

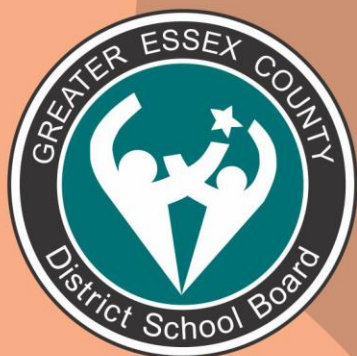


PARTNERS IN LEARNING GUIDE

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

7

We have created this guide to support you and the GECD SB'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

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 7

Oral Language

By the end of Grade 7, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

- Summarize information
- Debate and/or discuss topics of interest
- Listen to others to understand perspectives
- Role play a variety of characters and scenarios
- Ask probing questions

Opportunities to continue the learning at home:

- Ask for your child's thoughts about things in which they are interested (e.g. video games, social situations, magazines)
- Talk about your interests
- Encourage discussion about real-world events

Reading

By the end of Grade 7, 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 fiction and non-fiction materials
- Summarize a story
- Restate facts and main ideas
- Draw conclusions about ideas in the text they have read
- Make connections to their own personal experiences or the world around them
- Study words to expand vocabulary

Opportunities to continue the learning at home:

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

Writing**By the end of Grade 7, students will:****Overall Expectations**

- Generate, gather, and organize ideas and information to write for an intended purpose and audience
- Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

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

- Write biographies, editorials, reports, etc.
- Research
- Organize ideas for writing
- Plan, write, edit, and revise their writing
- Use descriptive vocabulary
- Conference with the teacher about writing pieces

Opportunities to continue the learning at home:

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

Media Literacy**By the end of Grade 7, students will:****Overall Expectations**

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

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

- Identify messages in media
- Watch YouTube videos, movie clips, etc.
- Listen to radio, news, podcasts, etc.
- Share points of view
- Produce an ad, video, slide show, etc.

Opportunities to continue the learning at home:

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

MATHEMATICS

Grade 7

Social-Emotional Learning (SEL)

By the end of Grade 7, 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 how to cope with stress and manage complex challenges by breaking down a task into smaller portions, making a plan and take it one step at a time

Number

By the end of Grade 7, 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, compare, and order numbers, including positive and negative & fractions and decimal numbers
- Identify and represent perfect squares, and determine their square roots
- Represent and compare whole numbers up to and including one billion
Convert between fractions, decimal numbers, and percent's then simplify fractions and round decimals
- Use mental math strategies to increase and decrease a whole number by 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used
- Add, subtract, multiply and divide fractions

Opportunities to continue the learning at home:

- Compare and order the price of exotic automobiles and/or houses found on the internet
- Find and read the markings found on a standard tape measure

Algebra

By the end of Grade 7, 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

- Determine pattern rules to extend and make, justify and identify missing elements in repeating, growing, and shrinking patterns involving whole numbers and decimal numbers, and use algebraic representations of the pattern rules to solve for unknown values in linear growing patterns
- Solve equations and inequalities
- Write, read and alter code

Opportunities to continue the learning at home:

- Have your child create a pattern that increases by a set number (e.g., 10). Discuss real-life situations that the pattern could describe (e.g., How much money would a person have if they started with \$35 and earned \$10 a week for many weeks?) Ask your child to visually represent their pattern in some way.
- Have your child try exploring and writing code at www.code.org <https://code.org/>

Data

By the end of Grade 7, 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 qualitative, discrete and continuous quantitative data to answer questions of interest, and organize the sets of data using best appropriate graph, in order to measure tendency, understand change, draw conclusions make convincing arguments and informed decisions
- Understand, determine and compare theoretical and experimental probabilities of independent events and of dependent events

Opportunities to continue the learning at home:

- Use real-life examples and explore probability of winning (e.g., Tim Horton's roll-up-the-rim campaign) or connecting chores to flipping a coin or rolling a dice
- Explore a variety of graphs with your child (e.g., found in the news, advertising etc.). Discuss how and why they are being used and if any bias exists.

Spatial Sense

By the end of Grade 7, 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

- Describe and classify cylinders, pyramids, and prisms according to their geometric properties, and draw top, side, front and perspective views.
- Describe and perform dilations, translations, reflections, and rotations on a Cartesian plane
- Solve problems involving perimeter, area, and volume that require converting from one metric unit to another
- Show the relationships between the radius, diameter, and area of a circle, and use these relationships to explain the formula for measuring the area of a circle and to solve related problems

Opportunities to continue the learning at home:

- Measure (using rulers, measuring tapes and cups) and convert between units. (e.g., meters to kilometers, milliliters to liters)
- Using the internet, find examples of “learn to” videos on how to draw in 1-point or 2-point perspective (objects)

Financial Literacy

By the end of Grade 7, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

- Identify and compare exchange rates, and convert foreign currencies to Canadian dollars and vice versa
- Create, track, and adjust sample budgets designed to meet longer-term financial goals for various scenarios
- Compare interest rates and fees for different accounts and loans offered by various financial institutions

Opportunities to continue the learning at home:

- Look at daily exchange rates on the news or on the internet and discuss impact of exchange rates
- Choose 3 different countries your child would like to visit and convert Canadian \$ into those country's currencies



SCIENCE & TECHNOLOGY

Grade 7

Understanding Life Systems: Interactions in the Environment

By the end of Grade 7, students will:

Overall Expectations

- Assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts
- Investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem
- Demonstrate an understanding of interactions between and among biotic (living) and abiotic (non-living) elements in the environment

In the classroom, students may:

Overall Expectations In Action

- Discuss how energy is passed along in the food chain (e.g. animal drops prey in the forest which decomposes; this adds nutrients to the soil for the plants)
- Analyze the costs and benefits of environmental changes
- Design a model of an ecosystem (e.g. terrarium) and make observations on the interactions between living (biotic) and non-living (abiotic) components

Opportunities to continue the learning at home:

- Take a field trip to a local natural museum focusing on ecosystems (e.g. Ojibway or Point Pelee)
- Read articles online about local environmental concerns (e.g. impact of zebra mussels on the Great Lakes, building of the Ganatchio Trail, extension of the Herb Gray Parkway)
- Watch online videos focusing on microscopic life in different habitats and how they interact with each other

Understanding Structures and Mechanisms: Form and Function

By the end of Grade 7, students will:

Overall Expectations

- Analyze personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices
- Design and construct a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them

In the classroom, students may:

Overall Expectations In Action

- Investigate the impact of ergonomic design to improve safety at work and home
- Design a simple structure (e.g. roof or bridge) and test how certain structural elements (e.g. trusses, cables) improve resistance to certain forces
- View videos of structures under force

Opportunities to continue the learning at home:

- Discuss the function of different pieces of furniture in your home and how the form of the furniture provides comfort for the user
- Search online for modern, ergonomic tools designed to make work easier and safer

Understanding Matter and Energy: Pure Substance and Mixtures

By the end of Grade 7, students will:

Overall Expectations

- Evaluate the social and environmental impacts of the use and disposal of pure substances and mixtures
- Investigate the properties and applications of pure substances and mixtures
- Demonstrate an understanding of the properties of pure substances and mixtures, and describe these characteristics using the particle theory

In the classroom, students may:

Overall Expectations In Action

- Investigate the positive and negative effects of disposing toxic materials
- View videos that show different filtration systems
- Conduct experiments to separate solids (e.g. salt) from water using evaporation

Opportunities to continue the learning at home:

- Visit the City of Windsor Recycling Centre to see how to sort and dispose of toxic materials
- Discuss & model safety procedures for handling, storing & disposing household chemicals

Understanding Earth and Space Systems: Heat In The Environment

By the end of Grade 7, students will:

Overall Expectations

- Assess the costs and benefits of technologies that reduce heat loss or heat-related impacts on the environment
- Investigate ways in which heat changes substances, and describe how heat is transferred
- Demonstrate an understanding of heat as a form of energy that is associated with the movement of particles and is essential to many processes within the earth's systems

In the classroom, students may:

Overall Expectations In Action

- Conduct experiments that test the effects of heating and cooling on the volume of a solid (e.g. water freezes and expands)
- Design and create a useful object that reduces heat loss (e.g. travel mug to keep liquids hot)
- Create a slide show to describe the effects of radiation from the sun on different kinds of surfaces

Opportunities to continue the learning at home:

- Visit a local home building center and look at building materials that reduce the loss of heat in a home
- Search the web for articles and/or videos that discuss alternate forms of energy (e.g. solar, wind)



Physical Patterns In A Changing World

By the end of Grade 7, students will:

Overall Expectations

- Analyze some challenges and opportunities presented by the physical environment and ways in which people have responded to them
- Use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective
- Demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features

In the classroom, students may:

Overall Expectations In Action

- Analyze the different ways people respond to challenges and opportunities presented by the physical environment
- Use the inquiry process to discover evidence and draw conclusions about the impact of natural events and/or human activities that change the physical environment
- Extract information from climate graphs and topographical maps

Opportunities to continue the learning at home:

- Watch a city council meeting about a local building proposal and discuss the different points of view presented
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to investigate ways communities are recovering from natural disasters
- Do a Google Earth search of different geographical regions of the world

Natural Resources Around the World: Use and Sustainability

By the end of Grade 7, students will:

Overall Expectations

- Analyze aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources
- Use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective
- Demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources

In the classroom, students may:

Overall Expectations In Action

- Analyze natural resource harvesting/extraction and use around the world (e.g. forestry, oil, fishing)
- Use the inquiry process to gather and organize information related to harvesting/extraction of resources into graphs, maps and/or graphic organizers
- Identify the long-term effects of natural resource depletion

Opportunities to continue the learning at home

- Visit Natural Resources Canada to see how we handle our natural resources
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to investigate natural resource harvesting/extraction around the world
- Talk about how you and your child could make a difference in your own home and/or community

New France and British North America 1713-1800

By the end of Grade 7, students will:	Overall Expectations
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- Analyze aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada
- Use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain
- Describe various significant people, events, and developments, including treaties, in Canada between 1713 and 1800, and explain their impact

In the classroom, students may:	Overall Expectations In Action
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- Identify similarities and differences and aspects of daily life between present-day Canadians and Canadian communities in the past
- Use the inquiry process to investigate perspectives of different groups and communities in colonial Canada, including FNMI communities, related to the shift in power from France to Britain
- Identify and describe key political, legal, social, and economic events, changes and significant individuals and groups in Canada during 1713-1800

Opportunities to continue the learning at home:

- Visit local museums and historical sites (e.g. Fort Malden)
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to find answers about life in New France and British North America
- Watch or read about and discuss how historical events might connect to current events

Natural Resources Around the World: Use and Sustainability

By the end of Grade 7, students will:	Overall Expectations
---------------------------------------	----------------------

- Analyze aspects of the lives of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713-1800
- Use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1800-1850

In the classroom, students may:	Overall Expectations in Action
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- Analyze some of the challenges facing individuals, groups, and communities, including the FNMI individuals and communities, in Canada between 1800-1850
- Use the inquiry process to investigate perspectives of different groups and communities on significant events, developments and/or issues that affected Canada or people in Canada between 1800 and 1850
- Identify and describe factors leading to key political, legal, social and economic events and/or changes during 1800 - 1850

Opportunities to continue the learning at home

- Explore re-enactment videos that depict the conflicts and challenges of various groups in Canada during 1800 - 1850
- Encourage your child to ask questions and use available resources to investigate historical events during 1800-1850
- Explore the Internet to discover how immigration during 1800-1850 has impacted Canadian heritage/identity

THE ARTS

Grade 7

Dance

By the end of Grade 7, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

- Create dances in response to music
- Interpret their own writing in dance
- Describe the evolution of dance

Opportunities to continue the learning at home:

- Discuss examples of the way media depicts dance
- Watch a variety of dance forms on YouTube together
- Participate in Zumba at a community center or with a video with your child

Drama

By the end of Grade 7, 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

- Explore drama with a focus on examining multiple perspectives
- Communicate feelings, thoughts and abstract ideas through drama works
- Compare how social values are communicated in different drama forms

Opportunities to continue the learning at home:

- Point out the value of the use of specific props in a performance
- Compare an animated film with the original story or script
- Discuss the numerous ways various characters have been portrayed in film or theatre

Music

By the end of Grade 7, 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

- Identify areas for personal improvement as composers, performers and audience members
- Use the tools and techniques of musicianship
- Analyze technological influences on style, genre and innovation

Opportunities to continue the learning at home:

- Watch a marching band at a parade
- Compare a Chopin piece to one of Alicia Keys
- Use an app/program to isolate tracks in a piece of music

Visual Arts

By the end of Grade 7, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

- Use printmaking to note limitations/choices of design
- Create works of art that include opposing points of view
- Work with signs, symbols and styles in art

Opportunities to continue the learning at home:

- Examine pictures of doors from around the world and discuss their unique qualities
- Use materials from nature to create a sculpture
- Share album covers from your youth to discuss the use of sign, symbols and style



HEALTH & PHYSICAL EDUCATION

Grade 7

Social-Emotional Learning Skills

By the end of Grade 7, 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 organizational and time-management skills to avoid feeling overwhelmed
- Describe ways in which they can monitor and be aware of their own physical, emotional, and mental health
- Use health-related fitness assessment information to develop action plans for personal fitness

Active Living

By the end of Grade 7, 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

- Display good sports etiquette along with healthy competition in small and large group activities
- Participate in games with appropriate warm up and cool down activities
- Describe role models who have influenced their choices

Movement Competence

By the end of Grade 7, 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

- Respond to changes in music through movement
- Take responsibility for improving a skill
- Play wall and field games
- Describe strategies used when participating in different games

Healthy Living

By the end of Grade 7, students will: Overall Expectations

- Demonstrate an understanding of the factors that contribute to healthy development
- Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

In the classroom, students may: Overall Expectations In Action

- Discuss the impact of bullying and harassment in connection to sexting and on-line activities
- Explain the importance of understanding the connections between food choices and chronic diseases
- Discuss the possible signs of mental health problems
- Learn about the symptoms of sexually transmitted and blood borne infections (STBBIs)
- Discuss links between mental health problems and problematic substance use

Opportunities to continue the learning at home:

- Play games that involve carrying, running and/or throwing objects
- Discuss game etiquette when watching sports
- Discuss community supports for mental illness
- Involve your child in planning meals following Canada's Food Guide
- Help your child to develop a personal fitness plan

NOTES:

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

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

GECDDB 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

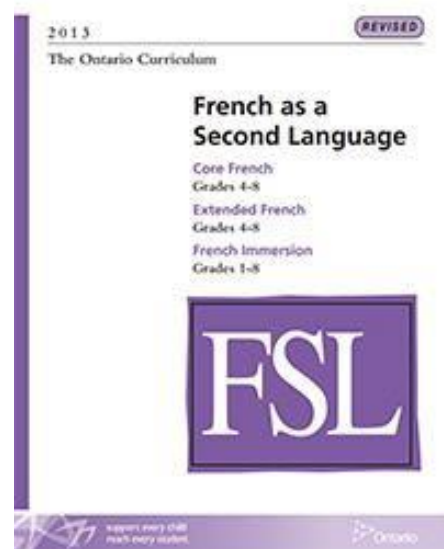
<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl.html>

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



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

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

Password:	gecsdb
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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
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Password:	gre7392
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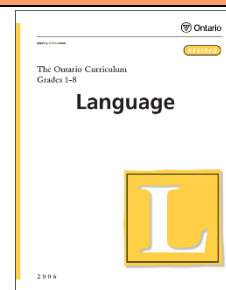
These are some examples of the databases and encyclopedias within our GECSDB collection.

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

RESOURCES

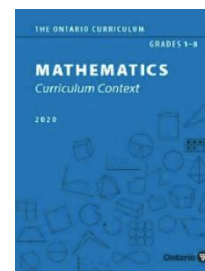
The Ontario Curriculum, Grades 1-8, Language (2006)
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

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>

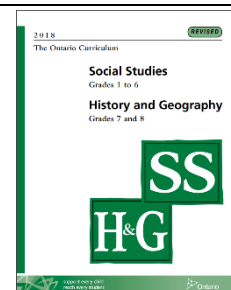
Parents Guide
<https://www.dcp.edu.gov.on.ca/en/parents>



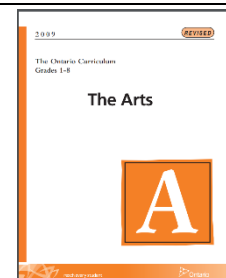
The Ontario Curriculum, Grades 1-8, Science & Technology (2022)
<https://www.dcp.edu.gov.on.ca/en/curriculum/science-technology>



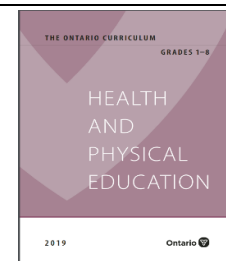
The Ontario Curriculum, Grades 1-6, Social Studies, Grades 7-8, History & Geography (2018)
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



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 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

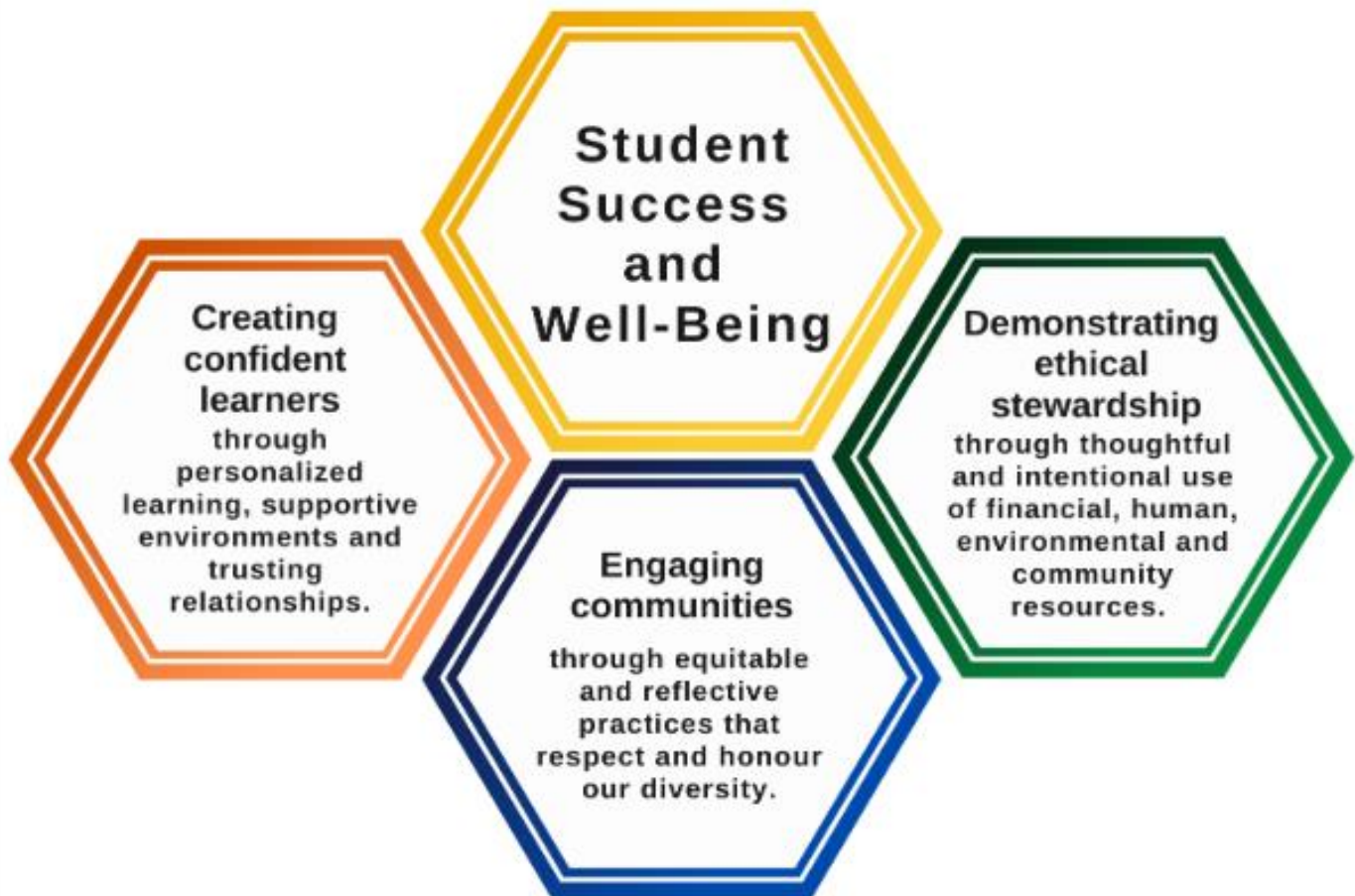
The Greater Essex County District School Board Parent Involvement Committee (GECPIC) provides regular opportunities for parents/guardians to network, share ideas, offer advice and stay informed through educational presentations and relevant topics throughout the school year. GECPIC has established parental 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**

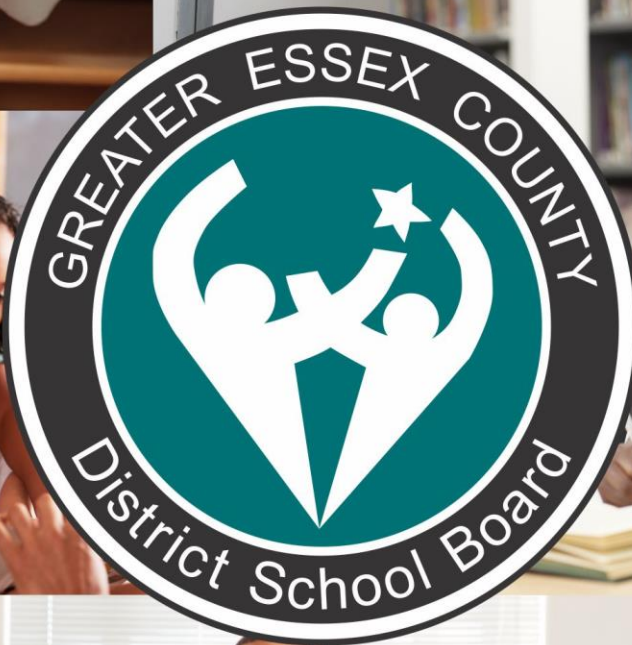
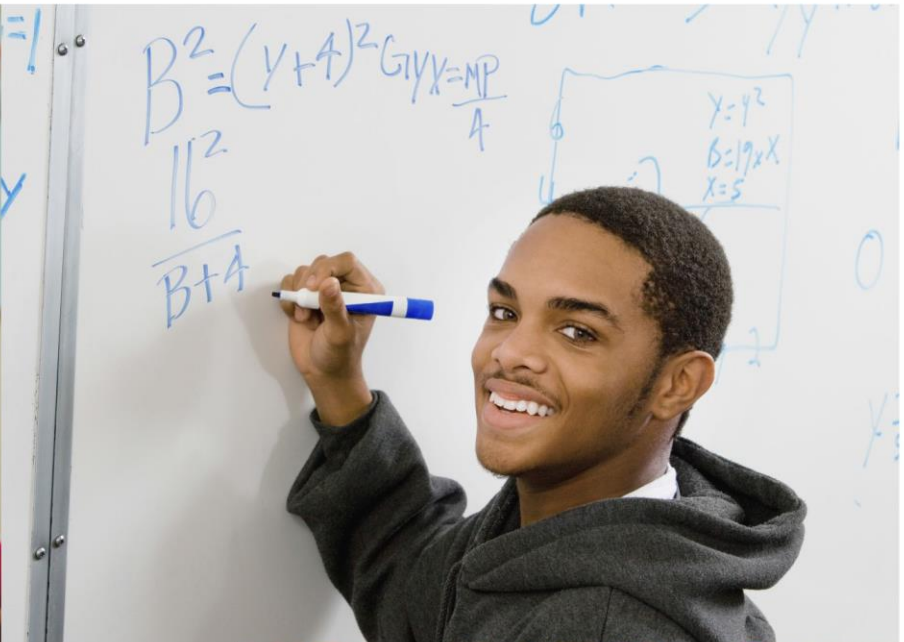
VISION

Building Tomorrow Together



MISSION

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



publicboard.ca