

## Ministry of Education's Elementary Curriculum Document Connections to The Forest of Reading®

In Ontario, the elementary Curriculum is divided up into each individual subject, and teachers are given a list of tasks/performances students must complete during that year/grade level. The following is a break down of the subjects for Kindergarten through Grade 8. There are eight (8) subjects that are taught in all grades: Language, Mathematics, Science and Technology, Health and Physical Education, Social Studies, French as a Second Language, Native Languages, and The Arts. This document includes the necessary information about what students are learning in the schools in each grade, which works to understand how The Forest of Reading® can be used in the classroom to tie to multiple subjects and curriculum expectations.

### **Kindergarten: The Blue Spruce™ Award**

#### *Personal and Social Development*

- Social Development
  1. Identify and use social skills in play and other contexts (making friends, sharing, etc.)
  2. Demonstrate an ability to use problem-solving skills in a variety of social contexts (asking for help)
  3. Demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community (develop empathy for others, understand perspectives, understand their own experiences heritage, as well as be respectful towards others).
- Emotional Development
  1. Demonstrate a sense of identity and a positive self-image (recognize, identify, and express their personal interests).
  2. Demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities (Demonstrate responsibility, a willingness to try new things, self-control, interact cooperatively, and select and complete learning tasks independently → Learning centers)
  3. Demonstrate an awareness of their surroundings (recognize people and places in their community, and develop an awareness of how people adapt to their communities).

#### *Language*

1. Oral Communication: Understanding tone, listening and responding to others, use language to demonstrate thinking, asking questions, describe personal experiences, and demonstrate sequencing orally
2. Reading: demonstrate interest in reading, identify personal preferences, understand basic book conventions, make predictions about new texts, use prior knowledge for connections, use illustrations to demonstrate understanding of texts, and retell information from texts.

#### *Mathematics*

1. Number sense and numeration: understanding numbers, counting, addition, and subtraction
2. Measurement: Measure and compare length, mass, capacity, area, and temperature (understand hot/cold temperature)
3. Geometry and spatial sense: Describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures
4. Patterning: explore, recognize, describe, and create patterns

5. Data Management and Probability: sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts

#### *Science and Technology*

1. Demonstrate an awareness of the natural and built environment through hands-on activities
2. Conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating)
3. Demonstrate an understanding of the natural world and the need to care for and respect the environment
4. Use technological problem-solving skills (questioning, planning, predicting, constructing, observing, communicating) in free exploration, focused exploration, and guided activity.

#### *Health and Physical Activity*

1. Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well being (safety practices like 911 and understanding their emotions and how to regulate that).
2. Participate willingly in a variety of activities that require the use of both large and small muscles (Act in creative movement – dance, play, etc.)

#### *The Arts*

1. Drama and Dance: demonstrate an awareness of themselves as dramatic artists and dancers, use problem-solving strategies when experimenting with the skills, materials, processes, express responses to a variety of forms of drama and dance, including those from other cultures
2. Music: demonstrate an awareness of themselves as musicians through engaging in music activities, use problem-solving strategies when experimenting with the skills, communicate their ideas through music
3. Visual Arts: demonstrate an awareness of themselves as artists through engaging in activities in visual arts, communicate their ideas through various visual art forms.

### **Grade One: The Blue Spruce™ Award**

#### *Language*

1. Oral Communication: listen in order to understand and respond appropriately; use speaking skills and strategies appropriately to communicate with different audiences; and reflect on and identify their strengths as listeners and speakers, areas for improvement.
2. Reading: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

#### *Mathematics*

1. Number Sense and Numeration: representing and ordering whole numbers to 50; representing money amounts to 20¢; counting by 1's, 2's, 5's, and 10's; adding and subtracting numbers to 20.
2. Measurement: measuring using non-standard units; telling time to the nearest half-hour; developing a sense of area; comparing objects by size

3. Geometry and Spatial Sense: sorting and classifying two-dimensional shapes and three-dimensional figures by attributes; recognizing symmetry; relating shapes to other shapes, to designs, and to figures; describing location using positional language
4. Patterning and Algebra: creating and extending repeating patterns involving one attribute; introducing the concept of equality using only concrete materials
5. Data Management and Probability: organizing objects into categories using one attribute; collecting and organizing categorical data; reading and displaying data using concrete graphs and pictographs; describing the likelihood that an event will occur

#### *Science and Technology*

1. Sustainability and Stewardship: assess the role of humans in maintaining a healthy environment.
2. Structure and Function: assess the impact on people and the environment of objects and structures and the materials used in them.
3. Energy: assess uses of energy at home, at school, and in the community, and suggest ways to use less energy; investigate how different types of energy are used in daily life; demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy for the earth.
4. Change and Continuity: assess the impact of daily and seasonal changes on living things, including humans.

#### *Health and Physical Education*

1. Active Living: demonstrate an understanding of the importance of being physically active and apply physical fitness concepts and practices that contribute to a healthy, active lifestyle
2. Movement: Apply movement strategies appropriately
3. Healthy Living: 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

#### *Social Studies*

1. Heritage and Identity: demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities
2. People and Environments: describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance

#### *French as a Second Language*

1. Oral Communication: listen to, understand, and interact with one another, and demonstrate an understanding of information in oral French texts about aspects of culture and communicate and interact in French.
2. Reading: Determine meaning in French texts

#### *Native Languages*

1. Oral Communications: talk about familiar topics using basic vocabulary, follow simple instructions, respond appropriately to simple questions
2. Reading: read simple words, using the alphabet or syllabics chart, pictures, and other visual aids

### *The Arts*

1. Dance: apply the creative process to the composition of simple, dance phrases, using the elements of dance to communicate feelings and ideas.
2. Drama: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories
3. Music: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music
4. Visual Arts: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

### **Grade Two: The Blue Spruce™ Award**

#### *Language:*

1. Oral Communication: listen in order to understand and respond appropriately; use speaking skills and strategies appropriately to communicate with different audiences.
2. Reading: 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 understanding of how they help communicate meaning; use knowledge of words and cueing systems to read fluently.

#### *Mathematics:*

1. Number Sense and Numeration: representing and ordering numbers to 100; representing money amounts to 100¢; counting by 25's.
2. Measurement: Measuring length, telling time, measuring perimeter, area, mass, and capacity, describing and establishing temperature change, relating days to weeks and months to years
3. Geometry and Spatial Sense: classifying two-dimensional shapes by geometric properties; classifying three-dimensional figures by geometric properties, locating a line of symmetry.
4. Patterning and Algebra: identifying and describing repeating patterns.
5. Data Management and Probability: organizing objects into categories using two attributes, reading and displaying data using line plots and simple bar graphs, describing probability, as the likelihood that an event will occur.

#### *Science and Technology:*

1. Structure and Function: Understand that animals have distinct characteristics, that humans are animals, differences between different kinds of animals
2. Sustainability and Stewardship: Humans must help protect animals, how liquids and solids can have an impact on society, our actions affect the quality of air and water, and its ability to sustain life
3. Energy: Understand how objects move and how machines make life easier for humans.

#### *Health and Active Living:*

1. Living: regularly participate in physical activity and understand the importance of being active
2. Movement: Perform movement skills, understand how to participate successfully in activities
3. Healthy living: Understand factors that lead to a healthy life and how their actions affect their own and others' well being

*Social Studies:*

1. Heritage and Identity: Compare significant traditions among a diverse range of groups and understand past and present aspects of a person's heritage
2. People and Environment: Understand the relationship to different cultural groups and how they engage with the environment

*French as a Second Language:*

1. Listening: determine meaning in a variety of French texts
2. Speaking: Communicate ideas and information orally in French
3. Reading: Determine meaning in French texts, using reading comprehension strategies

*Native Languages:*

1. Oral Communication: communicate in simple contexts using basic vocabulary and simple phrases; demonstrate an understanding of simple spoken language, using both verbal and non-verbal cues
2. Reading: demonstrate a basic understanding of vocabulary and language structures appropriate for this grade; demonstrate an understanding of the writing system used in the program; read simple words and phrases in the writing system used in the program; demonstrate an appreciation and understanding of aspects of the Native culture under study.

*The Arts*

1. Dance: apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas
2. Drama: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories
3. Music: apply the creative process, create and perform music for a variety of purposes, using the elements and techniques of music
4. Visual arts: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.