

Elementary Subject and Strand Guide for Grades 1 to 8

Subject	Strands and Any Recommendations for Sequence	Reporting Details by Term
Religion and Family Life	<p><u>Religion Strands:</u> Deliver strands in an integrated fashion as presented in the <i>Growing in Faith Growing in Christ</i> program. Begin with Unit 1 and progress through the program sequentially.</p> <p>1st - Believing 2nd - Celebrating 3rd - Living a Moral Life 4th - Living in Communion 5th - Living in Solidarity 6th - Praying</p> <p><u>Family Life Strands:</u> Deliver strands as presented in the <i>Fully Alive</i> program and ICE concordance materials. Begin with Theme 1 and progress through the program sequentially.</p> <p>Theme 1 - Created and Loved by God Theme 2- Living in Relationship Theme 3- Created Sexual Theme 4- Growing in Commitment Theme 5- Living in the World</p> <p><u>Grade 1 Blessed and Beloved</u> Deliver units as presented in <i>Blessed and Beloved</i> Resource. Begin with Unit 1 and progress through the program sequentially.</p> <p>Unit 1: God's Gift of Self Unit 2: God's Gift of Family Unit 3: Rooted in Relationships Unit 4: Life and Love in Christ Unit 5: Growing in Community</p>	<p><u>Religion:</u> First three strands in Term 1. Second three strands in Term 2.</p> <p><u>Family Life:</u> First two strands in Term 1. Last three strands in Term 2.</p> <p><u>Blessed and Beloved (Grade 1):</u> First two units in Term 1. Last three units in Term 2.</p>
Arts	Dance Drama Music Visual Arts	At least three of four strands in Terms 1 and 2. One strand will be based on the Itinerant Arts Teacher's designated subject area. Each of the four strands reported on at least once during the school year.

Core French (Grades 4 to 8 only)	Listening Speaking Reading Writing	<p>Term 1</p> <p>Grade 4 only: Listening and Speaking</p> <p>*This also applies to English Language Learners and students never having had French as a Second Language before this evaluation period</p> <p>Grades 5-8: All 4 Strands</p> <p>Term 2</p> <p>Grades 4-8: All 4 Strands</p> <p>*English as a Second Language Learners and students learning French for the first time will continue to have only the listening and speaking strands evaluated in their first year of learning French through the CORE French program.</p>
Geography (Grades 7 & 8)	<p><u>Grade 7 Term 1:</u> 1st - Physical Patterns 2nd - Natural Resources</p> <p><u>Grade 8 Term 1:</u> 1st - Global Settlement 2nd - Global Inequalities</p>	Both strands in Term 1.
Health and Physical Education	*Social-Emotional Learning Skills Active Living Movement Competence Healthy Living	<p>*Note: Beginning in the 2021–22 school year, schools are asked not to assess, evaluate or report on the overall expectations related to social-emotional learning skills in <i>The Ontario Curriculum, Grades 1–8, Mathematics (2020)</i> and <i>The Ontario Curriculum, Grades 1–8, Health and Physical Education (2019)</i>. It is the ministry’s expectation that instruction of the social-emotional learning skills will continue while educators engage in ongoing professional learning.</p> <p>In all grades of the health and physical education program, the learning related to social-emotional learning skills takes place in the context of learning related to the active living, movement competence and healthy living strands, and it should be assessed and evaluated within these contexts.</p> <p>Active living, movement competence and healthy living strands must be reported in one or both terms this school year.</p>
History (Grades 7 & 8)	<p><u>Grade 7 Term 2:</u> 1st - New France and BNA, 1713-1800 2nd - Canada, 1800-1850: Conflict and Change</p> <p><u>Grade 8 Term 2:</u> 1st - Creating Canada, 1850-1890 2nd - Canada, 1890-1914: A Changing Society</p>	Both strands in Term 2.

Language	<p>Strand A: Literacy Connections and Applications (The transferable skills that students develop as they progress through the expectations in strands B-D)</p> <p>Strand B: Foundations Of Language</p> <p>Strand C: Comprehension: Understanding and Responding To Texts</p> <p>Strand D: Composition: Expressing Ideas and Creating Texts</p>	<p>Strands B, C, and D must be explicitly taught and assessed in each term.</p> <p>Strand A is not meant to be evaluated in isolation. In all grades, the learning related to this strand takes place in the context of strands B, C, and D, and should be assessed and evaluated within these contexts.</p> <p>When assigning the Language grade or mark, consideration should be given to the student's integrated learning across all strands.</p>
Mathematics	<p>*Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes</p> <p>Number</p> <p>Algebra</p> <p>Data</p> <p>Spatial Sense</p> <p>Financial Literacy</p>	<p><i>*Note:</i> Beginning in the 2021–22 school year, schools are asked not to assess, evaluate or report on the overall expectations related to social-emotional learning skills in <i>The Ontario Curriculum, Grades 1–8, Mathematics (2020)</i> and <i>The Ontario Curriculum, Grades 1–8, Health and Physical Education (2019)</i>. It is the ministry's expectation that instruction of the social-emotional learning skills will continue while educators engage in ongoing professional learning.</p> <p>All of the other strands must be reported in one or both terms this school year.</p> <p>As per the Growing Success Mathematics Addendum, when assigning a grade or mark, consideration should be given to the student's integrated learning across the strands taught in each reporting period.</p>
Science and Technology	<p>A: STEM Skills and Connections</p> <p>B: Life Systems</p> <p>C: Matter and Energy</p> <p>D: Structures and Mechanisms</p> <p>E: Earth and Space Systems</p> <p>*Strands can be integrated, instead of sequenced.</p>	<p>The Ontario Science and Technology Curriculum (2022) encourages cross-curricular engagement and the spiraling of Strand A throughout Strands B to E as teachers address themes and topics. Strands B to E can be softly spiraled and can be mixed or integrated.</p> <p>Reporting should be based on inquiry learning (e.g., research opportunities, the engineering design process, scientific experimentation), coding, and fundamental concept understanding. Strand A: STEM Skills and Connections that allow students to integrate knowledge from each of the four strands should be reported in both terms.</p> <p>**All strands must be taught, evaluated and reported on by the end of Term 2.</p>
Social Studies (Grades 1 to 6)	<p><u>Term 1:</u> Heritage and Identity</p> <p><u>Term 2:</u> People and Environments</p>	<p>One of two strands in each Term.</p>