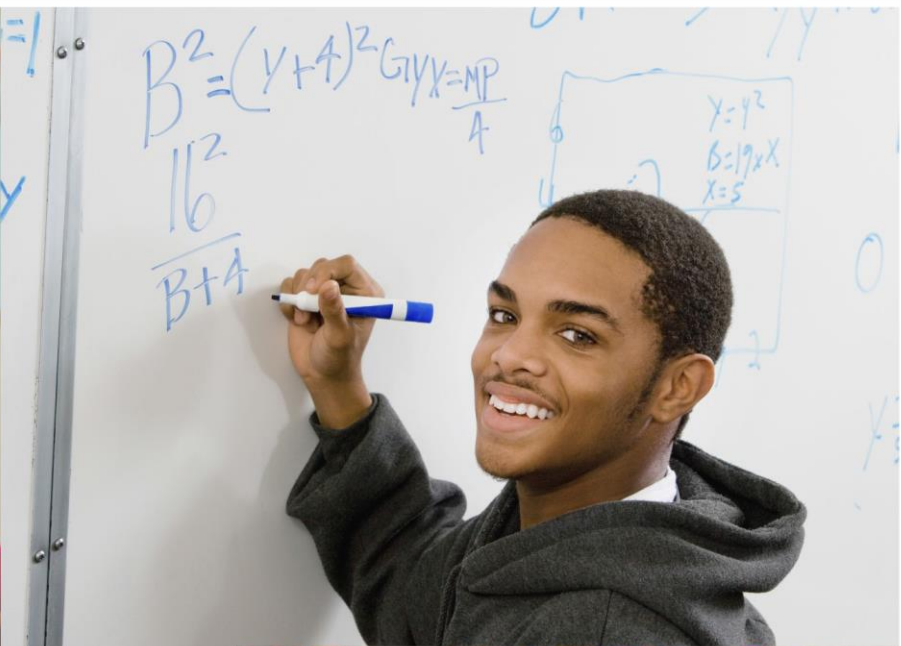
Building Tomorrow Together



## **MISSION**

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





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