

Elementary Program

Elementary

In Newfoundland and Labrador, students in Grades 4, 5, and 6 are enrolled in the province's elementary schools. The elementary curriculum is a differentiated curriculum with a prescribed content. Elementary school children have wide interests, are eager for information, and enjoy acquiring skills. They need a broad curriculum. The concepts, values, and skills of the curriculum for English language arts, enterprise education, mathematics, science, social studies, music, art, physical education, French, health, and religious education are within the grasp of most children of nine, ten, and eleven years of age. It is at this stage, middle childhood, that children acquire a strong foundation in basic school subjects. During the elementary years, children begin their initiation into the world of adult reasoning, concepts, communication, and symbolism; they start to master tasks requiring purpose and endeavour.

The elementary school should provide a stimulating and challenging environment for students. Processes and procedures that make it possible for new interests to appear and new purposes to emerge must be used in the classroom. Grouping practices, the functional management of furniture, independent work activities, resource-based learning that emphasizes the child as a thinking, doing, and feeling learner are essential to elementary education.

There is a close correlation between parents' and teachers' expectations and students' self concepts, level of achievement, and behaviour. Teachers and parents should have high expectations for elementary school children and provide them with lots of encouragement and reinforcement.

Recommended Time Allotments

Subject	% Instructional Time
Art	6%
French	10%
Health	6%
English Language Arts	24%
Mathematics	16%
Music	6%
Physical Education	6%
Religious Education	8%
Science	8%
Social Studies	10%

Art

Art education at the elementary level is intended to be experiential and open-ended to permit the greatest flexibility to the student. The curriculum is designed to cultivate a love of art and sensitivity to the visual environment. It is designed to foster confidence in expression and develop basic skills in art making techniques and processes. The relationship between seeing and feeling is emphasized and an atmosphere in which visual creation is an everyday mode of expression is promoted.

Through the Art curriculum students draw upon personal experience, physical, social, and cultural environments as the basis for visual expression. Visual literacy is developed through such activities as describing, comparing, classifying, matching, and manipulating. Sensory perception is elementary Art curriculum is structured around the following organizers:

- Creating, Making, and Presenting (Create)
- Understanding and Connecting Contexts of Time, Place, and Community (Contextualize)
- Perceiving, Reflecting, and Responding (Reflect)

- ▶ *A Curriculum Guide for Elementary Art* (2011)
- ▶ *Art: A Curriculum and Teaching Guide for the Primary and Elementary Grades*

Authorized Learning Resources

Grade 4

- ▶ *Explorations in Art: Teacher Guide* (2008)
- ▶ *Explorations in Art: Student Text* (2008)
- ▶ *Explorations in Art: Large Art Reproductions* (2008)

Grade 5

- ▶ *Explorations in Art: Teacher Guide* (2008)
- ▶ *Explorations in Art: Student Text* (2008)
- ▶ *Explorations in Art: Large Art Reproductions* (2008)

Grade 6

- ▶ *Explorations in Art: Teacher Guide* (2010)
- ▶ *Explorations in Art: Student Text* (2010)
- ▶ *Explorations in Art: Large Art Reproductions* (2010)

Core French

Most students begin their second language learning in Core French in Grade 4. The Core French Program (Grade 4 - French 3200) is defined by outcomes at the end of each level: elementary, intermediate, and senior high. The skills and the content of each level provide the essential preparation for successful experiences at higher levels. The program primarily emphasizes the development of language skills and the understanding and use of vocabulary and language patterns in context. The program also encourages the development of positive attitudes towards Francophones. In Grades 4-6 language experiences are organized around familiar themes and are presented in French; direct comprehension of the language is a primary consideration. While approximately 80% of class time is devoted to aural-oral practice and use of French, students are provided with opportunities to read and write their new language.

Authorized Learning Resources

- ▶ *Elementary Core French Grades 4, 5, and 6: A Curriculum Guide* (2002)
- ▶ *Carte de Terre-Neuve-et-Labrador*
 - map
 - teacher's resource book

Grade 4

- ▶ *Acti-Vie 1* (1997)
 - program guide, *Acti-Vie 1-3* (one per school)

Acti-Vie 1 has five themes - Découvrons notre école!*, Bonne fête à tous!, Logos-animaux, Souvenirs de ma famille, and Bonne collation, bonne nutrition*.

Each theme consists of:

 - student book
 - student workbook
 - teacher resource book
 - strategy board and language board
 - compact disks

* theme has an accompanying video

Grade 5

- ▶ *Acti-Vie 2* (1998-99)
 - program guide, *Acti-Vie 1-3* (one per school)

Acti-Vie 2 has five themes - Vive l'amitié!, Bienvenue chez nous!*, Voici ma collection!*, Au café, and Tous de champions!

Each theme consists of:

 - student book
 - student workbook
 - teacher resource book
 - strategy board and language board
 - compact disks

* theme has an accompanying video

Grade 6▶ *Acti-Vie 3*

- program guide, *Acti-Vie 1-3* (one per school)
Acti-Vie 3 has five themes - L'environnement et moi, Fêtons l'hiver!*, Soyons branchés!, Voyageons dans le temps...*, and Explorons l'univers!*

Each theme consists of:

- student book
- student workbook
- teacher resource book
- strategy board and language board
- compact disks

* theme has an accompanying video

Intensive Core French

The program is defined as an enrichment of the Core French program by the creation of a period of intensive exposure to French which enables students to receive in one school year up to four times the number of hours of instruction normally devoted to Core French. In Core French, and similarly in Intensive Core French, students participate in a language development program, emphasizing many of the skills found in English Language Arts. French as a second language study offers important opportunities to students in their quest to become literate, articulate, effective communicators in English and in French.

The Department of Education supports the implementation of Intensive Core French in Grade 6, in accordance with the following policy:

- District plans must meet specific criteria and be received by the Department of Education by January 31 to be considered for implementation in the following school year.
- Proposals for the implementation of Intensive Core French are assessed with respect to the following criteria:
 - Planning: School districts plan the implementation of Intensive Core French in schools with well-established, successful Core French curricula that adhere to provincial allocations for instructional time in Core French.
 - Enhancement of Core French: Schools implement Intensive Core French to enhance their French second language program. Its implementation requires the allocation of additional resources to ensure the overall quality of the existing Core French curriculum and the success of the Intensive Core French option.
 - Organization of Intensive Core French: The Grade 6 schedule is modified to allocate a minimum of 60% of the instructional day during half of the school year to Intensive Core French. This is scheduled as an uninterrupted block of time in the school day. During the other half of the school year, Core French is included in the schedule and allocated the instructional time set out in this *Program of Studies*.

- Staffing: Personnel are allocated to the Intensive Core French program to ensure maximum continuity in the intensive instructional block and maximum continuity and complementarity between the intensive block and the rest of the prescribed Grade 6 curriculum. Teachers assigned to Intensive Core French speak and write French with confidence and accuracy and are selected on the basis of their training and experience with respect to the requirements of the Intensive Core French option.
- Prescribed Grade 6 Curriculum: Students in the Intensive Core French option must achieve the outcomes of the Grade 6 curriculum, as set out in this *Program of Studies*. Schools modify the instructional time for other prescribed Grade 6 curriculum areas to allocate 60% of the instructional day to Intensive Core French. This is done by scheduling selected curriculum areas during the other half of the school year only, and may entail less instructional time for particular areas. Curriculum areas compacted into half of the school year are chosen carefully on the basis of common (shared) or complementary outcomes to those in Intensive Core French.
- System-Wide Articulation: Students completing the Grade 6 Intensive Core French option make important gains in French language knowledge and skills as compared to the overall Grade 6 Core French cohort. Schools must commit to a long-range strategy in Grades 7-12 for these students to ensure they have opportunities to build on their French knowledge and skills in a challenging, appropriate French program.
- Student Inclusion: Intensive Core French offers Grade 6 students the opportunity to have an enhanced Core French experience in elementary school and beyond. Participation in the research phase of Intensive Core French indicated that it is an option for the broad range of learners.
- Professional Development: Participating schools and districts plan a professional development program to facilitate the implementation of an Intensive Core French curriculum. This includes the allocation of resources to ensure teachers participate in professional development sessions prior to assuming responsibility for teaching an Intensive Core French curriculum.
- Communications: Participating schools in a school system and districts establish a schools/community partnership with respect to the implementation of the Intensive Core French option. All members of a school staff need to know the purpose and benefits of Intensive Core French as do parents and the larger community. Community support is very important in contributing directly to the quality of the Intensive Core French curriculum and ensuring its overall success.

- Financial Considerations: Participating schools and districts commit resources to the implementation of Intensive Core French. Proposals obtaining approval in accordance with the criteria above are eligible for additional funding, subject to budgetary approval.

English Language Arts

At the elementary level, the English Language Arts curriculum continues the philosophy and methodologies of the primary school English Language Arts. As such, the curriculum helps students increase their power over the language processes of reading, viewing, speaking, listening, writing and other ways of representing meaning. As they use and produce language, students are provided with the knowledge, experience, and pleasure that control of language makes possible. The curriculum also fosters students' understanding of self and others and their appreciation of the crucial role of linguistic clarity in that understanding.

English Language Arts, Grades 4-6, incorporates the use of students' own experiences and oral language to produce print; the use of literature and a wide variety of trade books with appeal to students' interest, needs and abilities; and the use of the authorized learning resources. All of these resources are used for instructional purposes to emphasize the how of speaking, listening, reading, viewing, writing and other ways of representing meaning.

Students should be given many listening and speaking experiences which are not only intrinsically valuable, but which are an important requisite for writing and reading, and for learning in all subject areas. The curriculum provides for a balance of transactional, expressive and poetic writing. Students should write frequently during the language arts period and across subject areas, giving consideration to the form, purpose, and tone of the messages they wish to communicate. Instruction in sentence structure, spelling, handwriting, punctuation, and capitalization is provided within the context of students' language experiences. Literature and a variety of information, visual and media texts, are used as tools for ensuring that students become lifelong readers and viewers, not just people who can read and view. Experiences with literature are, in addition to developing their knowledge and strategies, designed to expand their imagination and mature their emotions. Many grouping patterns - partnerships, small groups, whole class - should be used. Student journals, writing files, and reading and viewing progress files should be maintained. An assessment component that provides for ongoing monitoring of students' language development is a critical part of the program.

Authorized Learning Resources

(Grades 4, 5, and 6)

- ▶ *English Language Arts Curriculum Guide, Grades 4-6* (1998)
- ▶ *Spelling Handbook for Teachers* (one per teacher)
- ▶ *Spelling Video*, Part I: *Spell it Out: The Place of Spelling in the Writing Process*, Part II: *Spelling: Strategies for Teachers and Students* (one copy per school)
- ▶ *Spelling: Sharing the Secrets* (teacher's resource, one per teacher)
- ▶ *Invitations* (teacher's resource, one per three teachers)
- ▶ *Selecting Children's Literature: An Annotated Bibliography* (1999)
- ▶ *Write Traits* (one kit per class)

Grade 4

- ▶ *Collections, Grade 4*
 - *Program Information Booklet* (teacher's resource, one per teacher)
 - *Teaching with Novels, Books, and Poetry* (teacher's resource, one per teacher)
 - *Learning Strategy Cards* (teacher's resource, one set per teacher)
 - *Assessment Handbook* (teacher's resource, one per teacher)
 - *Audio Package* (one set of five CDs per teacher)
 - *Within My Circle* (one copy per student, one teacher's guide per teacher)
 - *Tales: Tall, True, Old, and New* (one copy per student, one teacher's guide per teacher)
 - *Fur, Feathers, Scales, and Skins* (one copy per student, one teacher's guide per teacher)
 - *And the Message Is...* (one copy per student, one teacher's guide per teacher)
 - *Building Community* (teacher's resource, one per teacher)
 - *Collections 4 Booster Book* (one copy per teacher)
- ▶ *Word Sense, Level D* (one per teacher)
- ▶ **Novels**
 - *Cassandra's Driftwood* (pack of five for each teacher)
 - *The Canada Geese Quilt* (pack of five for each teacher)
 - *Lost and Found* (pack of five for each teacher)
 - *Mieko and the Fifth Treasure* (pack of five for each teacher)
 - *Pelly* (pack of five for each teacher)
 - *Charlotte's Web* (pack of five for each teacher)
 - *Stone Fox* (pack of five for each teacher)
 - *The Year of the Fire* (pack of five for each teacher)
 - *Poppy* (one copy per teacher)
 - *Sarah, Plain and Tall* (one copy per teacher)
 - *The Half-A-Moon Inn* (one copy per teacher)

► Other Genre Books: (one copy per teacher)

- *Gaddy's Story*
- *Dragon in the Rocks*
- *The Missing Sun*
- *Waiting for the Whales*
- *If You Could Wear My Sneakers*
- *Courage in the Storm*
- *Dust Bowl*
- *Wind in My Pocket*
- *How We Saw the World*
- *A Call for Help*

Grade 5**► Collections, Grade 5**

- *Program Information Booklet* (with teacher's resource, one per teacher)
- *Teaching with Novels, Books, and Poetry* (teacher's resource, one per teacher)
- *Learning Strategy Cards* (teacher's resource, one set per teacher)
- *Assessment Handbook* (teacher's resource, one per teacher)
- *Audio Package* (one set of five CDs per teacher)
- *Together is Better* (one copy per student, one teacher's guide per teacher)
- *Tales: Clever, Foolish, and Brave* (one copy per student, one teacher's guide per teacher)
- *Weather, Wings, and Kite Strings* (one copy per student, one teacher's guide per teacher)
- *On With the Show!* (one copy per student, one teacher's guide per teacher)
- *Exploring Heritage* (teacher's resource, one per teacher)
- *Collections 5 Booster Book* (one copy per teacher)

► Word Sense, Level E (one per teacher)**► Novels:**

- *Number the Stars* (pack of five)
- *Morris Rumpel and the Wings of Icarus* (pack of five)
- *Fog Magic* (pack of five)
- *How Come the Best Clues are Always in the Garbage* (pack of five)
- *Ticket to Curlew* (pack of five)
- *Shiloh* (pack of five)
- *Mick Harte was Here* (pack of five)
- *Flight of the Dragon Kyn* (pack of five)
- *Where Have You Been, Billy Boy?* (one copy per teacher)

- *The Belonging Place* (one copy per teacher)
 - *Words of Stone* (one copy per teacher)
 - *Lily's Crossing* (one copy per teacher)
 - *Wringer* (one copy per teacher)
- ▶ **Other Genre Books (one copy per teacher)**
- *Superstars on Ice: Figure Skating Champions*
 - *The Hundred-Penny Box*
 - *Kites*
 - *Baseball, Snakes, and Summer Squash: Poems About Growing Up*
 - *A River Ran Wild*
 - *Project Puffin: How We Brought Puffins Back to Egg Rock*
 - *A Drop of Water: A Book of Science and Wonder*
 - *Beauty of the Beast: Poems of the Animal Kingdom*

Grade 6

- ▶ *Collections, Grade 6*
- *Program Information Booklet* (with teacher's resource, one per teacher)
 - *Teaching with Novels, Books, and Poetry* (teacher's resource, one per teacher)
 - *Learning Strategy Cards* (teacher's resource, one set per teacher)
 - *Assessment Handbook* (teacher's resource, one per teacher)
 - *Audio Package* (one set of five CDs per teacher)
 - *Looking for Answers* (one copy per student, one teacher's guide per teacher)
 - *Tales: Heroes, Deeds, and Wonders* (teacher's resource, one per teacher)
 - *Space, Stars, and Quasars* (one copy per student, one teacher's guide per teacher)
 - *Off the Page* (one copy per student, one teacher's guide per teacher)
 - *Discovering Links* (one copy per student, one teacher's guide per teacher)
 - *Collections 6 Booster Book* (one copy per teacher)
- ▶ *Word Sense, Level F* (one per teacher)
- ▶ **Authorized Novels (Grade 6)**
- *Tuck Everlasting* (pack of five)
 - *Out of the Dark* (pack of five)
 - *Space Trap* (pack of five)
 - *Wings to Fly* (pack of five)
 - *Journey* (pack of five)
 - *Missing May* (pack of five)

- *Dragon in the Clouds* (pack of five)
- *Bridge to Terebithia* (pack of five)
- *Jip: His Story* (one copy per teacher)
- *The Sky is Falling* (one copy per teacher)
- *Lost in Cyberspace* (one copy per teacher)
- *Jungle Dogs* (one copy per teacher)
- *Holes* (one copy per teacher)
- *Julie* (one copy per teacher)
- *Charlie Wilcox* (one copy per teacher)

► **Other Genre Books (one copy per teacher)**

- *The Gods and Goddesses of Olympus*
- *Rose Blanche*
- *Josepha: a Prairie Boy's Story*
- *A River Dream*
- *On the Shuttle: Eight Days in Space*
- *Exploring the Night Sky: The Equinox Astronomy Guide for Beginners*
- *In Flander's Field*

Enterprise Education

The emphasis of Enterprise Education at the elementary level is on refining personal development skills and enterprise management skills.

At the elementary level, the focus is on students working in small groups to initiate, setup and operate a project or mini-venture in order to gain new knowledge about the economic, business, environmental, and technological world in which they live.

In addition to being treated as specific activities within the social studies curriculum, Enterprise Education can be infused into a number of other subjects including fine arts, mathematics, science and technology education.

The curriculum is organized around the following components:

- Personal Development
- Economic Education
- Technological Literacy
- Enterprise Management Skills
- Community Partnerships

Authorized Learning Resources

- *Pathways to Enterprise: A Teacher Resource*, 1996

Health

At the elementary level, the Health curriculum takes a comprehensive approach to fostering and promoting the well being of young children by making linkages with classroom instruction, health-related services, and a school environment that promotes and is conducive to healthy living. Comprehensive school health, a form of health which has connections with all other areas of the elementary curriculum, fosters the creation of environments that provide opportunities for all young children to make healthy choices and enhance their own health and the health of their communities.

The curriculum is organized around the following components:

- Mental Health
- Physical Growth and Development
- Self Care
- Active Living
- Drug Education
- Environmental Health
- Relationships
- Nutrition
- Dental Health
- Injury Prevention and Safety
- Consumer Health

▶ *Towards a Comprehensive School Health Program: An Elementary Health Curriculum Guide*

Grade 4

- ▶ *Young Canada Health 1* (student book)
- ▶ *Young Canada Health 1* (teacher resource)
- ▶ *Just for Me* Video Series

Grade 5

- ▶ *Young Canada Health 2* (student book)
- ▶ *Young Canada Health 2* (teacher resource)
- ▶ *Your Choice, Our Chance* Video Series

Grade 6

- ▶ *Young Canada Health 3* (student book)
- ▶ *Young Canada Health 3* (teacher resource)
- ▶ *Your Choice, Our Chance* Video Series

Authorized Learning Resources

Mathematics

At the elementary level, the mathematics curriculum helps children mature mentally in the context of meaningful learning experiences that promotes active exploration of a variety of mathematical ideas designed to retain enjoyment and curiosity about mathematics.

Mathematical activities should provide children with opportunities to:

- communicate to learn and express their understanding
- connect mathematical ideas to other concepts in mathematics, to everyday experiences and to other disciplines
- demonstrate fluency with mental mathematics and estimation
- develop and apply new mathematical knowledge through problem solving
- develop mathematical reasoning
- develop visualization skills to assist in processing information, making connections and solving problems

Elementary mathematics is organized into four strands:

- number
- patterns and relations
- shape and space
- statistics and probability starting at Grade 5

Authorized Learning Resources

- ▶ *Teaching Student-Centered Mathematics Grades 3-5* by John A. Van de Walle
- ▶ *Making Math Meaningful to Canadian Students, K-8* by Marian Small

Grade 4

- ▶ *Grade 4 Mathematics Curriculum Guide* (2011)
- ▶ *Math Focus 4*
 - Student Textbook
 - Teacher Resource Book
 - Blackline Masters
 - Workbook Answers
 - Solutions Manual

Supplementary Resources (One-time distribution 2008):

- ▶ Manipulative Kit including:
 - base ten materials including 200 units, 50 rods, 20 flats, and 2 decimetre cubes
 - overhead base ten materials including 20 units, 10 rods, 1 flat
 - overhead fraction circles – 5 sets
 - overhead clock faces – 5 clocks
 - coloured tiles (400)
 - soft dot dice (100)
 - reflect view – red plastic two way mirror (6)
- ▶ *Math To Know: A Mathematics Handbook* by Mary C. Cavanagh

Grade 5

- ▶ *Grade 5 Mathematics Curriculum Guide* (Interim Edition, 2009)
- ▶ *Math Focus 5*
 - Student Textbook
 - Teacher Resource Book
 - Blackline Masters
 - Workbook Answers
 - Solutions Manual

Supplementary Resources (One-time distribution 2009):

- ▶ Manipulative Kit including
 - base ten materials
 - overhead fraction circles
 - spinners
 - interlocking cubes
 - soft dot dice
 - reflect view
 - tangram sets
- ▶ *Math At Hand: A Mathematics Handbook* by Mary C. Cavanagh

Grade 6

- ▶ *Grade 6 Mathematics Curriculum Guide* (2010)
- ▶ *Math Focus 6*
 - Student Edition (Colour Consumable)
 - Teacher Resource
 - Workbook Blackline Masters
 - Solutions Manual

Supplementary Resources (One time distribution 2010):

- ▶ Manipulative Kit including
 - magnetic place value blocks
 - fraction, decimals and percent circles
 - sampler dice set
 - elementary school balance
 - interlocking cubes (200)
- ▶ Literature Kit including
 - Jean Merrill, *The Toothpaste Millionaire*
ISBN # 0-618-75924-7
 - Kathi Appelt, *Bat Jamboree*, ISBN # 0-688-16167-7
 - David M. Schwartz, *How Much is a Million?*
ISBN #0-668-04049-7
 - Susan Meddaugh, *Martha Blah Blah*, ISBN # 0-397-2952-1
 - Scott Gifford, *Piece=Part=Portion: Fractions=Decimals=Percents*
ISBN # 1-582-46102-3
 - Jon Scieszka & Lane Smith, *Math Curse*
ISBN # 0-670-86194-4

Music

- Stuart J. Murphy, *Betcha! Estimation*, ISBN # 0-064-46707-4
- Marilyn Burns, *Spaghetti and Meatballs for All: A Mathematical Story*, ISBN # 0-590-94459-2
- Dan Greenberg, *Funny and Fabulous Fraction Stories*, ISBN # 9-780-59096-5767

▶ *Math At Hand: A Mathematics Handbook* by Mary C. Cavanagh

Classroom music in the primary/elementary is learner-based and flexible, matching the teaching process to the child's natural learning process.

The music curriculum sequences the discovery of musical concepts and musical skills. Rhythm and metre, melody/pitch, harmony, form, expression (dynamics, tempo, articulation, tone colours, notations) are explored through direct engagement and involvement in such authentic musical experiences as:

Performing - singing, playing, speaking, moving, conducting, reading, writing, constructing/diagramming

Listening – aurally identifying, responding, discussing, analysing, reflecting, describing

Creating – creating, improvising, composing, interpreting

Students may be engaged in *all three* simultaneously.

The curriculum approaches the realization of learning outcomes in a holistic way and puts an emphasis on

- the creativity of the child; children are encouraged to invent their own ways of moving, accompaniments, speech and rhythm patterns, melodies, interpretations, dramatizations, and ways of notating
- singing as the foundation of the K-6 program
- the playing of pitched and non-pitched classroom instruments
- movement experiences as an integral part of the program
- engagement in musical experiences before the introduction of musical symbols (sound before symbol)
- the development of musical literacy
- varied musical experiences reflecting their own and other time periods, places, and communities
- reflection and response as an integral part of the process of creating and performing

Choral experiences, an integral part of the program, are to be offered along with the classroom program at the elementary level, but are not to replace allocated time for the core classroom program.

Authorized Learning Resources

- ▶ *Foundation for the Province of Newfoundland and Labrador Arts Education Curriculum*
- ▶ *Music Curriculum Guide: Kindergarten - Grade 6*
- ▶ *120 Singing Games and Dances*
- ▶ *An Orff Mosaic From Canada*
- ▶ *Teaching Towards Musical Understanding*

- ▶ *The Kodály Method 1*
- ▶ *Roots and Branches*
- ▶ *Composing with Boomwhackers*
- ▶ *Name Games*
- ▶ *Sound Ideas*
- ▶ *Creative Dance, Volume II Contrast and Continuum* (CD)
- ▶ *Dance Music for Children-Shenanigans - Level 1* (CD)
- ▶ *Multicultural Folk Dance Treasure Chest - Volumes 1 and 2* (Book, CD, Video)
- ▶ *Rhythm Flashcards*
- ▶ *Melody Flashcards*
- ▶ *Advanced Melody Flashcards*
- ▶ *Note Name Cards*
- ▶ *Chart Songs 2*
- ▶ *Musicplay 6 Teacher's Guide*
- ▶ *Musicplay Student Books Grade 6*
- ▶ *The Listening Resource Kit, Level 4*
- ▶ *The Listening Resource Kit, Level 5*
- ▶ *The Complete Recorder Resource Kit*
- ▶ *The Complete Recorder Resource Kit 2*
- ▶ *The Body Rondo Book*
- ▶ *World Beat Fun*
- ▶ *Let Your Voice Be Heard!*
- ▶ *150 Rounds for Singing*
- ▶ *Shared Harmony*
- ▶ *Grab Another Partner !*
- ▶ *Songs of Peace*
- ▶ *Mike Brewer's Warm-Ups!*
- ▶ *Songs of Newfoundland and Labrador* (piano accompaniments, vocal sheets, midi files)
- ▶ Video: *Vocal Techniques for the Young Singer*
- ▶ Video: *Amazing Music Volume 3: Families of the Orchestra*
- ▶ DVD: *Composer's Specials* (six composers)
- ▶ *Reproducibles* (curriculum guide)
- ▶ *The Reading Collection* (on line)

Physical Education

Physical Education in the elementary grades is activity based and designed to provide a variety of movement experiences that contribute to motor skill development and focus on active healthy lifestyles. The development of fundamental motor skills and movements is the foundation for all activities. Process skills are emphasized and children develop movement strategies to react to various situations, solve problems and make decisions.

Key Features

- This curriculum is based on the need for children to develop personal wellness through *Active Living* and to develop and understand personal movement skills in order to be able to continue with an active lifestyle throughout life.
- Assists students in developing critical thinking abilities and applying them to solving movement and societal problems which affect opportunities to continue an active lifestyle.
- A broad range of movement activities are employed in nine movement themes. Each theme provides opportunities for students to participate in movement activities, experiment with movement techniques, learn games, rules and strategies, and work individually/cooperatively with others.
- Taken as a whole and developed on a continuum throughout the school system, the outcomes of the physical education program encourages learners to develop physically, cognitively, socially, emotionally and spiritually, in, about, and through movement. **(Adjusting the Focus: A Curriculum Framework for Physical Education, 1996)**

Authorized Learning Resources

- ▶ *A Curriculum Framework for Physical Education: Adjusting the Focus* (1996)
- ▶ *Physical Education Curriculum Guide: Primary/Elementary*
- ▶ *Teaching Responsibility Through Physical Activity*

Supplementary Learning Resources

- ▶ *Fitness for Children*
- ▶ *Ready to Use Physical Education Activities: Grades 3-4*
- ▶ *Ready to Use Physical Education Activities: Grades 5-6*
- ▶ *The Biggest Little Games Book Ever! Basic Package*
- ▶ *Physical Education Methods for the Classroom*
- ▶ *Canadian Active Living Fitness Circuits Charts: Elementary School Series* - Thompson Educational Publishing
- ▶ *Movement with Meaning: Physical Education K-4*

Religious Education

The Elementary Religious Education curriculum takes a non-congressional approach. Various religions are included in this program and beliefs, doctrines, practices and history of each are covered with sensitivity and respect. The program enables and encourages students to grow spiritually and morally into informed, caring and contributing members of society. Students develop an appreciation for their own beliefs and values, and the beliefs and values of others. They acquire an understanding of the contribution that religions make to human life.

The resources for the curriculum are developed through story lines and it is through the characters and events within the stories that students encounter various world religions.

Authorized Learning Resources

Grades 4, 5, and 6

- ▶ *Elementary Religious Education Curriculum Guide* (2000)
- ▶ *Framework Document for Religious Education* (2002)

Grade 4 (Book 1)

- ▶ *Journeys* (with teacher resource book)

Grade 5 (Book 2)

- ▶ *Directions* (with teacher resource book)

Grade 6 (Book 3)

- ▶ *Horizons* (with teacher resource book)

Science

The study of science at the elementary level involves a hands-on, activity-oriented approach to learning. The program emphasizes the development of an understanding of the relationships between science, technology, society and the environment, and the development of scientific attitudes, skills, and knowledge. The knowledge component is based on units from the life, earth, and physical sciences. Teachers should consult the appropriate *Elementary Science Curriculum Guide* for identification of these units.

Authorized Learning Resources

- ▶ *Foundation for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Elementary Science Curriculum Guide* (2002)
- ▶ *Assessment Guide for Science Place* (2002) (one per grade)

Grade 4

- ▶ Pan-Canadian Science Place Modules (2002). Student modules include: *Healthy Habits*, *Light Up Your Life*, *Sounds Good*, and *Rockhound*.
- ▶ Pan-Canadian Science Place Modules (teacher's resource, 2002). Modules include: *Healthy Habits*, *Light Up Your Life*, *Sounds Good*, and *Rockhound*.

Grade 5

- ▶ Pan-Canadian Science Place Modules (2002). Student modules include: *Body Works*, *What's The Matter*, *Weatherwise*, and *Putting It In Motion*.
- ▶ Pan-Canadian Science Place Modules (teacher's resource, 2002). Modules include: *Body Works*, *What's The Matter*, *Weatherwise*, and *Putting It In Motion*.

Grade 6

- ▶ Pan-Canadian Science Place Modules (2002). Student modules include: *Variety of Life*, *The Sky's The Limit*, *Turn It On*, and *Out of This World*.
- ▶ Pan-Canadian Science Place Modules (teacher's resource, 2002). Modules include: *Variety of Life*, *The Sky's The Limit*, *Turn It On*, and *Out of This World*.

Social Studies

The Social Studies curriculum at the elementary level builds on the concepts, values, and skills acquired in the Primary Program. It develops knowledge, values, and skills essential for developing students' potential as individuals, as Canadian citizens, and as world citizens. The study of the social studies involves a hands-on, activity-oriented approach to learning. The program emphasizes the development of an understanding of the relationships between people, place and ideas.

The Social Studies curriculum

- examines how people interact with their physical environment and with each other in order to meet their needs.
- develops the following skills: thinking skills; social/group participation skills; map and globe skills; table, graph, and chart skills; temporal skills; research skills; and language skills.
- emphasizes the importance of human rights and responsibilities and encourages students to apply their knowledge and skills to everyday life.

Authorized Learning Resources

Grades 4, 5, and 6

- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum* (1998)
- ▶ *Curriculum Framework for Social Studies: Navigating the Future* (1993)
- ▶ *Design for Social Studies K-VI in Newfoundland and Labrador* (1981)

Grade 4

- ▶ *Grade 4 Social Studies Curriculum Guide*, Interim Edition (2010)
- ▶ *Explorations 4* (2011 - student resource and teacher resource)

Grade 5

- ▶ *The Atlantic Edge: Living in Newfoundland and Labrador* (1991 with teacher's resource book)

Grade 6

- ▶ *Grade 6 Social Studies Curriculum Guide* (2007)
- ▶ *Culture Quest: Exploring World Cultures* (2006 with teacher's resource book)
- ▶ *Classroom Atlas of Canada and the World* (2008)