“Student achievement improves when parents play an active role in their child’s education, and good schools become even better when parents are involved.”

Ministry of Education (2016)

You have a tremendous impact on your child’s learning. 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.

We are building tomorrow together – every learner every day!

**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

**Home Support**

Look for the house symbol for ideas and activities to try at home to support learning.
## Oral Language

### By the end of Grade 7, students will:

- 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:

- 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:

- 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:

- Read a variety of fiction and non-fiction materials
- Summarize a story
- Restate facts and main ideas
- Sort and classify to draw conclusions
- Make connections
- 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:

- 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

www.publicboard.ca
- 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:

<table>
<thead>
<tr>
<th>Overall Expectations In Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write biographies, editorials, reports, etc.</td>
</tr>
<tr>
<td>Research</td>
</tr>
<tr>
<td>Organize ideas for writing</td>
</tr>
<tr>
<td>Plan, write, edit, and revisit their writing</td>
</tr>
<tr>
<td>Use descriptive vocabulary</td>
</tr>
<tr>
<td>Conference with the teacher about writing pieces</td>
</tr>
</tbody>
</table>

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)

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### Media Literacy

By the end of Grade 7, students will:

- 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:

<table>
<thead>
<tr>
<th>Overall Expectations In Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify messages in media</td>
</tr>
<tr>
<td>Watch YouTube videos, movie clips, etc.</td>
</tr>
<tr>
<td>Listen to radio, news, podcasts, etc.</td>
</tr>
<tr>
<td>Share points of view</td>
</tr>
<tr>
<td>Produce an ad, video, slide show, etc.</td>
</tr>
</tbody>
</table>

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

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### Resources

The Ontario Curriculum Curriculum, Grades 1-8, Language (2006)

http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html

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www.publicboard.ca
# MATHEMATICS

## Grade 7

### Number Sense and Numeration

**By the end of Grade 7, students will:**

- Represent, compare and order numbers, including integers
- Demonstrate an understanding of addition and subtraction of fractions and integers, and apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers
- Demonstrate an understanding of proportional relationships using percent, ratio and rate

**In the classroom, students may:**

- Identify and compare integers found in real-life contexts
- Add and subtract fractions and integers and solve problems involving whole and decimal numbers
- Solve problems to determine whole number percents

**Overall Expectations**

- Discuss real-life applications of negative values such as negative temperatures and golf scores
- Ask your child to support their math thinking with drawings and models
- Have your child calculate the sales tax on a sales item

**Overall Expectations In Action**

### Measurement

**By the end of Grade 7, students will:**

- Report on research into real-life applications of area measurements
- Determine the relationships among units and measurable attributes, including the area of a trapezoid and the volume of a right prism

**In the classroom, students may:**

- Research and report on real-life applications of area measurements
- Sketch different prisms that share the same volume

**Overall Expectations**

- Consider cooking with your child and double or half the recipe
- Emphasize the importance of area in everyday life such as painting a room or building a garden

**Overall Expectations In Action**

### Geometry and Spatial Sense

**By the end of Grade 7, students will:**

- Construct related lines, and classify triangles, quadrilaterals, and prisms
- Develop an understanding of similarity, and distinguish similarity and congruence
- Describe location in the four quadrants of a coordinate system, dilate two-dimensional shapes, and apply transformations to create and analyze designs

**In the classroom, students may:**

- Construct related lines using angle properties
- Distinguish between and compare similar and congruent shapes
- Plot points on four quadrants of a coordinate plane

**Overall Expectations**

- Discuss with your child the type of lines and angles seen in street intersections
- Explore brain teaser puzzles where your child needs to identify small and larger shapes within a given figure
- Help your child make connections between latitude and longitude positions on a map and math coordinates

**Overall Expectations In Action**
# Patterning and Algebra

**By the end of Grade 7, students will:**

- Represent linear growing patterns (where the terms are whole numbers) using concrete materials, graphs, and algebraic expressions
- Model real-life linear relationships graphically and algebraically, and solve simple algebraic equations using a variety of strategies including, inspection and guess and check

**In the classroom, students may:**

- Represent and make predictions about linear growing patterns
- Model real-life relationships involving constant rates

**Overall Expectations In Action**

- Figure out with your child how each additional row of floor tiles increases the floor’s area in a linear pattern
- Find examples of constant rate (e.g. speed, heart rate, billing rate)

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# Data Management and Probability

**By the end of Grade 7, students will:**

- Collect and organize categorical, discrete or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs
- Make and evaluate convincing arguments, based on the analysis of data
- Compare experimental probabilities with the theoretical probability of an outcome involving two independent events

**In the classroom, students may:**

- Identify bias in data collection methods
- Describe data trends presented in tables and graphs
- Compare the theoretical and experimental probability of an outcome

**Overall Expectations In Action**

- Discuss gender or age related factors in a survey sample
- Ask your child, “What information can you gather from this graph?”
- Perform simple probability experiments such as the chance of music repeating on their mp3 player or radio station
- Explore sports statistics with your child

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# Resources

- The Ontario Curriculum Curriculum, Grades 1-8, Mathematics (2005)
- Mathies Interactive Electronic Supports
  [www.mathies.ca](http://www.mathies.ca)
- Homework Help
  [https://homeworkhelp.ilc.org/](https://homeworkhelp.ilc.org/)

www.publicboard.ca
### SCIENCE & TECHNOLOGY

**Grade 7**

**Understanding Life Systems: Interactions in the Environment**

By the end of Grade 7, students will:

- 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:

- 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)
- Analyse 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

**Overall Expectations In Action**

- 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 Ganatcho 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:

- Analyse 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
- Demonstrate an understanding of the relationship between structural forms and the forces that act on and within them

In the classroom, students may:

- 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

**Overall Expectations In Action**

- 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

[www.publicboard.ca](http://www.publicboard.ca)
Understanding Matter and Energy: Pure Substance and Mixtures

**By the end of Grade 7, students will:**

- 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:**

- Investigate the positive and negative affects 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

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Understanding Earth and Space Systems: Heat In The Environment

**By the end of Grade 7, students will:**

- 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:**

- 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)

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**Resources**

- The Ontario Curriculum, Grades 1-8, Science & Technology (2007)
- [http://www.edu.gov.on.ca/eng/curriculum/elementary/grade7.html](http://www.edu.gov.on.ca/eng/curriculum/elementary/grade7.html)

www.publicboard.ca
### Physical Patterns In A Changing World

**By the end of Grade 7, students will:**

- Analyse 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:**

- Analyse the different ways people respond to challenges and opportunities presented by the environment
- Use the inquiry process to discover differing perspectives on the impact of natural events and/or human activities that change the physical environment
- Extract information from climate graphs and topographical maps

**Overall Expectations In Action**

- 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:**

- Analyse 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:**

- Analyse 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

**Overall Expectations In Action**

- 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

**Resources**

The Ontario Curriculum: History and Geography, Grades 7-8 (2013)

# HISTORY

## Grade 7

### New France and British North America 1713-1800

**By the end of Grade 7, students will:**

- Analyse aspects of the lives of various groups 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 on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain
- Describe various significant events, developments, and people in Canada between 1713 and 1800, and explain their impact

**In the classroom, students may:**

- 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 in colonial Canada related to the shift in power from France to Britain
- Identify and describe key political, legal, social, and economic changes and significant individuals and groups in Canada during 1713-1800

**Overall Expectations In Action**

- 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, read about and discuss how historical events might connect to current events

### Canada 1800-1850: Conflict and Challenges

**By the end of Grade 7, students will:**

- Analyse aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people of Canada in 1713-1800
- Use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850
- Describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their impact

**In the classroom, students may:**

- Analyse some of the challenges facing individuals and/or groups in Canada between 1800-1850
- Use the inquiry process to investigate perspectives of different groups on significant events, developments or issues that affect Canada and/or Canadians during this period
- Identify and describe factors leading to key events, political, legal, social and economic changes that affected Canada during this period

**Overall Expectations In Action**

- 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

### Resources

The Ontario Curriculum: History and Geography, Grades 7-8 (2013)

www.publicboard.ca
**THE ARTS**

**Grade 7**

**Dance**

By the end of Grade 7, students will:

<table>
<thead>
<tr>
<th>Overall Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas</td>
</tr>
<tr>
<td>• Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences</td>
</tr>
<tr>
<td>• Demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts</td>
</tr>
</tbody>
</table>

In the classroom, students may:

<table>
<thead>
<tr>
<th>Overall Expectations In Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create dances in response to music</td>
</tr>
<tr>
<td>• Interpret their own writing in dance</td>
</tr>
<tr>
<td>• Describe the evolution of dance</td>
</tr>
</tbody>
</table>

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 centre or with video with your child

**Drama**

By the end of Grade 7, students will:

<table>
<thead>
<tr>
<th>Overall Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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 multiple perspectives</td>
</tr>
<tr>
<td>• Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences</td>
</tr>
<tr>
<td>• 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</td>
</tr>
</tbody>
</table>

In the classroom, students may:

<table>
<thead>
<tr>
<th>Overall Expectations In Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explore drama with a focus on examining multiple perspectives</td>
</tr>
<tr>
<td>• Communicate feelings, thoughts and abstract ideas through drama works</td>
</tr>
<tr>
<td>• Compare how social values are communicated in different drama forms</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Overall Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply the creative process to create and perform music for a variety of purposes using the elements and techniques of music</td>
</tr>
<tr>
<td>• Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences</td>
</tr>
<tr>
<td>• Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts</td>
</tr>
</tbody>
</table>

www.publicboard.ca
In the classroom, students may:

- 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

<table>
<thead>
<tr>
<th>Opportunities to continue the learning at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Watch a marching band at a parade</td>
</tr>
<tr>
<td>• Compare a Chopin piece to one of Alicia Keys</td>
</tr>
<tr>
<td>• Use an app/program to isolate tracks in a piece of music</td>
</tr>
</tbody>
</table>

### Visual Arts

By the end of Grade 7, students will:

- 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:

- 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

<table>
<thead>
<tr>
<th>Opportunities to continue the learning at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Examine pictures of doors from around the world and discuss their unique qualities</td>
</tr>
<tr>
<td>• Use materials from nature to create a sculpture</td>
</tr>
<tr>
<td>• Share album covers from your youth to discuss the use of sign, symbols and style</td>
</tr>
</tbody>
</table>

### Resources

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

**NOTES/GOALS:**

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www.publicboard.ca
HEALTH & PHYSICAL EDUCATION

Active Learning
By the end of Grade 7, students will:

- Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage lifelong participation in physical activity
- 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:

- Display good sports etiquette along with healthy competition in small and large group activities
- Participate in games (e.g. Capture the Flag) 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:

- 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

In the classroom, students may:

- Respond to changes in music through movement
- Play wall and field games
- Take responsibility for improving a skill

Healthy Living
By the end of Grade 7, students will:

- Demonstrate an understanding of the factors that contribute to healthy development
- Demonstrate the ability to apply health knowledge and living 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:

- Discuss the impact of bullying and harassment
- Plan a healthy diet using Canada’s Food Guide
- Describe how they monitor their physical and emotional health
- Explain the importance of understanding the connections between food choices and chronic diseases
- Investigate school and community resources that can provide support for mental health concerns

Opportunities to continue the learning at home

- Play games that involve carrying, running and/or throwing
- Discuss game etiquette when watching sports
- Discuss community supports for mental illness
- Involve your child in planning meals following Canada’s Food Guide

Resources

The Ontario Curriculum, Grades 1-8, Health and Physical Education (2015)

http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf
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
GECDSB 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, Grades 1-8, Language (2006)
[http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html](http://www.edu.gov.on.ca/eng/curriculum/elementary/grade1.html)

Ministry of Education FSL
## SCHOOL LIBRARY LEARNING COMMONS

“The only thing that you absolutely have to know, is the location of the library.”

Albert Einstein

<table>
<thead>
<tr>
<th>What is available at school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The GECDSB 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can we access library materials from home?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The GECDSB 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.</td>
</tr>
</tbody>
</table>

Virtual Library Link: [https://publicboard.ca/Students/VirtualLibrary/Pages/default.aspx](https://publicboard.ca/Students/VirtualLibrary/Pages/default.aspx)

### Destiny Library Catalogue

Destiny is the GECDSB 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.

### Britannica School

www.publicboard.ca > Students > Virtual Library > Elementary Virtual Library Commons > Encyclopedia

![Britannica School](image)

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: greaesse
Password: grea7392

### Research in Context

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

![Research in Context](image)

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

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

www.publicboard.ca
COMMUNICATION BETWEEN HOME AND SCHOOL

“The partnership of parents and teachers is a powerful one.”
Council of Ontario Directors of Education (CODE), Parent Tool Kit

What questions can I ask my child about their day at school?

- Tell me one good 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?

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 few weeks of school. Staff like to know they have your support and 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 with your child before sending the signed copy to your child’s school. Support in setting goals and next steps in how they are going to achieve their goals.

**Parent Teacher Interviews**
Contact the school when you receive your child’s report cards to schedule an interview to meet and discuss your child’s progress with their teachers. A telephone interview or a scheduled meeting time are options.

**School Advisory Committee (SAC)**
School Councils have been created to enhance students’ learning through the cooperative efforts of parents, students, staff members, and others in the community. Speak with the administration at your child’s school for more information on how to 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 to network, share ideas, offer advice and stay informed through educational presentations and relative topics throughout the school year. GECPIC has established parental engagement as a priority and promotes communication among School Councils, parents, staff, community partners, Trustees and the Director. GECPIC meets several types a year. Meetings frequently take place on the fourth Tuesday of the month at 7:00 p.m. All parents are welcome and encouraged to attend. To confirm dates and times visit [www.publicboard.ca](http://www.publicboard.ca) under Parent Involvement.

www.publicboard.ca