

**2024-2025**

**Elementary School Subject and Strand Guide for Grades 1 to 8**

| <b>Subject</b>                          | <b>Strands and Any Recommendations for Sequence</b>  | <b>Reporting Details by Term</b>  |
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| <b>Religion and Family Life</b>         | <p><u>Religion Strands:</u><br/>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<br/>2nd - Celebrating<br/>3rd - Living a Moral Life<br/>4th - Living in Communion<br/>5th - Living in Solidarity<br/>6th - Praying</p> <p><u>Family Life Strands:</u><br/>Deliver strands as presented in the <i>Fully Alive</i> program. Begin with Unit 1 and progress through the program sequentially.</p> <p>1st - Created and Loved by God<br/>2nd - Living in Relationship<br/>3rd - Created Sexual<br/>4th - Growing in Commitment<br/>5th - Living in the World</p> | <p><u>Religion:</u><br/>First three strands in Term 1.<br/>Second three strands in Term 2.</p> <p><u>Family Life:</u><br/>First two strands in Term 1.<br/>Last three strands in Term 2.</p>  |
| <b>Arts</b>                             | <p>Dance<br/>Drama<br/>Music<br/>Visual Arts</p>   | <p>At least three of four strands in Terms 1 and 2.</p> <p>One strand will be based on the Itinerant Arts Teacher’s designated subject area.</p> <p>Each of the four strands reported on at least once during the school year.</p>  |
| <b>Core French (Grades 4 to 8 only)</b> | <p>Listening<br/>Speaking<br/>Reading<br/>Writing</p>  | <p>Term 1<br/><b>Grade 4 only:</b> Listening and Speaking<br/>*This also applies to English Language Learners and students never having had French as a Second Language before this evaluation period</p> <p><b>Grades 5-8: All 4 Strands</b></p> <p>Term 2<br/><b>Grades 4-8:</b> All 4 Strands<br/>*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> |

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| <p><b>Geography</b><br/><i>(Grades 7 &amp; 8)</i></p> | <p><u>Grade 7 Term 1:</u><br/>1st - Physical Patterns<br/>2nd - Natural Resources</p> <p><u>Grade 8 Term 1:</u><br/>1st - Global Settlement<br/>2nd - Global Inequalities</p>  | <p>Both strands in Term 1.</p>  |
| <p><b>Health and Physical Education</b></p>           | <p>*Social-Emotional Learning Skills<br/>Active Living<br/>Movement Competence<br/>Healthy Living</p>  | <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> |
| <p><b>History</b><br/><i>(Grades 7 &amp; 8)</i></p>   | <p><u>Grade 7 Term 2:</u><br/>1st - New France and BNA, 1713-1800<br/>2nd - Canada, 1800-1850: Conflict and Change</p> <p><u>Grade 8 Term 2:</u><br/>1st - Creating Canada, 1850-1890<br/>2nd - Canada, 1890-1914: A Changing Society</p>  | <p>Both strands in Term 2.</p>  |
| <p><b>Language</b></p>                                | <p><b>Strand A:</b> Literacy Connections and Applications (The transferable skills that students develop as they progress through the expectations in strands B-D)</p> <p><b>Strand B:</b> Foundations Of Language</p> <p><b>Strand C: Comprehension:</b><br/>Understanding and Responding To Texts</p> <p><b>Strand D:</b> 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>   |
| <p><b>Mathematics</b></p>                             | <p>*Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes<br/>Number<br/>Algebra</p>  | <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>.</p>   |

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|   | Data<br>Spatial Sense<br>Financial Literacy   | <p><i>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 <a href="#"><i>Growing Success Mathematics Addendum</i></a>, 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> |
| <b>Science and Technology</b>             | <p>A: STEM Skills and Connections<br/>B: Life Systems<br/>C: Matter and Energy<br/>D: Structures and Mechanisms<br/>E: Earth and Space Systems</p> <p>*Strands can be integrated, instead of sequenced.</p> | <p>The 2022 Science and Technology Curriculum encourages cross-curricular engagement and spiraling of strands as teachers address themes and topics.</p> <p>Strands can be mixed, and reporting should be based on inquiry learning, 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>  |
| <b>Social Studies<br/>(Grades 1 to 6)</b> | <p><u>Term 1:</u> Heritage and Identity</p> <p><u>Term 2:</u> People and Environments</p>   | One of two strands in each Term.   |