

Primary Program

Primary

In Newfoundland and Labrador, children in Grades 1, 2, and 3 are enrolled in the Province's primary schools. The primary school curriculum is designed to develop fundamental knowledge, skills, and values. The curriculum is a differentiated one with prescribed content and core outcomes in: English language arts, mathematics, science, social studies, French, music, art, physical education, health, and religious education.

The focus of the primary school is on the growth and development of the learner (intellectually, socially, emotionally, spiritually, and physically). The overall method of instruction is activity-inquiry, a hands-on, minds-on approach to learning that helps children meet each learning situation in such a way that it will have meaning for them. Making connections and developing abilities across subject areas is one way of enhancing children's understanding of concepts, values, and skills. However, there is an expectation that student achievement at the primary level will result from a combination of discrete and connected teaching/learning experiences.

The primary school is a learning environment sensitive to each child's needs and developmental level. It recognizes that each child is a worthwhile individual with potential for growth and development. In the primary school, parents and educators are partners in the child's education.

Recommended Time Allotments

In the primary grades students achieve the outcomes of the curriculum through a combination of discrete and integrated learning experiences. This philosophy is reflected in the recommended time allotments for the primary grades.

All subject areas make an important contribution to literacy and numeracy in the primary grades. While 40% of instructional time in the primary school year is identified for language arts and 30% for mathematics and science, at least 5% of the time allotment for language arts as well as 5% of the time allotment for mathematics would be achieved while teaching the other subject areas. In other words, teachers also teach language arts and mathematics outcomes during the 40% of instructional time allocated to social studies, religious education, health, art, music, and physical education.

In the types of cross-curricular approaches followed in primary classrooms, language arts and mathematics outcomes are often integrated into the teaching of other subject areas. Similarly, outcomes of various subject areas are frequently integrated into the teaching of language arts and mathematics.

Multi-age Classrooms

Time allotments for multi-age classrooms are the same as those recommended for single-grade classrooms. Organisational and instructional strategies, which are helpful in multi-grade classrooms, include integrated teaching and learning experiences, learning centres, peer tutoring, and block scheduling.

Art

Artistic process, analysis, reflection, exploration, and the production of various forms of art comprise the allocated instructional time. The language and concepts of the fundamental elements and principles of design are the integral aspects of the primary Art curriculum. Students explore the design elements of line, shape, form, colour, texture, space, and value and the principles of rhythm, movement, pattern, repetition, balance, variety, contrast, emphasis, and unity. Students investigate the creative process and assess their artistic products and those of others.

Primary Art outcomes are organized around the following strands:

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

Authorized Learning Resources

- ▶ *A Curriculum Guide for Primary Art* (2008)
- ▶ *Art: A Curriculum and Teaching Guide for the Primary and Elementary Grades*

Grade 1

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

Grade 2

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

Grade 3

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

Core French

The recognized starting point for Core French is Grade 4; however, schools may offer Core French from Grade 1 to Grade 3. The Department of Education will support school-initiated primary Core French programs that meet specific criteria. These criteria have been adopted to encourage schools and school districts to implement well articulated French programs. School districts seeking departmental support for primary Core French should submit proposals to the Core French Program Development Specialist at the Department of Education. Proposals should be received by January 31 to allow processing for the new school year.

Proposals will be evaluated in accordance with the following criteria:

Personnel - Teachers should have the following qualifications and experience or their equivalent:

- Education - a degree with specialization in primary or elementary education.
- Proficiency in French - eight semester courses in French and a recognized six-week course at a francophone institution.
- Teaching French as a Second Language - one course in the theory and methods of the primary or elementary grades.
- Teaching Experience - two years minimum, preferably in the primary grades.

Purpose - Schools should implement primary Core French with the intention of preparing students for more intensive French programs, such as Intensive Core French, Expanded Core French, or Late French Immersion.

Articulation - Schools should plan an instructional sequence for Grades 1-6 that provides for the systematic development and use of language skills and the development of linguistic knowledge.

Scheduling - In Grades 1-3, children should have a daily French period of at least twenty minutes. The general timetable of each class should accompany a proposal.

The optional Primary Core French Program promotes listening comprehension, encourages oral production, fosters positive attitudes towards learning French, and introduces French culture.

Content is drawn from the children's world, their knowledge of themselves and their experience of their immediate surroundings. Specific topics include clothing, numbers, colours, animals, seasons, sports, holidays, and birthdays.

The topics are presented directly in French and provide the context for practise of the language. The program includes a variety of activities, ranging from those primarily linguistic (comprehension, pronunciation, and repetition) to those involving reinforcement and use of French (singing, games, and colouring). The class should progress from a teacher-directed presentation of new content to student-centred practice and use.

English Language Arts

The Primary English Language Arts curriculum specifies that language is the principal means through which we formulate thought and the medium through which we communicate thought with others. Thus, language in use underlies the processes of thinking involved in listening, speaking, reading, viewing, writing and other ways of representing. The curriculum recommends that English Language Arts be taught in an integrated manner so that primary children will become aware of the interrelationship that exists between and among the language processes. This integrated approach should be based on students' prior experiences with language and on meaningful activities involving speaking, listening, reading, viewing, writing, and other ways of representing.

The Primary English Language Arts curriculum places emphasis on the primary child as a learner in reading, writing, speaking, listening, viewing and other ways of representing meaning. Through an outcomes-oriented approach, the curriculum provides support for teachers in planning for focused instructional and assessment strategies that meet the needs of primary children. Inherent in the curriculum is the recognition that development in reading, viewing, speaking, listening, writing and other ways of representing is a continuous process and children need to be supported along that continuum.

There is an emphasis on oral language in the Primary English Language Arts curriculum, where the primary child's speaking and listening development becomes a primary focus of instruction, and oral language becomes the cornerstone of successful experiences with reading and writing. It is accepted that primary children will be at different stages along a continuum in speaking and listening as they would be in reading and writing. Support is provided for the child's oral language development in the context of the total language arts curriculum.

Development in reading and viewing as active processes of constructing meaning from a range of texts (including print, film, television) involves the constant interaction between the reader/viewer and the text. As readers and viewers interact with text, they use the strategies of sampling, predicting, confirming and self correcting. This complex process requires the integration and co-ordination of four cueing systems or sources of information: pragmatic, semantic, syntactic and graphophonic. It is necessary to support the expansion of children's experiences through extending the classroom environment beyond the walls of the classroom and through using quality children's literature.

In the Primary English Language Arts curriculum children use writing and other ways of representing meaning: to explore, construct, and convey meaning; to clarify and reflect on their thoughts; and to use their imaginations. To become skilled in these processes, children need frequent opportunities to use writing and other ways of representing for various purposes and audiences. Development in these processes is supported along a continuum where the child's level of achievement becomes the starting point for moving forward.

Authorized Learning Resources

Grades 1, 2, and 3

- ▶ *English Language Arts Primary: A Curriculum Guide* (1999)
- ▶ *Spelling in Context: Directions for Teaching and Learning (A Guide for Primary Teachers)*
- ▶ *Reading and Writing Difficulties: An Educator's Handbook*
- ▶ *Spelling: Sharing the Secrets* (teacher's resource)
- ▶ *Invitations* (teacher's resource)
- ▶ Video (Part I - *Spell It Out: The Place of Spelling in the Writing Process* and Part II - *Spell it Out: The Place of Spelling in the Primary Classroom*) - one copy per school
- ▶ *Selecting Children's Literature: An Annotated Bibliography* (2001)
- ▶ *Atlantic Canada Reading Assessment Resource*

Grade 1

- ▶ Spelling Resources
 - *Word Sense*, Level A
 - *Word Games*, Level A
- ▶ Nelson Language Arts
 - Student Book - *Swing In* (Level B)
 - Student Book - *Slide In* (Level C)
 - Student Book - *Zoom In* (Level D)
 - Student Book - *Dive In* (Level E)
 - Big Book - *Join In*
 - Chapter Book - *Two Silly Trolls* (Level B)
 - Chapter Book - *Give Maggie a Chance* (Level C)

- Little Book Pack (Level B)
- Little Book Pack (Level C)
- Little Book Pack (Level D)
- Little Book Pack (Level E)
- *Write One* (teacher's resource)
- Audio CD Package
- Atlantic Teacher's Guide *Swing In* and *Slide In*
- Atlantic Teacher's Guide *Zoom In* and *Dive In*
- *Early Success* (level 1) - 1 kit per primary school as follows (based on student enrolment):
 - 1 teacher's guide
 - 3-7 sets of story summaries
 - 3-7 sets of 30 books (1 of each title)
 - 3-7 sets of cards and letter trays
- ▶ A collection of children's literature (one set per class)
 - Dick Gackenbach, *Mighty Tree*
 - Lois Ehlert, *Red Leaf, Yellow Leaf*
 - Michael Cutting, *The Little Crooked Christmas Tree*
 - Margery Cuyler, *The Biggest, Best Snowman*
 - Greg McEvoy, *Alfie's Long Winter*
 - Phoebe Gilman, *The Balloon Tree*
 - Isle Plume, *The Shoemaker and the Elves*
 - Betsy Everitt, *Frieda the Wonder Cat*
 - Simms Taback, *There Was an Old Lady Who Swallowed a Fly*
 - Mem Fox, *Koala Lou*
 - Janet Perlman, *The Emperor Penguin's New Clothes*
 - Robert McCloskey, *Blueberries for Sal*
 - Kevin Henkes, *Chester's Way*
 - Maurice Sendak, *Chicken Soup with Rice*
 - Beverly & David Fiday, *Time to Go*
 - Nancy Tafuri, *I Love You Little One*
 - Iona Opie, *My Very First Mother Goose*
 - James Howe, *I Wish I Were a Butterfly*
 - Mem Fox, *Wombat Divine*
 - Denise Fleming, *Time to Sleep*
 - Judy Hindley, *A Song of Colours*
 - Jane Yolen, *The Three Bears Rhyme Book*
 - Marilyn Kaye, *The Real Tooth Fairy*
 - Rosanne Litzinger, *The Old Woman and Her Pig*

Grade 2

- ▶ Spelling Resources
 - *Word Sense*, Level B
 - *Word Games*, Level B
- ▶ Nelson Language Arts
 - Student Book - *Step Out* (Level F),
Atlantic Teacher's Guide - *Step Out*

- Student Book - *Reach Out* (Level G),
Atlantic Teacher's Guide - *Reach Out*
- Student Book - *Leap Out* (Level H),
Atlantic Teacher's Guide - *Leap Out*
- Chapter Book - *Ask Einstein* (Level 2A)
- Chapter Book - *Beating the Drought* (Level 2B)
- Chapter Book - *Duck Crossing* (Level 2C)
- Chapter Book - *Rainbows All Around* (Level 2D)
- Chapter Book - *When the Truck Got Stuck* (Level 2E)
- Chapter Book - *Never Hitch a Ride with a Martian*
(Level 2F)
- Chapter Book Teacher's Guide
- Little Book Pack (Levels F, G - 21 titles, 1 copy each)
- *Write Away*
- Audio CD Package
- *Early Success* (Level 2) - 1 kit per primary school as follows:
 - 1 teacher's guide
 - 3 sets of story summaries
 - 3 sets of 30 books (1 of each title)
 - 3 sets of cards and letter trays
- ▶ A collection of children's literature (one set per class)
 - Sally Fitz-Gibbon, *The Patchwork House*
 - Patricia Polacco, *In Enzo's Splendid Gardens*
 - Gail Gibbons, *Cats*
 - Patricia Polacco, *Thank You, Mr. Falker*
 - Charlotte Huck, *Princess Furball*
 - Julius Lester, *John Henry*
 - Celia Godkin, *Ladybug Garden*
 - Joanne Oppenheim, *Have You Seen Bugs?*
 - Odds Bodkin, *The Crane Wife*
 - Judy Sierra, *Antarctic Antics*
 - Henry Cole, *Jack's Garden*
 - Jack Prelutsky, *Read-Aloud Rhymes for the Very Young*
 - Michael Rosen, *Poems for the Very Young*
 - Heather Forest, *The Woman Who Flummoxed the Fairies*
 - Barbara Smucker, *Selina and the Bear Paw Quilt*
 - Diane Stanley, *Rumplestiltskin's Daughter*
 - Sheree Fitch, *There's A Mouse in My House*
 - Patricia Polacco, *I Can Hear the Sun*
 - Susan Wojciechowski, *The Christmas Miracle of Jonathon Toomey*
 - Patricia Maclachlan, *All the Places to Love*

Grade 3

- ▶ Spelling Resources
 - *Word Sense*, Level C
 - *Word Games*, Level C

- ▶ Nelson Language Arts
 - Student books (*Keepsakes and Treasures, Hand in Hand* - one per student)
 - 2 Atlantic Teacher Guides (one for *Keepsakes and Treasures* and one for *Hand in hand* - one set per teacher)
 - 6 chapter books (*The Dragon Slayer, The Bad Dad List, Hang in There Oscar Martin, Canoe Diary, A Close Call, Pirate Pie* - supplied at a rate of 5%)
 - Chapter Books Teacher Guide (one per teacher)
 - Supplementary reading (one per class)
 - *Write Away* (supplied at a rate of 10%)
 - Audio package, CD format (one per teacher)
- ▶ *Soar to Success* (intervention materials, one kit per school)
- ▶ A collection of children's literature (one set per class)
 - Jack Prelutsky, *The 20th Century Children's Poetry Treasury*
 - Ian Wallace, *Boy of the Deeps*
 - Jean Craighead George, *Look to the North - A Wolf Pup Diary*
 - Marianna Mayer, *Iron John*
 - Margaret Laurence, *The Olden Days Coat*
 - William Kaplan, *One More Border*
 - Jo Ellen Bogart, *Jeremiah Learns to Read*
 - Celia Barker Lottridge, *Music for the Tsar of the Sea*
 - Heather Walter & Eric West, *Wind Over Dark Tickle* (text plus CD)
 - Kevin Major, *The House of Wooden Santas*
 - Marianna Mayer, *The Prince and the Pauper*
 - Ian Wallace, *Hansel and Gretel*
 - Gordon A. Francis, *Jonathon Dreamed of Dragons*
 - Ann Keya Beneduce, *Jack and the Beanstalk*
 - Patricia Polacco, *Aunt Chip and the Great Triple Creek Dam Affair*
 - Julie Lawson, *Midnight in the Mountains*

Health

At the primary 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 primary 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
- *Grade 2 Health Curriculum Guide* (2011)
- Self Care
- Active Living
- Drug Education
- Environmental Health
- Relationships
- Nutrition
- Dental Health
- Injury Prevention and Safety
- Consumer Health
- ▶ *Grade 1 Health Curriculum Guide* (2010)
- ▶ *Towards a Comprehensive School Health Program: A Primary Health Curriculum Guide*
This guide should only be used for grade 3 as of September 2011

Authorized Learning Resources

Grade 1

- ▶ *Health & Wellness*
 - Teacher's Edition
 - *Big Ideas Book*
 - *Life Skills Book*
 - *Health Masters*
 - *Transparency Book* on CD
 - *Health Songs* CD
 - *Health Clipboard Activities*

Readers

- *Health and You*
- *Stay Safe*
- *Stay Well*
- *Staying Clean and Fit*
- *Healthful Foods*
- *Your Family, Your Friends, and You*
- *Your Growing Body*

Grade 2

- ▶ Teacher's Edition - *Grade 2 Health and Wellness*
- ▶ Big Books
 - *Health and Wellness Life Skills*
 - *Health and Wellness Big Ideas*
 - *Eat All Your Colours*
 - *Get Up and Go*
 - *Take a Stand*
- ▶ Health and Wellness Health Masters Includes Assessment - Grade 2

▶ Readers (6 pack of each title):

<i>Keeping Clean and Fit</i>	<i>Safety and You</i>
<i>Getting Along</i>	<i>Your Body</i>
<i>Healthful Foods for You</i>	<i>Taking Care of Ourselves</i>
<i>Staying in Shape</i>	<i>Teamwork</i>
<i>Two Simple Rules</i>	<i>The Air I Breathe</i>

▶ Children's Literature

A Fine, Fine School by Sharon Creech
Beef Stew by Barbara Brenner
Earth Book for Kids by Linda Schwartz
Eating the Alphabet by Lois Ehlert
Have You Filled a Bucket Today? by Carol McCloud
How to Behave and Why by Munro Leaf
Howard B. Wigglebottom- Learn It's Ok to Back Away
by Howard Binkow
Howard B. Wigglebottom Learns About Bullies by Howard Binkow
Howard B. Wigglebottom Learns to Listen by Howard Binkow
If only I had A Green Nose by Max Lucado
It's Ok to Be Different by Todd Par
Make Way for Tooth Decay by Bobbi Katz
Me and My Amazing Body by Joan Sweeney
One by Kathryn Otoshi
Sister Annes Hands by MaryBeth Lorbiecki
Some Parts Are Not for Sharing by Julie K Federico
Taking Diabetes to School by Kim Gosselin
*The Monster Health Book: A Guide to Eating Healthy, Being Active
and Feeling Great for Monsters and Kids* by Edward Miller
The Spork by Kyo Maclear
The Tooth Book: A Guide to Healthy Teeth and Gums by Edward
Miller

Grade 3

- ▶ Teacher's Resource Guide
- ▶ *Healthy You, Healthy Me* (1 per teacher)
- ▶ *Just for Me* Video Series

Mathematics

At the primary level, the mathematics curriculum helps children mature mentally in the context of meaningful learning experiences that promote 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
- ▶ *Mathematics Foundation Document*
- ▶ *Teaching Student-Centered Mathematics - Grades K-3* by John A. Van de Walle (previously supplied)
- ▶ *Making Math Meaningful to Canadian Students, K-8* by Marian Small

Authorized Learning Resources

Grade 1

- ▶ *Grade 1 Mathematics Curriculum Guide* (2009)
- ▶ *Math Makes Sense 1*
 - Big Math Book Package (print and e-book)
 - Teacher Guide (with CD-ROM)
 - Student Edition (Colour Consumable)
 - Audio CD
- ▶ Early level Little Books (24 titles)
- ▶ Early level Lap Books (6 titles)
- ▶ Early level Teacher Guide
- ▶ Supplementary Resources (one time distribution 2008):
Manipulative Kit including:
 - two-colour counters (200)
 - overhead two-colour counters (50)
 - soft dot dice (100)
 - large geometric solids (6 piece set)
 - stacking cubes (200)
 - attribute blocks (1 set)
 - dominoes (6 colour coded sets)
 - hundred number board
- ▶ *Math to Learn: A Mathematics Handbook* by Mary C. Cavanagh

Grade 2

- ▶ *Grade 2 Mathematics Curriculum Guide* (2009)
- ▶ *Math Makes Sense 2*
 - Big Math Book Package (print and e-book)
 - Teacher Guide (with CD-ROM)
 - Student Edition (Colour Consumable)
 - Audio CD

- ▶ Fluent level Little Books (18 titles)
- ▶ Lap Books
 - *Fishy Scales*
 - *The New Fence*
 - *The Jumping Contest*
- ▶ Supplementary Resources (One-time Distribution 2009):
Manipulative Kit including
 - soft dot dice
 - base ten materials
 - geometric shapes
 - starter balance
 - attribute blocks
 - patterns blocks
 - hundreds board
 - interlocking cubes

Grade 3

- ▶ *Grade 3 Mathematics Curriculum Guide* (2010)
- ▶ *Math Makes Sense 3*
 - Student Edition (Colour Consumable)
 - Teacher Pro Guide (with CD-ROM and DVD)
 - Practice and Homework Book (Reproducible Edition)
 - Practice and Homework Book (Teacher's Edition)
- ▶ Supplementary Resources (One-time distribution 2010):
Manipulative Kit including
 - overhead pentominoes
 - sampler dice set
 - MyChron “count up” timer
 - elementary school balance
 - soft dice set (100)
 - interlocking base ten materials
 - giant walk-on number line
- ▶ Literature Kit including
 - Margie Palantini, *The Three Silly Billies*
 - Ann Tompert, *Grandfather Tang*
 - Bruce Goldstone, *Greater Estimations*
 - Marilyn Burns, *The Greedy Triangle*
 - Helen Nolan, *How Much, How Many, How Far, How Heavy, How Long, How Tall is 1 000?*
 - Cindy Neuschwander, *Amanda Beans Amazing Dream*
 - Jeff Brunbeau & Gail de Marcken, *The Quiltmaker's Gift*
 - Loreen Leedy, *Measuring Penny*
 - Cindy Defelice, *One Potato, Two Potato*
 - Dayle Ann Dodds, *Minnie's Diner: A Multiplying Menu*

Music

Classroom music in the primary/elementary school provides experiences which are meaningful and enjoyable to the child and which develop a greater love for, understanding of and sensitivity to music. The program is learner-based and flexible, matching the teaching process to the child's natural learning process. The music program 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

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 I*
- ▶ *Roots and Branches*
- ▶ *Composing with Boomwhackers*
- ▶ *Name Games*
- ▶ *Sound Ideas*

- ▶ *Creative Dance Volume II: Contrast and Continuum* (CD)
- ▶ *Rhythm Flashcards*
- ▶ *Melody Flashcards*
- ▶ *Chart Songs 1*
- ▶ *Chart Songs 2*
- ▶ *Musicplay 1 Teacher's Guide*
- ▶ *Musicplay 2 Teacher's Guide*
- ▶ *Musicplay 3 Teacher's Guide*
- ▶ *Musicplay Student Books Grade 3*
- ▶ *Songs to Read, Write, Sing, and Play*
- ▶ *The Listening Resource Kit Level 1*
- ▶ *The Listening Resource Kit Level 2*
- ▶ *The Listening Resource Kit Level 3*
- ▶ Video: *Carnival of the Animals*
- ▶ *Music Makers* DVD (Tune Buddies - Strings, Woodwinds, Percussion, Brass, Keyboards, Getting to Know the Instruments)
- ▶ *Reproducibles* (curriculum guide)
- ▶ *The Reading Collection* (on line)
- ▶ *Songs of Newfoundland and Labrador* (piano accompaniments, vocal sheets, midi files)

Physical Education

Physical Education in the primary 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 activities.

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.
- The need to developing critical thinking abilities and applying them to solving movement and societal problems, which affects opportunities to continue an active lifestyle, are also addressed.
- 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, develop games, rules and strategies, help others, and plan demonstrations or activities for the benefit of others.

Authorized Learning Resources

- ▶ *A Curriculum Framework for Physical Education: Adjusting the Focus*
- ▶ *Physical Education Curriculum Guide: Primary/Elementary*

Supplementary Learning Resources

- ▶ *Teaching Responsibility Through Physical Activity*
- ▶ *Fitness for Children*
- ▶ *Ready to Use Physical Education Activities: Grades K-2*
- ▶ *Ready to Use Physical Education Activities: Grades 3-4*
- ▶ *Movement With Meaning: Physical Education K-4*
- ▶ *Physical Education Methods for Classroom Teachers*
- ▶ *Canadian Active Living Fitness Circuits Charts: Elementary School Series* - Thompson Educational Publishing
- ▶ *The Biggest Little Game Book Ever: Basic Package*
- ▶ *Teaching Responsibility through Physical Activity*

Religious Education

The outcomes for Religious Education, Grades 1 and 2, focus on developing self concept and relationships, reflecting on created order, and the environment, and broadening understanding of religious observances and celebrations. The Grade 3 Religious Education curriculum focuses on people who have shown their faith in action and have demonstrated how their faith has been a determining influence in their lives. The curriculum is developed through stories about such individuals.

Authorized Learning Resources

Grade 1

- ▶ *Framework Document for Religious Education* (2002)
- ▶ *Grade 1 Religious Education Interim Curriculum Guide* (2010)
- ▶ *Come Along with Me!*
 - CD-Rom . . .
 - Teacher print Resource .
 - 3-set poster pack
- ▶ *Many Ways* (picture book) by Shelly Rotner (2006)
- ▶ *The Beginner's Bible* (2005)

Grade 2

- ▶ *Framework Document for Religious Education* (2002)
- ▶ *Grade 2 Religious Education Curriculum Guide* (2011)
- ▶ *So Much to Share*
 - Student and Teacher print resources
 - Teacher digital resource
 - Audio CD
 - 12-set poster pack
- ▶ *Talespinners Collection* (2-disc DVD), National Film Board

Grade 3

- ▶ *Framework Document for Religious Education* (2002)
- ▶ *Grade 3 Religious Education Curriculum Guide* (2008)
- ▶ *Many Friends, One World* (Student and teacher print resources)

Science

Authorized Learning Resources

The study of science at the primary level involves hands-on, activity-oriented approach to learning. The curriculum emphasizes the development of attitudes, skills, and knowledge, with the knowledge component drawing on topics from the life, earth, and physical sciences. Teachers should consult the *Primary Science Curriculum Guide* (Interim Edition, 2005) for identification of these topics.

- ▶ *Foundation for the Atlantic Canada Science Curriculum* (1998)
- ▶ *Primary Science Curriculum Guide* (2005)
- ▶ *Assessment Guide for Science Place* (2002) (one per grade)

Grade 1

- ▶ Pan-Canadian Science Place Modules (2002). Student modules include: *It's Alive*, *Design Team*, *What's It Like?* and *Earth Watch*.
- ▶ Pan-Canadian Science Place Modules (teacher's resource, 2002). Modules include: *It's Alive*, *Design Team*, *What's It Like?* and *Earth Watch*.

Grade 2

- ▶ Pan-Canadian Science Place Modules (2002). Student modules include: *Animals Grow*; *Matter, Matter Everywhere*; *Move It!* and *Air and Water*.
- ▶ Pan-Canadian Science Place Modules (teacher's resource, 2002). Modules include: *Animals Grow*; *Matter, Matter Everywhere*; *Move It!* and *Air and Water*.

Grade 3

- ▶ Pan-Canadian Science Place Modules (2002). Student modules include: *Watch It Grow*, *Build It Up*, *Invisible Power*, and *Down Under*.
- ▶ Pan-Canadian Science Place Modules (teacher's resource, 2002). Modules include: *Watch It Grow*, *Build It Up*, *Invisible Power*, and *Down Under*.

Social Studies/ Enterprise Education

The overall goal of the Social Studies and Enterprise Education curricula is to promote personal growth and to develop the values and skills essential for effective citizenship. Social Studies and Enterprise Education for the primary grades are designed around conceptual organizers.

The conceptual organizer for Grade 1 is "interactions". The curriculum provides children with an opportunity to explore the various ways people interact among themselves and with the world around them. They will consider how interactions have changed over time, locally, nationally, and globally. During the year, they will explore interactions through four units: Groups, The Environment, Place and Time, and Needs and Wants.

The organizing concept for Grade 2 is "change". An understanding of change contributes to the development of students as citizens of their community, their country, and the world. Students will develop an awareness and confidence that change is very much a part of their lives. They will explore change as it relates to people, technology, economics, and the environment.

Provincial Identity is the central theme of the grade 3 social studies curriculum. The program builds upon concepts to which students have been introduced in previous years, this time focusing on their own province. Earlier social studies concepts such as Connections, Interactions, and Change established a foundation for understanding the larger world around them. Applying these concepts in a provincial context will help students expand their views and become more aware of the diversity, cultural richness, and uniqueness of their own province. The curriculum is organized into three units based upon the essential elements to build provincial identity over time: Place, Peoples, and Citizenship. Using these themes as a basis, students will explore the individuality of their province while seeing it as part of a bigger picture within the region, country, and the world.

Authorized Learning Resources

- ▶ *Foundation for the Atlantic Canada Social Studies Curriculum*
- ▶ *Atlantic Canada Social Studies Curriculum Guide Kindergarten-Grade 2* (draft) (June 2004)
- ▶ *Pathways to Enterprise: A Teacher Resource*, 1996
- ▶ *We Can Do Anything K-3* (1998)

Discovery Links Social Studies Resource

Grade 1

- ▶ Big Books (*People and Places* and *In My World*)
- ▶ Little Books (set of 15 titles)
- ▶ Photo Cards (set of 12)
- ▶ Posters (set of 6)
- ▶ Teachers' resource

Grade 2

- ▶ Big Book (*Changes, Changes*)
- ▶ Little Books (set of 15 titles)
- ▶ Photo Cards (set of 12)
- ▶ Posters (set of 6)
- ▶ Teachers' resource binder with CD Rom

Grade 3

- ▶ *Grade 3 Social Studies: A Curriculum Guide* (2011)
- ▶ *My Province: Newfoundland and Labrador* (2011, with Teacher's Resource)

