

PEACE Curriculum Guideline



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Paradigm Education Academy of Creative Enlightenment Inc. 2013-2063

PEACE Curriculum Guideline

By Susan Terry & William Thomas Sly

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Discovering the magic of life and its limitless possibilities is PEACE School's manifesto. The outcome of education must not be a foregone conclusion. Rather it must be an unending exploration and quest for enlightenment. An enlightened education is neither rigid nor undefined, but flexible as it must serve as the given context of our society while accommodating the ever-expanding universe of our children.

Children embark on their journey of life, prompted by the heart with a sense of curiosity or wonder to light the way, while fulfilling an unending thirst for knowledge, on a path that is infinite in its possibilities. The purpose of an education is to discover who and what we are as conscious beings and the role we have been designed to fulfil in the world.

Although expectations are presented as traditional grade levels, PEACE School classrooms are anything but the traditional age range associated with them. What does age have to do with learning? Students move at their own natural rate and rhythm of development and share their experiences in cooperation and collaboration with their peers. A solid foundation of core subjects, including Language Arts, Mathematics, Science and Social Studies, are established and prevalent throughout the learning journey, with the inclusion of a broad range of expanded and enhanced studies that are of interest to the individual student. These might include language studies, such as French, German and Spanish, agriculture, philosophies, astrology, astronomy, etc. The possibilities are as limitless as the imagination. All of these disciplines are delivered and embellished with an infusion of a creative Art form such as Music, Theatre, Dance, Drama, Visual, Media and Culinary Arts.

As each child is unique, they begin school at different stages of physical, social, language, emotional and cognitive development. In addition to their mental, emotional and social development, a child's physical growth and maturation are important aspects of their overall progress. A healthy body supports a healthy mind and vice versa!

The Health and Physical Education programs are above and beyond what is presented in the traditional school system. Children are to explore their physical, mental, emotional and spiritual capabilities and develop them to levels they are ready to comprehend. Guidance is given to learn how they function in relation to their environment and the world around them. Our intent is to guide children to become aware of their capabilities and responsibilities to themselves, so they develop to their fullest potential in a healthy body, mind and spirit.

So much of what happens in the classroom is up to the facilitator and their method of guidance. It is recommended that facilitators provide a context, 'a possibility of hope' and direction for students to explore, question and acquire their own understanding and meaning, thus taking responsibility for their own learning. Subjects are presented from a broad perspective of the resultant whole, providing a variety of ideas for students to consider and select from, as appeals to their inner promptings.

PEACE School Faculty are enlightened and oriented with an array of philosophies and methodologies, gleaned from visionaries past and present such as Marie Montessori, Rudolph Steiner, Howard Gardner, Pythagoras, Socrates, Plato and many more. In conjunction with wisdom, PEACE Facilitators bear qualities of compassion and clarity of vision.

Students are provided the tools that complement the individual needs, capabilities and learning style as they progress at their own rate and develop their individual education plan. Assessments are based on observation of individual potential, through projects, presentations and performances, not according to a bell curve or peer competition. They may be formative and summative, formulated through anecdotal reports, evaluation of student presentations, questionnaires and quizzes. Accomplishment is primarily perceived and recognized in the individual student's overall performance.

The following curriculum is essentially a guideline or road map to provide facilitators and students a solid foundation and sense of direction. The journey and path each child wanders through will be of his or her own making, selecting from a smorgasbord of seasoned delights, with an experienced Guide to point out the options that lead to limitless possibilities with the expectancy of fulfilment.

The PEACE Classroom

At PEACE, the world is our classroom. When one enters a PEACE School they will perceive an open concept, hive of activity and an energized environment of collaboration. Each school day begins with teachers and students gathering for a pre-class creative stimulation session to set the day's tone. This may take the form of Yoga, Pilates, Meditation, Music, etc., with a unique form of expression.

The PEACE school in North Bay, Ontario has four-season access to acres of dense forest, nature and ski trails, fresh water lakes and farmland, to provide an extraordinary opportunity for our outdoor experiential education program -- everything from Health and Science (flora fauna studies, gardening, eco-tours), outdoor Physical Education (sports, swimming, hiking, canoes, kayaks, skiing, camping), Geography and History (archaeology, geology, native studies, astronomy), all infused with arts programs.

From time to time, guest speakers and 'experts' may visit the school to share their experiences and expertise with students and act as mentors. Students will take excursions to museums, parks, theatres and much more.

At the end of each school day, students will form a Native Council Circle, where a "Talking Stick" is passed from one to the next, granting each child the opportunity to share their learning experience. Teachers also convene at the end of each school day to share their insights and experiences.

The Virtual Classroom

The vision of PEACE Virtual classroom is to empower all learners, through the use of technology to experience scholastic success. We strive to promote students to achieve their highest academic potential at a pace and timing that best supports their personal learning style. Our teachers are highly experienced in both academics and the Arts, providing stimulating options to engage learners in world of discovery. In the initial phase, one classroom will suffice as the studio for broadcasting the classroom programs virtually via current technology such as Skype.

An interactive virtual portal will empower and provide learners an opportunity to connect, collaborate and interact socially with a variety of cultures, to resolve real world issues, via an inquiry-based design-thinking model. This will open a window of alliance with students who live in remote areas, or cannot attend school due to illness, allergies or disabilities. Students in upper grades will establish an outreach program with third world countries. Via use of current learning tools and technologies, students will achieve scholastic success, while discovering their own uniqueness, and broaden horizons in alliance with others worldwide exploring and sharing their distinct and diverse cultures.

The Role of Parents

Studies show that students perform better in school if their parents are involved in their education. Even if they do not understand the studies of the student, parents have an important role to play in supporting their child's learning. By reading the curriculum, parents can find out what their children are learning at each level, and why they are learning it. This awareness will enable parents to discuss their children's work with them, communicate with teachers, interpret their children's report cards, and work with teachers to improve their children's learning.

There are many other ways in which parents can express their interest in their children's education: volunteering in participatory programs; participating in parent conferences; working on the school council; and encouraging to extend their skills in all areas of interest are just a few examples.

About the PEACE Curriculum

A key attribute of the PEACE holistic education system of enlightened Academics and Arts infusion is the involvement of all stakeholders in curriculum planning and delivery. Faculty inspire, motivate and guide students through a broad spectrum of learning styles that enable expression of their highest potentials. Our curriculum is organic in that what is presented is purely a framework on which students design their own path of understanding. There are no limitations to what may come out of their 'box' of knowledge, as learning is experiential, guided by the creative energy and passion of the individual.

PEACE curriculum delivery is founded on the following principles:

Highly trained, enthusiastic and compassionate Facilitators model the highest expectations providing a context and meaning that inspires students to explore the wonders and magic of life.

Positive and respectful relations between students, faculty, parents, artists, volunteers and community contributors motivates and embraces student commitment to the development of competencies, while encouraging them to take responsibility for their own learning.

Mutual cooperation and reciprocity is encouraged to move both faculty and student in a rhythmic dance towards fulfilment through inquiry, sharing ideas and meaningful discoveries of life.

Faculty provide prompt feedback to ensure learning is in alignment with student's ability, and assess levels of knowledge/awareness and competency. Students explore their talents, developing their abilities and skills as purposeful tools to navigate, restore and renew our Earth. Students are provided opportunities to display their talents/skills both in and outside the classroom, and are encouraged to explore new methods and techniques to help them achieve fulfilment.

Students are provided options in a variety of learning styles (based on Howard Gardiner's Multiple Intelligences), to assist in tailoring their unique curriculum. They share learning with peers, reflect on findings, relate this to present experiences and apply learning to their daily life.

In order for each child to receive full benefit from the Enlightened Education program, Dr. Howard Gardner's Theory of Multiple Intelligences is employed to identify individual dominate intelligences (those ways in which the individual most easily receives, assimilates and applies information). The total program contains a methodology of teaching involving the body and the feelings equally with the mind, and infusing purpose into learning. Thus, while addressing accepted content and performance standards, and simultaneously being taught how to express themselves through the arts, students learn to identify with subject matter holistically.

The Theory of Multiple Intelligences:

Howard Gardner's groundbreaking theory--in application--allows students to discover their own individual ways of receiving, assimilating and utilizing information. Each of the nine identified intelligences (Logical-Mathematical, Linguistic-Verbal, Visual-Spatial, Musical-Rhythmical, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Naturalist and Existential) has been demonstrated to be actively functioning within each human psyche, albeit with certain intelligences being dominant to greater or lesser degrees in different individuals. Teaching to students' psychological strengths allows them to experience success in learning, while motivating them to strengthen their less dominant intelligences in order to continue to achieve the goals they may set for themselves.

PEACE Arts Programs

Music

Music is the vital essence of all life. It is a continuum that connects, in the mind, ideas which words cannot express; the emotional score of our lives. The music curriculum is interspersed with all programs with the intent to illustrate to students how music makes connections and communicates ideas in a fluid and meaningful manner. They will learn how everything in life possesses a musical tone, a sound quality that brings enhanced meaning to all things, while developing an understanding and appreciation of the many forms of music in the universe.

Students discover in music a lifelong source of communication, healing, enjoyment and personal satisfaction. It is well documented that the intellectual and emotional development of children is enhanced through the study of music. An interesting and challenging program in music not only develops practical artistic skills, but also enables students to sharpen their ability to reason, think critically, and to explore their emotional responses. It is therefore essential that a balanced music program be offered that includes both listening and music making and that appeals to all students.

Every child at PEACE School will have the opportunity to learn a stringed instrument (violin, viola, cello, bass) as well as piano from the onset. The opportunity to study both strings and piano from an early age provides an excellent foundation for musical skills, which combine a well trained ear with theoretical knowledge. Additional practical skills are learned, by using the body as a musical instrument (singing, eurhythmics and dance). Building relationships through music is a powerful tool and students at PEACE will be encouraged to participate in many types of musical ensembles throughout their journey including choir, chamber music and orchestra. Music will be infused with other core subjects such as math and science. The music program at PEACE is a well rounded and balanced learning experience which is designed to help students build confidence and strong cognitive skills.

Children naturally aspire to music when they have opportunities to experience it in the context of a rich and varied curriculum. In the primary grades, students begin developing as musicians. They are provided the tools to enhance their musical knowledge and skills through listening to music, singing, manipulating basic elements of music, learning basic music theory, making and playing instruments, exploring the history of music and repertoire from a variety of cultures. They are learning to master the fundamental skills associated with creating beautiful music both individually and in groups.

Key components of the PEACE School Music program include: Fun and fulfilling music making among peers and faculty, Understanding Music, Listening Skills, Composition and Performance. Students will master a highly developed sense of rhythm and pitch, fundamental skills on a stringed instrument, deep seeded music appreciation, creating their own unique expressions for composition and practical performance (recitals, stage presentations). What students glean from these lessons is infused with the academic programs and used in their presentations. From time to time students will attend performances and professional musicians will visit the classroom live and through the virtual portal.

In Kindergarten, students begin to develop their ability to sing, learn about pitch, beat, tempo and dynamics. Listening skills are honed to augment a sense of pitch, through exploration of the violin. Exposure to the piano will aid in the application of these practical skills, which will translate into theory studies with a level of sophistication (tempo, rhythms, pitch, musical scale exploration). In Grade 1, students are developing musicians learning more sophisticated concepts (rhythm, pitch, violin, and piano study and music theory). They will refine their singing abilities, learn about pitch, beat, tempo and dynamics, and experiment with sound. In Grade 2, Music studies progress to include singing plus an enhanced presentation to musical instruments of the orchestra, learning new rhythms and music theory. These musical concepts will flow into mathematical (patterning) and scientific (nature's patterns) studies providing a context and meaning. Students will continue to explore music through

song and dance, create and play simple instruments of world cultures, learn theory and how to use patterns of sound to create compositions. In Grade 3, students are introduced to the idea of melodic contour, and will continue to broaden their understanding of the elements of music through listening, singing, playing and composing. During the primary grades, students learn how to use and care for musical instruments properly, become familiar with acceptable audience behaviour, and develop the ability to work with others.

Students in Grades 4 to 6 focus on developing their music reading and ensemble skills while learning about form and the use of tone colour. In Grade 4, students grow comfortable with standard notation in the treble clef. In addition to continued instrument study they learn to develop melodic ostinati, which will add a simple harmonic dimension to their compositions. In addition, they begin to use conducting patterns, and aurally identify the instruments of the orchestra. In Grade 5, students increase knowledge of key signatures and learn to identify (by ear and written) musical patterns such as scales and arpeggios, and will give some attention to creation of mood in compositions. In Grade 6, students will investigate musical texture, and will study, in greater depth, music of the Baroque and Classical periods. Students in Grades 4 to 6 will also be expected to work in groups to solve musical problems, and by the end of Grade 6 they are able to provide constructive feedback regarding the efforts of others.

Visual Arts

At PEACE School, Art is the key to advanced or enlightened development for all children. The Visual Arts programs are infused with all the academics to create a memorable engaging experience. These programs encompass theatre, dance, media, fine and culinary arts. The study of Visual Arts begins with the introduction of creative skills and concepts. In the early grades, students explore the fundamentals of art in the world around them to learn how to express and communicate their immediate environment, experiences and interests through visual imagery. They engage in a variety of creative activities (drawing, painting, printmaking and sculpting), are introduced to and experiment with a variety of tools and materials. They learn the elements and principles of design, how to observe, describe, appreciate how artists use the elements in their works, and create works of art that tell stories that express thoughts, feelings and insights.

Fine Arts

The Fine Arts element exposes children to many malleable materials and promotes exploration with them in a wide variety of open-ended experiences. At PEACE School children are guided, through encouragement, to explore the limitless possibilities, express themselves freely and develop a sense of creative empowerment. They have opportunities to look at, feel, and interact with stimuli while creating an individualized response based on their own observations and perceptions.

In Grades 1, 2 and 3, students explore Fine Arts in the world around them, particularly in nature, to develop the ability to communicate about their immediate environment and interests through visual imagery. In tandem with academic studies, they engage in a variety of drawing, painting, printmaking and sculpting activities, are introduced to and learn the use of a variety of art tools, materials and techniques. They learn the elements and principles of design and describe how these principles and elements are employed in artistic works. They use their imagination and observation skills to develop visual ideas and generate creative works of art that tell stories expressing thoughts, emotions and insights. Physical and virtual outings to museums and Art galleries are plentiful, so students understand that people all over the world create and enjoy the fineness of artistic expression. Through the virtual portal students will share their Art through a virtual field trip, conversing and exchanging ideas. Art 'experts' will enter the classroom from time to time to share their techniques and discoveries with the children.

Theatre Arts

The Theatre Arts program teaches students to engage the world through interaction and reflection of their thoughts and actions. Through the exploration of theatre students study the art form, themselves and others, and learn about the character of people of different times, places and cultures, and in so doing develop an understanding of how their world evolved. Theatre Arts are infused with Social Studies, History and other academic studies, introduced through experiential role-playing of scenarios, putting themselves in the shoes of the characters to provide a unique perspective. Students are guided to acquire the techniques that aid them in developing empathy. They develop an ability to express ideas and feelings through contextual aspects of the art form, in addition to acquiring practical communication, artistic and critical analysis skills that enables them to clarify and articulate their perspective, and empathize with the character they are reflecting.

Theatre provides many opportunities for students to communicate effectively through dance, speech, song and body language. Students will develop greater insight into their own character and learn empathy through the exploration and taking on the role of other characters from different times, cultures, genres and genders. Components of the Theatre Arts curriculum include the Principles of Theatre, Setting the Stage, Creative / Technical production and Artistic Direction. Through infusion of Theatre Arts into the Social Studies program students explore new roles and worlds to deepen their understanding of humanity and issues of equity and social justice.

Theatre Arts encompasses all the art forms – music, dance, visual arts, writing and media arts – merging the various levels of consciousness that students connect with to enhance and augment their own experience. As students engage in creating and critiquing theatre works, they develop an awareness of aesthetic issues and interwoven tapestry of all the arts. In addition, this experience is enhanced through the introduction of Media Arts where students utilize current technologies to research and create collaborative productions and presentations.

Dance

Dance is expressive movement. There are many different forms, levels and purposes for Dance. It is a normal expression within children. While we mature, dance can become an interpretation of societal reflections. As artists in all disciplines have had the sublime task of guiding humanity into higher perspectives, so we hope to encourage this gift in students who are drawn to dance as an expression of elevated ideas. In some cultures it is a spiritual expression, in others it's a simplified form of folk dance. In places like Africa and Latin America, dance flows from daily life activities.

The PEACE School dance curriculum, interwoven with the theatre program, kaleidoscopes with all the core studies and is intended to ignite the students' innate understanding and appreciation of movement. When expanded, this becomes a more formalized expression, moving into the ability to create works using the elements and the choreographic forms of the discipline. During the process, students will discover the interrelationship of all things. Through exploring dance and movement, students develop an understanding that they themselves are the art form, and learn about the lives of people in different times, places and cultures. In addition, they develop practical and critical artistic and communication skills.

It is important that in all grades, students explore movement as dance by engaging nature in its many forms, investigating this avenue to recognize their connection with the world. The children emerge gently as they mature into deeper understanding. Like a blossoming flower, everything is in the seed of the child and requires nourishment to fully bloom. Students draw upon a variety of multi-media sources – such as literature, visual images, music, historical and current events; not to mimic, but to merge with their innate sense of form and beauty, creating dance pieces as a vessel to communicate their individual ideas and feelings, social justice issues, artistic themes (abstract & literal), humour and human situations to understand the motives of various characters.

Students at PEACE School progressively develop movement in dance, while realizing their innate geometric form and upright flow moving in harmony with nature. They come to understand their bodies and develop their own expressive style, then are enabled to experience various dance techniques. They are provided the opportunity to experience other styles such as ballet, contemporary, jazz, tap, folk, cultural and social dance forms. The early grades (K-3) are provided the guidance and tools to develop a foundation on which to construct an understanding of wonder and imagination. This must be nurtured to blossom fully throughout their life journey. In later grades (4-8), students will integrate more complex and mature forms of dance.

Media Arts

Current technological advancements allow young people to view the world through multiple modalities. PEACE School's Media Arts program is inclusive of all the programs offered, in that students learn the required skills to record, communicate and present their accomplishments to the world. There has been a global transformation of culture, apparent in new and emerging media forms, creating new ways of viewing the arts.

Students are provided the technological tools (computers, production studio – audio and video equipment, digital camera's, SmartBoards, etc) and receive guidance to effectively create their own collaborative productions, networking with classrooms around the globe. Such collaborative and interactive activities foster holistic learning, the integration of skills and knowledge, and the development of transferable skills. Students develop the ability to think critically when creating and viewing print and electronic media. They also develop an awareness of the influence that media has on their perceptions and experiences and learn from the reflections they receive from others.

At PEACE School, media arts will be engaged as a creative communications medium to connect and present their stories to the classroom, community and world. It will also be interwoven with other art forms and academics to produce and broadcast PEACE School programs to the world.

Culinary Arts

We are what we eat! PEACE School's Culinary Arts program motivates and empowers students to make healthy food choices. Through hands-on nutrition education activities, students explore, prepare and enjoy fresh, affordable foods from around the globe. The heart of nutrition and meal preparation is positive experiences with healthy foods.

This program is infused with Math (measurement), Science (eco-systems, chemistry), Language Arts (writing, presentation), Social Studies (world culture studies), Health (nutrition), Physical Education (gardening) and other Art programs. During hands-on classes, students learn that nature's food is nutritious and delicious when prepared with care and knowledge. It is a key ingredient to caring for oneself. In addition to food preparation lessons, PEACE School's experiential Culinary Arts program teaches students the nutritional value of food, the impact it has on their physical development, how to grow their own and where to find edible foods in the wilds. At PEACE School, we practice being good stewards of our environment and supporting our community. When possible, we purchase locally grown produce to support the local economy and practice sustainable growth. Bringing healthy foods into the classroom increases students' awareness, appreciation and knowledge of a healthy lifestyle.

K- 6 Culinary Expectations:

Culinary Arts is the art of preparing and cooking food. The word "culinary" is defined as something related to, or connected with, cooking. Culinary artists are responsible for skilfully preparing meals that are as pleasing to the palate as to the eye. Students will explore the intricate world of the culinary art by learning essential information about the food groups, food preparation, safety, and of course design elements. To better understand the dishes students may prepare, historical and culture information will be explored to better help the students develop an appreciation. They are encouraged to explore and develop knowledge of the science of food and an understanding of diet and nutrition sustains the human body. Students will be encouraged to be creative when plating or decorating items for display before trying their creations.

- explore and investigate safe cooking / food preparation practices for a variety of foods
 - a. steps required to make sure all safe measures are taken
 - b. identify healthy choice or alternatives
- explore and identify the different types of food groups
 - a. label and place foods in the correct food groups
 - b. identify how many servings are reconnected for each food group and track personal habits
 - c. explore and identify the origins of specific foods and there cultural importance
- explore and diversify students knowledge of foods and where they can get food products that they cannot grow themselves (store, supermarket, local farmers)
- identify and use correct cooking terminology
- demonstrate and exhibit the ability to measure ingredients properly or in accordance to a recipe, while following the given directions
- demonstrate the ability to work in a group setting and share responsibility
- explore and demonstrate how to properly set a table with the placement of each utensil
 - a. demonstrate respect for different cultures and understanding of different table setups (formal to informal dinners, chopsticks, kneeling tables)
- explore and identify food product labels and develop an understanding of what is contained in each product and how to properly read a label
- grow produce and explore the conditions and care required for a personal or community garden
- explore and develop an understanding of the methods of harvesting foods for preparation
- identify and explore proper methods of storing foods
- explore themes in cooking and create or re-create dishes that are associate to that theme (particular country, holiday, culture)
 - a. create a personal and classroom cook book and record thoughts on the dishes (trying is optional, based on students interests and desires – every students is encouraged but not forced)
- explore job opportunities and careers in the culinary arts
 - a. identify and explore employable skills
- explore and identify technologies that aid in cooking or produce growth
- explore baking and decorating with a variety of mediums (icing, fondant, gum paste, etc.)
- explore the creation of a menu and demonstrate an understanding of layout and design
- identify and demonstrate knowledge of dress-code in the kitchen

Language Arts & Communications (English, French & other)

Language development is the key to communication and central to students' intellectual, social and emotional growth. It incites curiosity and encourages them to explore and learn how to navigate through their world. Language Arts is the development of an ability to share and communication experiences with others. Students learn to define and refine their expression of feelings and opinions and, as they mature, use language in many expressive forms (prose, poetry, song, etc.) to expand, enhance and share their experience in a meaningful manner.

Students come to appreciate language both as an important medium for communicating ideas and information, and as a source of enjoyment. Language skills are necessary to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate understanding.

Students are provided a strong foundation in the language arts and literacy program with an emphasis on phonetics, grammar, spelling, vocabulary development and a movement through printing, cursive writing and writing – the keys to eloquent and fluid communication. They will have ample opportunity to develop, practice and hone their communications skills throughout the academics and arts programs.

French and Other Second Language Programs

PEACE School's French program is the language of instruction for approximately 25 per cent of the total instructional time at every grade level of the program to meet the provincial standards. This includes the experiential study of French as a second language, integrated with various other subjects. The student may select from the following subject areas: the arts, mathematics, science and technology, and health and physical education social studies. Extended French programs will provide sufficient exposure of instruction in French by the end of Grade 8 to meet the provincial standards.

In order to enhance language and literacy development using an infused arts, academics and language curriculum, the facilitator:

- provides many opportunities for purposeful talk as children work together in pairs, small, or larger groups.
- prolongs and expands children's conversations by joining in, asking open-ended questions, and challenging them to extend their conversation.
- interacts frequently with each child on a personal and informal basis.
- provides a variety of media such as audio recordings, educational films, artwork, informative books, posters, poems, etc.
- provides daily opportunities for children to develop phonological awareness through music and movement, singing, reading, rhyming, playing with language, etc.
- provides daily opportunities for children to learn about and engage in reading and writing activities (daily message, read-aloud, big books, guided reading, shared writing, guided writing, etc.)
- engages children in conversations about their learning.

Children may opt into studying other language programs such as Spanish, German, Italian, Russian, etc. if they so desire. These will include a combination of engaging free online language programs such as Duolingo, language texts and experiential integration within academic studies like math and social studies.

Health and Physical Education Program

The Health program will be infused with Science (environmental – gardening/aquaponics, biology) and Culinary Arts (nutrition). Children will learn how the body works and becomes what it ingests – just as we become what we think; food for thought! They will explore nature and discover the elements and nutrients that are required to grow healthy food and the impacts on their own bodies.

Physical Education plays an important role at PEACE School, as children must exercise their bodies in order to keep their minds sharp and be able to manoeuvre through the world freely. In the Physical Education program children will learn the concepts of attaining and maintaining respect, responsibility and safety, while achieving individual and group success.

Below is a chart of Physical Activities that children may engage in throughout their studies at PEACE School. Not all activities are available due to safety reason at every grade level. The activities will be based of age and individual maturity of the students.

Physical Activity Possibilities: K-🌍 1-🌍 2-🌍 3-🌍 4-🌍 5-🌍 6-🌍		
Adventure Sports 🌍🌍🌍🌍🌍🌍	Diving 🌍🌍🌍🌍🌍	Pilates 🌍🌍🌍🌍🌍
Archery 🌍🌍	Dog Sledding 🌍🌍🌍🌍🌍🌍	Rowing 🌍🌍🌍🌍
Athletics - T&F 🌍🌍🌍🌍🌍🌍	Downhill Ski/boardng 🌍🌍🌍🌍	Sailing 🌍🌍🌍🌍
Badminton 🌍🌍🌍🌍🌍	Equestrian 🌍🌍🌍🌍🌍🌍	Sledding 🌍🌍🌍🌍🌍
Baseball 🌍🌍🌍🌍	Figure Skating 🌍🌍🌍🌍	Soccer 🌍🌍🌍🌍🌍🌍
Basketball 🌍🌍🌍🌍🌍	Fishing 🌍🌍🌍🌍🌍🌍	Softball/Tball 🌍🌍🌍🌍🌍
Biathlon 🌍🌍	Football (Gridiron) 🌍	Spin Class 🌍🌍
Body Building 🌍🌍	Football (Soccer) 🌍🌍🌍🌍🌍	Squash 🌍🌍🌍🌍
Bowling 🌍🌍🌍🌍🌍	Golf (mini putt) 🌍🌍🌍🌍🌍	Swimming 🌍🌍🌍🌍🌍
Canoeing 🌍🌍🌍🌍🌍	Gymnastics 🌍🌍🌍🌍🌍	Table Tennis 🌍🌍🌍🌍
Cheerleading 🌍🌍🌍🌍	Handball 🌍🌍🌍🌍🌍	Tennis 🌍🌍
Climbing 🌍🌍🌍🌍🌍	Hiking 🌍🌍🌍🌍🌍	Tia Chi 🌍🌍🌍🌍🌍
Coop Games 🌍🌍🌍🌍🌍	Hockey (Field) 🌍🌍🌍🌍	Trampoline 🌍🌍🌍🌍🌍
Cricket 🌍	Horseshoes 🌍🌍🌍🌍🌍	Triathlon 🌍🌍
X Country Running 🌍🌍🌍🌍🌍	Ice Hockey 🌍🌍	Tug of War 🌍🌍🌍🌍🌍
X Country Skiing 🌍🌍🌍🌍🌍	Ice Skating 🌍🌍🌍🌍🌍	Volleyball 🌍🌍🌍🌍🌍
Curling 🌍🌍🌍🌍🌍	Inline Skating 🌍🌍🌍🌍	Water Polo 🌍🌍
Cycling 🌍🌍🌍🌍	Kayaking 🌍🌍	Weightlifting 🌍
Dance 🌍🌍🌍🌍🌍	Lacrosse 🌍🌍🌍🌍	Yoga 🌍🌍🌍🌍🌍
Disc Sports 🌍🌍🌍🌍🌍	Mountain Biking 🌍🌍	Zip Lining 🌍🌍🌍🌍

Kindergarten

Overview

Children entering Kindergarten vary in their levels of development, previous learning experiences and bring a varied range of innate gifts that, with insightful guidance, a healthy environment and all the right nutrients, flourish and blossom to their fullest potential. Children in this grade level range in age between 3 and 5. It is likely that they will demonstrate a considerable range of achievement as they progress towards meeting the overall expectations of each grade. For some, the process is more challenging than for others. It is therefore important that Teacher/guide/Guides are attentive and sensitive to the individual progress of each child in order to provide direction that enables all children to succeed. Teacher/guide/Guides provide a range of options that appeal to the varied learning styles and children express their understanding through the venue of choice and creative expression.

Children attend kindergarten in order to learn the requirements of alphabetical procedure, action procedure and thought procedure. Song, Art and Play-acting is employed to develop motor skills, rhythmic atonement and exploration of their gifts, to discover who they are and how to use these tools to navigate through their world, Kindergarteners begin to develop a strong sense of rhythm in **Music** classes. Listening skills are honed to augment a sense of pitch, through exploring the violin. At this stage, application of these practical skills will translate into theory studies with a level sophistication (tempo, rhythms, pitch, musical scale exploration – diatonically in its many permutations), engaging and inventive songs that provide context and meaning (number, alphabet, nursery rhyme songs). Facilitators will bring the inspiring elements of music history to life providing a context as it relates to present day (renaissance to late romantic period). In **Art** classes they explore different art mediums and the basics principles and elements of Art – colours and lines, their meaning and how they relate to their world.

Since children entering Kindergarten vary in their stage of development and prior learning experiences, it is likely that they will demonstrate a considerable range of achievement as they progress towards meeting the overall expectations for this level. For some, the process will be more challenging than for others. It is therefore important that Teachers/guides closely monitor the progress of individual children in order to provide instruction that enables them to reach their full potential. For example, if a child is having difficulty making progress, instruction must be adjusted on the basis of ongoing assessment in order to meet the child's needs. Similarly, if a child has already achieved some of the stated expectations for Kindergarten, the teacher/guide may provide opportunities that deepen and extend their learning.

Specific Expectations

The specific expectations indicate in more detail what children may be expected to demonstrate as they progress through the grade levels. In teaching the curriculum through the Arts, children discover the modality or learning style and art forms that best express their understanding of the subject matter.

For example, learning the alphabet can be done through song, dance, drama and fine art. When children act out the letters, bringing them together to form words, it adds meaning to the language, as a holistic and symbolic representation, not just a rigid mental object.

The intent of PEACE School Curriculum is for children to develop the basics of what is required to understand the learning process and help Teachers/guides focus on particular aspects of knowledge and skills as they develop and present various lessons and provide instruction for the children. Since not all children learn in the same manner or at the same rate, the range of achievement of the specific expectations will vary according to each individual's stage of development.

Kindergarten Programs

Play is a key aspect of the PEACE School primary and kindergarten programs. By engaging the senses, manipulating, exploring, and investigating, children discover the world around them. They use and develop their creative imagination through interactive indoor and outdoor play, and learn how to solve problems, and work cooperatively. Play is an essential experience that extends, enhances and enriches a child's learning. Play and active involvement are fundamental to an enriching primary program. Through the process of play, children learn to bridge and represent their imagined and real worlds using listening, speaking, reading, writing, role playing, painting, drawing, building, measuring, estimating and exploring. The kindergarten facilitator uses play as an essential learning experience that supports, sustains, facilitates, extends, enhances and enriches the child's learning.

Many researchers have identified stages of social play. Understanding these stages of play will guide and assist in planning developmentally appropriate play-based activities.

- **Unoccupied** behaviour involves a child observing while moving around the room, from one area to another, without getting involved.
- In **Onlooker** play, children observe other children playing, ask questions, and make suggestions but do not enter into the play.
- In **Solitary** play, children play independently following their own interests without reference to others.
- In **Parallel** play, children play beside each other with similar materials.
- **Associative** play occurs when children play with each other, sharing similar materials and engaging in unorganized activities.
- **Cooperative** play is a social form of play that involves children playing together in a shared activity.
- In **Symbolic** play, children use a thing, image or idea to represent another concept.

Symbolic play is the stage of play used by many kindergarten children. Playing with language/literacy and numeracy is an important component of symbolic play. Developmentally appropriate teaching includes creating environments that facilitate learning through meaningful play. Playing with oral language (ex. songs, rhymes, finger plays), written language (ex. writing a doctor's note in dramatic play or open/close signs for learning centres), numbers (ex. using number cubes when playing games), and shapes (ex. puzzles and pattern blocks) lays a strong foundation for the development of concepts and skills as children begin to understand and make sense of their world.

Piaget and Vygotsky maintain that children's learning is influenced by developmental and social factors. According to Piaget, it is through play that children construct a sense of order and meaning out of their environment. They are constantly organizing and re-organizing new information and experiences. For Vygotsky, learning occurs through social interactions and within a child's zone of proximal development. The zone of proximal development can be thought of as an area in which children experience and are motivated by a challenge as they pursue a task, rather than becoming frustrated. (Isenberb & Jalongo, 1997). Social interaction and children's play are the two ways to activate the zone.

Creative Arts – Kindergarten

Children have an innate need to manoeuvre through and make sense of their world. The Arts provide a natural vehicle through which they express their interpretation of their experiences. Creative education advocate, Sir Ken Robinson stated that, "Human resources are like natural resources; they're often buried deep. You have to go looking for them; they're not just lying around on the surface. You have to create the circumstances where they show themselves." In understanding this, it is essential to honour the important role the Arts play in the development of children's communication and cognitive thinking skills throughout their education.

In addition to complete integration of the Arts throughout all academic courses, there are specific programs provided, including Music, Visual Arts (Drama, Dance, Fine Arts) and Culinary Arts. Additional programs such as Martial Arts and Design Arts may be added in later years.

The Kindergarten Music program will set children on the path to explore the art of making music. Along with the vocal instrument of song, children are provided the opportunity to learn how to create music using an instrument such as the violin and piano, as well as rhythm instruments. They will learn the basic care and fundamentals of music in tandem with the literacy (language through song) and mathematics (numeracy, rhythms, patterns and structures) programs.

By the end of Kindergarten the expectation is that children may:

- demonstrate an awareness of themselves as artists through engaging activities in and outside the classroom in Music, Visual Arts and Culinary Arts;
- experience vocal and instrumental music, through song, rhythm and stringed instruments and theory (tempo, rhythms, pitch, musical scale exploration)
- demonstrate basic knowledge and develop a foundation of understanding through exposure and engaging the Arts;
- explore and experiment with their new found skills, materials, processes and techniques used in the arts both individually and with others;
- engage and respond to a variety of art forms, including those from other cultures;
- communicate ideas and life experiences through creative art forms.

Language Arts & Communications (English, French & other)

Language development is the key to communication and central to students' intellectual, social and emotional growth. It incites curiosity and encourages them to explore and learn how to navigate through their world. Language Arts is the development of an ability to share and communication experiences with others. Students learn to define and refine their expression of feelings and opinions and, as they mature, use language in many expressive forms (prose, poetry, song, etc.) to expand, enhance and share their experience in a meaningful manner.

Students come to appreciate language both as an important medium for communicating ideas and information, and as a source of enjoyment. Language skills are necessary to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express clearly and demonstrate understanding.

As children progress through Kindergarten they discover the art of communication through exploration of sounds, rhythms, and language structures with guidance and on their own. By the end of Kindergarten the expectation is that they will:

- learn effective communication by listening, responding and speaking to others for a variety of purposes and in a variety of contexts;
- learn the symbols of the alphabet, foundations and fundamentals of writing (through music and art).
- demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher/guide, plus introduction to play acting;
- use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;
- communicate vocally and in writing, using strategies appropriate for beginners;
- demonstrate a beginning understanding and critical awareness of media texts.

Mathematics- Kindergarten

Mathematics will be presented within real-life contexts allowing children to develop concepts and bridge the gap between the concrete and abstract. Kindergarten is the starting point in developing the critical foundational learning of mathematical principles and concepts that support achievement in mathematics in later years. They learn these concepts from a contextual platform, through art (creative drawing), music and dance (counting beats, rhythms, patterns, etc.). Learning the language of mathematics vocabulary and its practical relational applications in our world will aid children in their understanding. Employing a variety of Art forms will facilitate the development of cognitive abilities to perform mathematical activities, and develop sufficient fine-motor control to manipulate the materials. The mathematical procedures that support effective learning in mathematics are as follows:

- develop a solid foundation through understanding numbers and counting through a context
- inquiry and simple problem solving – recognizing patterns as taught with music and art
- reasoning, representing, reflecting and communicating (music, rhythms, etc)
- selecting tools and strategies.

Environmental Science and Technology- Kindergarten

Children are naturally curious discovering their world driven by a spirit of wonder. By observing and exploring life through the engagement of all their senses, with the encouragement and guidance of their facilitator, and by interacting with their classmates, Kindergarteners begin to develop an understanding of the world around them and their relation to it. They develop an understanding of foundational scientific and technological concepts and begin to develop skills through free exploration, focused exploration and guided activities. Through field trips, gardening and culinary arts programs students learn the fundamentals of environmental science, the physical properties of materials, about living things, the relation they have to their world and the role they play in it, They may also be introduced to the internet connecting with children in other worlds and cultures.

Overall Expectations

By the end of Kindergarten, children will:

- demonstrate an awareness of the natural and human-made environment through hands-on investigations, observation, questioning and sharing of their findings;
- conduct simple investigations through free exploration, focused exploration and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation and communicating findings);
- demonstrate an understanding of and care for the natural world (animals, gardening);
- investigate and talk about the characteristics and functions of some common materials, and use these materials safely;
- recognize and use safely some common forms of technology.

Personal, Social and Cultural Development

Early personal, social and cultural development of children sets the stage with a foundation that supports social and cognitive processes and fosters a love for learning. A positive experience will engage them in relational experiences and support their future success in school and in life. PEACE Kindergarten programs inspire children to discover who they are, providing the tools, guidance, encouragement and supports that inspire them to continue their life long learning journey with passion. The school plays a vital role in creating a positive social environment in collaboration with parents and the community by providing the tools and knowledge, which children need to play and construct a meaningful life.

- display an understanding of the uniqueness of individuals, families, schools, cultures and the wider community;
- reveal a sense of identity and a positive self-image;
- develop independence and a willingness to take responsibility for their learning;
- acquire an ability to combine creative and analytic skills in a variety of contexts to bring about a positive outcome;
- learn social skills to use in interacting with others the class, in play and throughout life;
- demonstrate an awareness of physical and environmental surroundings, and personal and natural relationships.

Health and Physical Development

As each child is unique, they begin school at different stages of physical, social, spiritual, emotional and cognitive development. In addition to their mental, emotional and social development, a child's physical growth and maturation are important aspects of their overall progress. During the Kindergarten years, children need to explore and develop a positive attitude towards health, safety and physical activities in order to build an understanding and ability to participate collaboratively. This may be achieved by ensuring that opportunities are provided for Kindergarten children to explore and participate daily in an engaging variety of physical activities that promote a healthy, active and safe lifestyle.

By the end of Kindergarten, children will:

- demonstrate an awareness of health and safety practices for themselves and others in a variety of spaces and environments.
- explore and develop an understanding of personal, physical and spiritual wellness
- participate and willingly explore a variety of activities that require the use of both large and small muscles groups;
- develop control of large muscles (gross-motor control) in a variety of contexts;
- engage and explore nutrition and healthy eating and preparation practices.
- develop control of small muscles (fine-motor control) in a variety of contexts.

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First Grade

The first grader blossoms upon learning the alphabet of letters, in union with discovery of how they come together to create meaning. Students continue to build on a foundation of concepts already established in Kindergarten. The curriculum consists of **Music**, where students are developing musicians learning more sophisticated concepts (rhythm, pitch, violin playing and music theory); **Visual Arts** (fine arts, drama and dance – infused with academic studies); **Mathematics** (number sense, measurement, geometry, algebra, probability); **Language Arts** (develop explorative thought processes through immersion in the Arts); **Science** (explore fundamental concepts and Big Ideas); and **Social Studies** (Explore their heritage and the world from the spark of wonder that is the onset of every journey). By the time the child has completed grade 1, he/she may perhaps cover up to four grades of the ordinary schooling, moving through studies at their own pace.

Each 'academic' subject is integrated with an appropriate Art form and daily lessons follow a thematic approach. For example, Mathematics has a unique connectivity with Music, as much of our every day experience is founded on rhythms, tempos and timing. In addition to learning how to count in the traditional Western style, students may touch on the origins of numbers and how they relate to music, beating our rhythms on drums and other instruments – the basics of music theory may begin here. This may spill over into the **Social Studies** class that relates to the pre-historic man who created the drum from bones and drew stories of their hunt on the cave walls. Students may then make their own drums, draw cave like drawings on pieces of hide, etc. This theme may continue with a Science class explaining how archaeologists discovered the ancient worlds, followed by students exploring their world outdoors to see what ancient relics they might find – or to discuss the trees and how the land changes over time. **Physical Education** and **Health** programs begin with the fundamentals of movement and affects on our physiology, learning values of good sportsmanship and the basics of nutrition and good natural health practices.

Grade 1 Program

Music – Grade 1

In Grade 1, students continue to experiment with sound, refine their vocal ability, and explore the elements of music theory (pitch, rhythm, tempo and dynamics). Children are presented the opportunity to continue violin and piano studies. The Music program is infused with other studies such as Math (theory), Science (resonance, vibration), History (composition), etc.

Overall Expectations

By the end of Grade 1, students:

- demonstrate an understanding of the elements of music outlined for this grade level through listening to, performing and creating music;
- use correct vocabulary and musical terminology associated with the expectations for this grade;
- listen to and identify music from different cultures and historical periods;
- communicate their response to music (e.g., through fine arts, dance, drama, media-arts, creative movement, language).

Visual Arts – Grade 1

At PEACE School, Art is the key to advanced or enlightened development for all children. The Visual Arts programs encompass theatre, dance, media, fine and culinary arts that are infused with all the academics to create a memorably engaging experience. The study of Visual Arts begins with the introduction of basic creative concepts and skills. Because of children's different developmental levels when entering Grade 1, it is expected that the emphasis this year will be joyful exploration and discovery.

Overall Expectations

By the end of Grade 1, students:

- realize and express their creative potential in producing a variety of two and three-dimensional artistic works, while applying artistic elements, principles and techniques to communicate and express emotions, ideas and understandings;
- use critical analysis techniques to creatively communicate feelings, ideas and understandings in response to a variety of art works and experiences;
- demonstrate an understanding of a variety of art forms, styles and techniques (past and present), and their social and cultural contexts.

Fine Arts – Grade 1

In First grade, students learn the fundamental principles and elements of Fine Art. These skills are further enhanced through use in presentations created for math, science, social studies, etc... They will engage in many art forms such as painting, pottery, sculpting and crafts.

Media Arts – Grade 1

Grade 1 students receive an introduction into media arts with simple lessons on the basic manipulation and control techniques of computer technology, digital video and still camera photography. They may learn simple principles of composition, framing and colour. The primary focus is on the use of these tools as a communication medium, so children understand the vast importance of language use as a tool for expression, sharing and manoeuvring through their world.

Theatre Arts – Grade 1

Theatre Arts are infused with all the academics - Social Studies – History, Geography and Science, introduced through experiential role-playing of scenarios, placing themselves in the shoes of the characters to provide a unique perspective. This program teaches students to engage the world through interaction and reflection of their thoughts and actions. Enacting academic studies through Art enables students to study the art form, themselves and others, and learn about the character of people of different times, places and cultures. In so doing they develop an understanding of how their world evolved. Students are guided to acquire the techniques that aid them in developing empathy. They discover their creative niche by assuming a role within the stage production and augment their ability to express ideas and feelings through contextual aspects of the art form. In addition to acquiring practical communication, artistic and critical analysis skills, students are enabled to clarify and articulate their perspective and empathize with the character they are reflecting.

Grade 1 students are introduced to the Principles of Theatre such as the Six Principles of Tragedy according to Aristotle:

1. Plot, the soul of a tragedy
2. Character, holds the second place. A similar fact is seen in painting. The most beautiful colours, laid on confusedly, will not give as much pleasure as the chalk outline of a portrait.
3. Thought, the faculty of saying what is possible and pertinent in given circumstances.
4. Diction, the expression of the meaning in words; and its essence is the same both in verse and prose.
5. Song, holds the chief place among the embellishments.
6. Spectacle, the production of spectacular effects depends more on the art of the stage machinist than on that of the poet

Dance – Grade 1

The PEACE Dance program is designed to bring an awareness of concepts that children already know innately, and provides them opportunity to describe what they have learned. Students in Grade 1 will experience in context the Elements of Dance through participation in various movement exercises.

ELEMENTS OF DANCE

- **body:** body awareness and simple movements.
- **space:** the area in which movement takes shape
- **time:** tempo and rhythm
- **dynamics:** quality of movement

Culinary Arts – Grade 1

The Culinary Arts program is taught in tandem with Health (nutrition and healing) and Science (environment and agriculture). Students will be presented with a tantalizing and informative program that teaches children about the value of cultivating and imbibing a healthy balanced diet and how it applies to our wellbeing and development through life

This program is also infused with math (measurement), science (eco-systems), language arts (writing, presentation), social studies (world culture studies), health (nutrition), physical education and other art programs.

Language Arts – Grade 1

Language development is the key to communication and central to students' intellectual, social, and emotional growth. It incites curiosity and encourages them to explore and learn how to navigate through their world. Language Arts is the development of an ability to share and communicate experiences with others. Students learn to define and refine their expression of feelings and opinions and, as they mature, use language in many expressive forms (prose, poetry, song, etc.) to expand, enhance and share their experience in a meaningful manner.

Students come to appreciate language both as an important medium for communicating ideas and information and as a source of enjoyment. Language skills are necessary to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express clearly and demonstrate understanding.

Language Arts are infused with the Creative Arts inclusive of other academic subjects. Students develop a solid foundation and understanding of the vocabulary and structure of oral text forms; of sound/symbol relationships, letter formation and language structure; and of the communicative possibilities of images and sounds. Modelled, shared, interactive and guided learning experiences provide Grade 1 students with direction and support in producing oral, written and media texts. Through these experiences in conjunction with expressive art forms, such as music, theatre arts and environmental interactions – and their growing familiarity with texts such as simple recounts, stories, procedures and experiential encounters, students are engaged holistically in the learning experience. Students also benefit from daily opportunities for independent practice, group sharing in applying their speaking, writing and media production knowledge and skills for meaningful acquisition of knowledge. Through these supported and independent experiences students learn to construct words into sentences and to combine words, images and sounds to express inner quandaries, imaginings, feelings and communicate ideas and information in a number of oral, written and media formats.

Communication – Grade 1

Overall Expectations

By the end of Grade 1, students will:

- listen in order to assimilate information, explore it, express their particular understanding accordingly in a range of art forms and situations for a variety of purposes;
- use speaking skills to communicate effectively and strategies to convey their with different audiences for a variety of purposes;
- reflect on the co-existence of listening and speaking process as they pertain to the sensorial relationship of all faculties, identify their innate ability as speakers and listeners, and engage in participatory exercises and strategies that are most helpful in further development of oral communications.

Reading – Grade 1

Reading is an exciting adventure to explore the imagination and depict the creations of worlds as lived through the experiences and journeys of the authors. Reading involves engaging an interest in new information to delve further into the discovery of new ideas that are useful for navigation of our world. What you learn in your mind is then transferred to your physical reality. Why do we read? Reading has many purposes such as: navigation, entertainment, meditation, communicating ideas, learn how things work, instruction on how to do something, reinforcement of our personal understanding, exploration of big ideas and more. Students may prepare for reading by identifying the purpose of the activity and activating their prior knowledge about the topic of the text. A good teacher/guide allows a book to come alive and inspires the learning process. Teachers help build the necessary background knowledge for students, whose life experiences may not have provided them with the information they need to understand the text. In doing this, they reinforce what is being read. Each student will interpret the reading based on their own experiences, then share that understanding with their peers, providing new perspectives and an understanding that we all see things in a unique way. By sharing each one's particular understanding, the learning experience shifts from a linear concept to a multi-faceted, holistic experience.

While reading, students may use “cueing systems” – that is, clues from context or from their understanding of language structures and/or letter-sound relationships – to help them solve unfamiliar words – learn to use a dictionary and a thesaurus as resources, and comprehension strategies to help them make meaning of the text. Comprehension strategies include predicting, visualizing, questioning, drawing inferences, identifying main ideas, summarizing, monitoring and revising comprehension. After reading, students may synthesize, make connections, evaluate and use other critical and creative thinking skills to achieve a deeper understanding of the material they have read. They may present their understanding of reading through another expressive art form, such as drama, music poetry, etc.

Overall Expectations

Students:

- are inspired and motivated to read and demonstrate to themselves an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning;
- identify a variety of text forms, features and stylistic elements and demonstrate understanding of how they help communicate meaning; the child is provided an opportunity to respond or react to the text.
- explore words to discover a deeper meaning (and multiple meanings) and thus enhance the child's knowledge enabling them to read more fluently;
- develop their vocabulary to a level that allows them to stretch beyond the limitations of the mundane that evokes them to satiate their desire for higher learning. Through this approach students develop greater understanding, learn to read with meaning, become aware of a broad range of text forms and writing styles, and develop an appreciation for the multiplicity of information available for their use in navigating through their world.

Creative Writing – Grade 1

The intent of the creative writing exercise is to merge the right and left-brain, using motor skills combined with the imagination to communicate the student's experience to the world. Students develop self-confidence through the teacher/guide's encouragement to express themselves.

Overall Expectations

By the end of Grade 1, students will:

- develop and enhance their vocabulary and learn to use their imaginations to organize, express and paint their ideas in print in a creative manner so others can share in their vision;
- draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for their level;
- broaden and enhance their language skills, learn editing, proofreading and publishing strategies, to recognize errors, refine expression and present, communicate and clarify their writings effectively;
- present their work to the teacher/guide for reflection, which will identify their strengths as writers and areas for improvement, then discover the strategies that are most helpful to their level in the writing process.

Media Literacy – Grade 1

The media is a multi-faceted communications platform that presents information in an abundance of expressions, and appeals collectively to all learning modalities. Media literacy focuses on the construction of meaning through the combination of media "languages" that include – print, radio, television, electronics and computer technology. Students learn how to navigate through the mediums, learning to discriminate between what is real and beneficial to their world and life and what is fiction. This is the beginning of development of inter-dependence in learning how to understand, use and expand the tool of the mind.

Overall Expectations

By the end of Grade 1, students will:

- learn to communicate effectively using a variety of media;
- explore some media platforms and learn how the conventions and techniques associated with them are used to communicate and create meaning;
- learn the production techniques to create a variety of media for useful purposes and audiences;
- present their productions to their peers and teacher/guide for reflection and to identify their development as media interpreters and creators, and discover the strategies they found most effective in understanding and creating media.

Mathematics – Grade 1

Specific Expectations:

Mathematics for the first grader includes numbers and numeration, measurements /patterning, algebra (problem solving), data management and probability. Children are shown the significant role that mathematics plays in their lives through relative interaction and creative integration with music, art and science.

Problem Solving	apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding;
Reasoning And Proving	apply developing reasoning skills (e.g., pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others);
Reflecting	demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct);
Selecting Tools & Computational Strategies	select and use a variety of concrete, visual and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems;
Connecting	make connections among simple mathematical concepts and procedures, and relate mathematical ideas to situations drawn from everyday contexts;
Representing	create basic representations of simple mathematical ideas (e.g., using concrete materials; physical actions, such as hopping or clapping; pictures; numbers; diagrams; invented symbols), make connections among them, and apply them to solve problems;
Communicating	communicate mathematical thinking orally, visually and in writing, using everyday language, a developing mathematical vocabulary and a variety of representations.

Numbers and Numeration – Grade 1

Representing and ordering whole numbers to 100 as it is relative to the student's life; representing money amounts to \$1.00 and learning the value of the dollar in relation to trade and the barter system; decomposing and composing numbers to 100 – learning the basics of addition and subtraction, this is in relation to intellectual values to be expressed through creative representation to display the mathematical value; establishing a one-to-one correspondence when counting the elements in a numerical set; counting by 1's, 2's, 5's and 10's; adding and subtracting numbers to 100.

Overall Expectations

By the end of Grade 1, students will:

- read, represent, compare and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts;
- demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20;
- solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.

Measurement – Grade 1

Measure using non-standard units – abstract concepts are explored; telling time to the nearest quarter-hour; developing a sense of area and space; comparing objects using measurable attributes and non-standard units; investigate the relationships between the size of a unit and the number of units comprising the objects length.

Overall Expectations

By the end of Grade 1, students will:

- estimate, measure and describe length, area, mass, capacity, time and temperature, using non-standard units of the same size;
- compare, describe and order objects, using attributes measured in non-standard units.

Geometry and Spatial Sense – Grade 1

Sorting and classifying two-dimensional shapes and three dimensional figures by attributes – drawing, sculpture; recognizing symmetry; relating shapes to other shapes, to designs and to figures; describing location using positional language,

Overall Expectations

By the end of Grade 1, students will:

- identify common two-dimensional shapes and three-dimensional figures and sort and classify them by their attributes;*
- compose and decompose common two-dimensional shapes and three-dimensional figures;
- describe the relative locations of objects using positional language.

Patterning and Algebra – Grade 1

Creating and extending repeating patterns involving one attribute; introducing the concept of equality using only concrete materials.

Overall Expectations

By the end of Grade 1, students will:

- identify, describe, extend and create repeating patterns;
- demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction to 100.

Data Management and Probability – Grade 1

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.

Overall Expectations

By the end of Grade 1, students will:

- collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis;
- read and describe primary data presented in concrete graphs and pictographs;
- describe the likelihood that everyday events will happen.

Social Studies Overview

Social Studies is a complete overview of our world from past to present, a quest to examine and understand communities, from the local to the global, their various heritages, physical systems and environments, and the nature of citizens within them. Through interactive Arts (music, drama, media, fine and culinary arts, students acquire first hand knowledge of humankind's existence on Earth, including change, culture, environment, power and the dynamics of the marketplace. They learn about Canada and the role of citizens in a democratic society within a culturally diverse and interdependent world. The diversity, multiplicity and unique nature of world cultures are explored in relation to the students' community.

Students acquire skills of inquiry and communication through field studies, research projects - with the use of internet, maps, globes and models; theatre arts – acting out historic events; media arts – use of design software in their plays; and through the consideration of various forms of historical evidence. Students apply these skills to develop an understanding of Canadian identity and democratic values, to evaluate different points of view, and to examine information critically in order to solve problems and make decisions on issues that are relevant to their lives.

Social Studies – Grade 1

The grade 1 Social Studies curriculum includes: Heritage and Citizenship, North American and World Connections, Relationships and Cultural Studies, Government and Responsibilities, the Local Community.

The Social Studies program is an experiential study infused with the Arts, including Drama/Theatre, Music (folk songs), Dance (folk), Fine Arts (recorded history) and Culinary Arts (culture-we are what we eat). Students identify the relationships, rules and responsibilities in their home, school and community in order to understand the basis of citizenship. They acquire an understanding about the important role rules and responsibilities have played in relation the cultures that have developed them. Students also explain how and why relationships, rules and responsibilities may change over time and in different places.

Overall Expectations

By the end of Grade 1, students will:

- learn about people with whom they have significant relationships, and the rules and responsibilities associated with people, places and events in their lives and communities and their connections to our Earth and nature;
- meet and learn of people from a variety of cultures and communities around the globe to reveal their similarities and differences;
- use a variety of resources and tools to gather, process and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community in relation to our Earth;
- present their understanding of how and why relationships, rules and responsibilities may change over time and in different places, and the impact that society has on our Earth.

Science and Technology – Grade 1

Overview

The word science comes from the Latin root 'scientia' meaning 'knowledge'. Science is the quest generated by wonder for the understanding of the magic behind creativity. Students will be inspired and encouraged to explore their world of the known and unknown, to consider the deeper meaning behind existence and discover the source of all knowledge.

Science studies fall under the categories of Environmental, Life, Physical, Engineering and Computer Technology. An inquiry-based methodology is employed under the context of the 'scientific method' so students develop good organization skills. The scientific method is affected by attitude and change and demands commitment to accuracy, precision and integrity in observation, experimentation and reporting; respect for evidence; concern for the observance of safety procedures; and respect for living things and the environment. This practice is combined with learning creative design for effective visual presentation of their newfound discoveries.

Environmental Science – Grade 1

Environmental Science is the study of different components of the environment and nature that interact and result in such phenomena, which can be either beneficial for or harmful to the Earth's environment and the beings dependent on it for their sustenance. It also includes observation of changes in the earth's atmosphere, studying the reasons and think about propositions to repair the damages that have been and are being done. Environmental Science students now mostly study about pollution, global warming, forest conservation, soil erosion and the like. Throughout their education, PEACE students will learn a positive approach to alter these current dilemmas to discover solutions and methods in which to alter the destructive path of our world.

Overall Expectations

By the end of Grade 1 students will:

- exhibit an understanding of changes that occur constantly within our physical world (and universe), with emphasis on seasonal cycles and of how these changes affect the characteristics, behaviour and movement of living things on the Earth (i.e. the moon - the tides, the sun – the weather, gravitational pull);
- consider and explore 'cause and effect' – what creates change and enhances growth that occurs in life cycles and in seasonal cycles;
- describe how living things, including humans, adapt to and prepare for daily and seasonal changes.

Life Science – Grade 1

Life science (biology) is the study of how our physical world manifests and grows (e.g., humans, animals, plants, ecosystems, cells, etc,) as it relates to our basic human needs (e.g., the need for food, shelter and clothing). Students begin their study exploring life systems in relation to aspects that are familiar to them (e.g., animals and plants in their environment, their own bodies) and gradually move on to study global aspects - such as ecosystems, in addition to outer and inner space, and less readily visible aspects, such as the microscopic world of cells. Of particular importance in the Life Systems strand is the investigation of interactions and relations between living things and their environment. These investigations are enhanced by presentations of the students' understanding through the Arts. Emotions augment the mind, as a magnifying glass augments the eye. For example a dramatic moment enhances the learning process and retention of what has been learned.

Overall Expectations

By the end of Grade 1, students will:

- demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air and water);
- investigate the characteristics and needs of animals and plants;
- demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans.

Physical Science – Grade 1

In Grade 1, students are introduced to the concept of materials through exploration of various objects in their immediate surroundings. Students will use all their senses to identify various materials and objects. In doing this, they will learn to make a clear distinction between objects and materials and come to understand that materials have specific properties. They will also learn to describe these properties clearly and precisely. By making objects out of various materials, they begin to understand there is a connection between the properties of materials and the specific purposes for which the materials are used.

Overall Expectations

By the end of Grade 1, students will:

- distinguish between objects and materials (e.g., scissors are objects and they can be made of metal and/or plastic), and identify and describe the properties of some materials (e.g., flexibility of plastic, hardness of wood);
- investigate the properties of materials and make appropriate use of materials when designing and making objects;
- describe the function of specific materials in manufactured objects that they and others use in daily life.

Technology - Grade 1 Overview

Technology is both a form of knowledge that uses concepts and skills from other disciplines (including science) and the application of this knowledge to meet an identified need or solve a specific problem using materials, energy and tools. The method of technology consists of inventing or modifying devices, structures, systems, or processes through the practices of Engineering and Computer Science.

Need is the “Mother of Invention!” Technology begins with a need, followed by a query that engages the imagination in a progression of exploration and experimentation. Technological investigation involves the application of methods known as design processes, which in turn involve the use of concepts and procedures such as the identification of a need or problem and the selection of the best solution.

Computer Science Overview

The use of computers extends and enriches students' learning in science and technology in important and unique ways. Students are encouraged to use computers for a variety of purposes throughout the science and technology program. They may peruse the World Wide Web as a research tool, to learn about science and technology of the world beyond the classroom, and communicate with students in other schools and in other parts of the world through the Internet to broaden their understanding of global scientific issues. Students use computer programs to compile, organize and store data gathered through investigations; to write reports and papers in which they present their findings (using word-processing programs and spreadsheets); and to work with simulations in areas of study in which hands-on activities are not feasible (e.g., in astronomy) or in which there is too great a safety risk (e.g., investigations involving toxic substances). In addition students learn the working of the computer and may learn to develop computer programs that facilitate the development of engineering designs,

Students in Grades 1 to 6, in particular, will benefit from a program in which science, technology and the Arts are infused. Integrated programs help students make connections between the concepts and skills while developing an understanding of creation. Students explore life, creativity and science through an inquiry and design methodology. They investigate the scientific concepts that underlie and lead to an understanding of technological accomplishments, to develop and use these skills to better our world.

Computer Technology – Grade 1

Twentieth century technological advancements are miraculous wonders that have opened the world to instantaneous communication and a wealth of information sharing, available at the touch of a button.

Grade 1 students explore, manoeuvre and discover the basics of computer technology. They are introduced to a world of technological systems, observe and use the systems that they encounter in daily life. In addition students will learn to use music and design software to integrate into their scientific presentations.

Overall Expectations

By the end of Grade 1, students will:

- explore and develop an awareness of computer characteristics and technological systems;
- learn how to use and manoeuvre some of these systems;
- demonstrate understanding of the characteristics of different computer systems.

Engineering Overview

The Engineering facet of the science program is the study of structures, mechanisms and design and is largely technological in content. A structure is the design and manifestation of material forms that maintain a functional physical shape and size. A mechanism uses or creates motion to facilitate the performance of a specific function for a structure and consists of one or several simple machines (e.g., lever, pulley, wheel). With successive grade levels, students gain greater sophistication in their understanding of structures and mechanisms, and skill in their ability to design and construct them. Students also learn that structures and mechanisms can be combined into a system, which is a set of connected parts that perform actions controlled in specific manners.

The topics covered include:

Grade 1: Simple Structures

Grade 2: Movement

Grade 3: Stability

Grade 4: Pulleys and Gears

Grade 5: Forces Acting on Structures and Mechanisms

Grade 6: Motion

It is important that students follow established safety practices in designing, constructing and experimenting with structures and mechanisms. These practices include:

- handling molding clay correctly and washing one's hands after using it;
- using tools safely to cut, join and shape objects;
- following proper procedures when comparing mechanical systems and their operation;
- using care when observing and working with objects in motion (e.g., objects that are spinning, swinging, bouncing, vibrating; gears and pulleys; elevated objects).

Engineering – Grade 1

Our world is comprised of a wide variety of man-made functional objects and structures in an array of distinctive shapes and patterns for specific purposes. The structural designs are often fashioned after structures found in nature (eg. beehives, eggs, beaver dams). These structures, categorized according to function, materials and design, include such items as walls (buildings, dams), frame structures (bridges and bicycles) and shell structures (domes and tents). Grade 1 students observe, identify repeated patterns and shapes, manipulate and create different structures in natural and human-made environments.

Grade 1 students are also introduced to the concept of systems, observe and use systems that they encounter in daily life and that involve a single input, which is the action required to set a system in motion (e.g., flicking a light switch), and a single output, which represents the response of the system.

Overall Expectations

By the end of Grade 1, students will:

- demonstrate awareness that structures have distinctive characteristics;
- design and make structures that meet a specific need;
- demonstrate understanding of the characteristics of different structures and the relation to designs in nature.

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Health and Physical Development – Grade 1

The Health aspect of the program is interwoven with the Culinary Arts and Science programs, while the Physical Education program is inclusive of science (ie. kinesiology), dance as movement and experiential theatre arts. During the First Grade, children continue exploring and developing positive attitudes towards health, safety, physical activities and lifelong appreciation for healthy living. Children participate daily in a range of engaging natural physical and health activities in and out of doors. For a list of possible opportunities and activities your child may choose to explore and participate in, see the colour coded chart of activities on page 15. In addition, there will be guidance on our impact and relativity to nature, the influence a healthy environment plays on healthy living, and their role to cultivate and maintain the Earth.

Health Overall Expectations

By the end of Grade 1, children will:

- explore and learn to appreciate the value and importance of health and safety practices for all (personal and community relations);
- explore and develop knowledge of the difference processed and whole natural foods through hands on and experiential practices.
- advocate for self interests and home, community and school practices
- learn respect and appreciation for all life forms and develop an understanding of their role to beautify the Earth.
- explore and develop an understanding of one's body, mind and spiritual development

Physical Development Overall Expectations

By the end of Grade 1, students:

- explore and develop an understanding of personal, physical and spiritual wellness
- engage and explore a variety of activities that develop motor skills, flexibility and dexterity (see possibilities on chart page 15).
- participate and willingly explore a variety of activities that use and aid in the development of both large (gross-motor control) and small muscles (fine-motor control);
- demonstrate their newly acquired abilities through performance in theatre, dance, calisthenics and simple sports activities.
- develop special awareness and demonstrate an understanding of health and safety practices for themselves and others in a variety of spaces and environments.
- show awareness and an ability to report or remove unsafe environment conditions

Second Grade

The second grader will expand further upon the core subjects of the first grade, combined with an introduction to the more abstract principles involved in the philosophy of being, in relation to cause and effect, and broadening awareness, while exploring the world around them. Exploration of the nature of our world will be accomplished via hands on experience, with an introduction to **Native studies** and world cultures. **Music** studies progress to include singing plus an enhanced presentation to musical instruments of the orchestra, learning rhythms and music theory. **Social Studies** will be introduced via Skype connections with communities around the globe. Students will explore differences in cultures in language, food, clothing, schools, homes, recreation, land use, climate, transportation and so on. They will also, share their world with their new friends in different lands. An introduction to drama ensues as an expression and presentation of their understanding. By completion of grade 2, students may be able to explain the happenings of a magical nature that are occurring in his or her world.

Music, dance, art and drama are infused throughout the second grade. Through this methodology, students learn the basics of **Language Arts** (writing, spelling, reading, learning meanings of words) and introduction to simple **Mathematical** processes through patterning (addition, subtraction, multiplication, division, problem solving, reasoning, connecting, representing and communicating) through hands on experience. What they learn here will be employed thematically and expressed in all other subjects of the day, as it relates to them. For example, in **Social Studies** of Native, Canadian and Cultural traditions and heritage, they may also learn how numbers came into play in early times, with trade, counting of wares, measuring land, building ships, measuring for clothing design, etc., This may then be acted out through development of a dramatic play that the students help write, assisted by the teacher/guide, create poems and songs, and later act out, sing or dance. In science studies, students may learn how the pioneers discovered what was edible in the wilds, cleared the land and planted crops, to survive. Students plant and grow their own gardens. **Science and Technology** encompasses all the sciences in relation to furthering exploration of our Earth and the impact we humans have had on it. In grade 2, studies will expand to exploration of outer space and our universe. In addition they engage in Environmental Studies of the Earth, water, air and vegetation, wildlife and the symbiotic relationship we once had with nature. This may spill over to a history lesson of what industrialization has done to our Earth and the urgent need to mend and renew our relationship with nature. Students may be presented with simple current problems that have arisen, starting in their own homes and community, use the design-thinking model to brainstorm ideal methods to resolve these problems, develop prototypes and test them out.

Grade 2 Program

Music - Grade 2

In Grade 2, students have the option to continue studies on a stringed instrument and piano individually and in ensembles. This is the initiation and transition into small ensemble and orchestra development, where practical use of all previous training is being further explored. This is the phase for natural movement into sight-reading and pattern recognition. These musical concepts will flow into mathematical (patterning) and scientific (nature's patterns) studies providing a context and meaning. Students will continue to explore music through song and dance, create and play simple instruments of world cultures, learn theory and how to use patterns of sound to create compositions. Opportunity to engage in more enhanced music making will be available to suit each individual child's capabilities and level of interest.

Overall Expectations

By the end of Grade 2, students will:

- participate in performing ensembles;
- build on previous understandings of theory (rhythm, pitch,) and improve individual technique with piano and a stringed instrument.
- Demonstrate comprehension of the elements of music for this grade through listening to, performing and creating music;
- explore a variety of sound sources and use them in performing and creating music;
- use correctly the vocabulary and musical terminology associated with the expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music through presentation and performance (e.g., visual arts, drama, creative movement, language, etc).
- Integrate their understanding of music into every facet of their studies.

Visual Arts - Grade 2

Overview

The Grade 2 Visual Arts Program is a continuation from the previous grade with the presentation of advanced techniques that broaden the understanding of the fundamentals of Art. Students will connect with 'world' artists to explore the multitudinous forms that creativity brings to light in our world and universe. They will engage and implement a variety of art forms in their academic presentations to express their understanding of what they have gleaned from their studies.

Fine Arts – Grade 2

By the end of grade 2 students will:

- engage the imagination 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;
- learn and use critical analysis skills to communicate feelings, ideas and understandings in response to a variety of art works and creative experiences;
- demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their social and/or community contexts.

In addition to the concepts introduced in Grade 1, students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

ELEMENTS OF DESIGN

Students will develop understanding of all elements of design.

- **line:** horizontal, vertical, diagonal lines; lines that show motion (e.g., pointy, curvy); lines inside shapes
- **shape and form:** symmetrical shapes and forms (e.g., shapes and forms in buildings)
- **space:** overlapping of objects to show depth
- **colour:** secondary colours (various colours made by mixing equal amounts of primary colours, such as violet, orange, green); mixing of colours with a limited palette
- **texture:** textures of familiar objects (e.g., rough tree bark, smooth plate, ridged corduroy fabric); illusion of texture (e.g., a rough texture created by patterns of lines); impasto (thick, textured paint)
- **value:** mixing of a tint; identification of light and dark

PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity, harmony and movement) with emphasis on repetition and rhythm.

- **repetition and rhythm:** repetition of colour and shape in patterns; random, alternating and regular patterns in everyday objects (e.g., textiles, ceramics) and in art works.

Media Arts – Grade 2

Grade 2 students are presented with a broader perspective and develop an appreciation for media arts. They are given a brief history of technology, in context with societal progress; learn the roles of media technologists, and basic techniques and skills to manipulate and control computer technology, digital video and still camera photography. They may learn principles of composition, framing and colour. The primary focus is on the respect and care required when using these tools as a communication medium. Children will understand the vast importance of media use as a communication tool for expression, sharing and exploring their world.

Theatre Arts – Grade 2

Overall Expectations

By the end of grade 2 students will

- engage the imagination to create and act in dramatic skits and plays, using the elements and conventions of theatre to communicate feelings, ideas and stories;
- reflect and analyze critically to effectively communicate feelings, ideas and understandings in response to a variety of drama works and experiences;
- demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and in context with cultural, social and/or community experience.

Students in Grade 2 will build an understanding of the following concepts through participation in various drama experiences.

ELEMENTS OF DRAMA

- **role/character:** adopting the attitude/point of view of a fictional character; using body language (e.g., posture, gestures, facial expression), costumes and props appropriate to a character; varying vocal levels, tones and ranges to support the depiction of a character.
- **relationship:** listening and responding in role to other characters in role
- **time and place:** establishing a fictional setting and relating to it in role
- **tension:** being aware of a sense of mystery or a problem to be solved
- **focus and emphasis:** identifying the main idea or central theme of the drama

Dance – Grade 2

Overall Expectations

In the grade 2 Dance program, children become more cognizant of the connection between body and spirit. They build on and progress from the grade 1 foundations, and develop and refine their expressive tools through the Elements of Dance.

ELEMENTS OF DANCE

- **body:** using the body as tool to express emotion and form.
- **space:** learn to shape, design, move and create relationships
- **time:** tempo and rhythm – learn to synchronize with music and others.
- **dynamics:** quality of movement, learn to codify dynamics of dance through expression and emotion.

Culinary Arts – Grade 2

The Culinary Arts program is taught in tandem with Health (nutrition and healing) and Science (environment and agriculture). Students will be presented with a tantalizing and informative program that teaches children about the value of cultivating and imbibing a healthy balanced diet and how it applies to our wellbeing and development through life

This program is also infused with math (measurement), science (eco-systems), language arts (writing, presentation), social studies (world cultures), health (nutrition), physical education and art programs.

Language Arts & Communications – Grade 2

Grade 2 students are inspired and encouraged to access oral, print and media texts that provide opportunities to explore experiences that are unique to their own lives. Oral texts such as poems, teacher/guide read-aloud on new topics, readers' theatre, presentations or talks by guest speakers, large- and small-group discussions, and one-on-one conversations; print texts such as stories, fantasies, fairy tales, cultural folk-lore, picture books, early chapter or series books, fiction and non-fiction books on topics of personal interest, nature or science magazines, books from home; and media texts such as digital images, recorded music, soundtracks, television commercials and films provide a variety of sources to motivate and engage students.

Oral Communication – Grade 2

Overall Expectations

By the end of Grade 2, students will:

- develop enhanced listening skills and increase their vocabulary to broaden communications;
- use speaking skills and strategies to communicate and share experiences and an understanding of what has been learned;
- reflect on and identify their strengths as listeners and speakers, areas for growth, and the strategies they found most helpful in broadening their oral communication skills.

Reading – Grade 2

Overall Expectations

By the end of Grade 2, students:

- engage in reading, consciously explore and develop an understanding and broader awareness of a variety of texts, using a range of strategies to construct meaning;
- identify a variety of text forms, features and stylistic elements and demonstrate an understanding of how these structures help communicate meaning;
- use knowledge of words, sentence structures and an expanded vocabulary to read fluently;
- reflect on and identify their strengths as readers, areas for growth and the strategies they found most helpful before, during and after reading.

Writing – Grade 2

Overall Expectations

By the end of Grade 2, students will:

- generate, gather and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy – Grade 2

Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Mathematics – Grade 2

Grade 2 Mathematics includes an advanced level of the foundation that was laid in grade 1. Lessons are cross-curricular and infused with the Arts. Students engage interactively in their mathematical studies as they relate to their every day lives. Students will learn mathematical terminology employed throughout North America (metric and US standard).

Number Sense and Numeration: representing and ordering numbers to 100; representing money amounts to 100¢ - learn practical application of value and management; investigating fractions of a whole; counting by 1's, 2's, 5's, 10's and 25's; adding and subtracting two-digit numbers in a variety of ways; relating equal-sized groups to multiplication and relating sharing equally to division.

Measurement: measuring length using centimetres and meters – inches, feet and yards; telling time to the nearest quarter-hour; measuring perimeter, area, mass and capacity using standard and non-standard units; describing and establishing temperature change; choosing personal referents for the centimetre and the meter (inch, feet and yards); comparing the mass and capacity of objects using standard and non-standard units; relating days to weeks and months to years (Gregorian calendar).

Geometry and Spatial Sense: distinguishing between attributes that are geometric properties and attributes that are not geometric properties; classifying two-dimensional shapes by geometric properties (number of sides and vertices); classifying three-dimensional figures by geometric properties (number and shape of faces); locating a line of symmetry; estimating; expanding and contracting shapes; describing relative locations and paths of motion.

Patterning and Algebra: identifying and describing repeating patterns and expanding and contracting patterns; developing the concept of equality using the addition and subtraction of numbers and the equal sign; using the commutative property and the property of zero, in addition to facilitate computation.

Data Management and Probability: organizing objects into categories; collecting and organizing categorical and discrete data; reading and displaying data using line plots and simple bar graphs; describing probability, in simple games and experiments.

Numbers and Numeration – Grade 2

Overall Expectations

By the end of Grade 2, students will:

- read, represent, compare and order whole numbers, and use concrete materials to read, represent, compare and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢;
- demonstrate an understanding of magnitude by counting forwards and backwards, using multiples of various numbers as starting points;
- solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and introduce multiplication and division.

Measurement – Grade 2

Overall Expectations

By the end of Grade 2, students will:

- estimate, measure and record length, perimeter, area, mass, capacity, time and temperature, using standard and non-standard units;
- compare, describe and order objects, using attributes measured in standard and non-standard units.

Geometry and Spatial Sense – Grade 2

Overall Expectations

By the end of Grade 2, students will:

- identify two and three-dimensional shapes - sort and classify them by their geometric properties;
- expand and contract two-dimensional and three-dimensional shapes;
- describe and represent the relative locations of objects on a map.

Patterning and Algebra – Grade 2

Overall Expectations

By the end of Grade 2, students will:

- identify, describe, extend and create repeating patterns, expanding patterns and contracting patterns;
- demonstrate an understanding of the concept of equality between pairs of expressions, using addition and subtraction of concrete materials and symbols.

Data Management and Probability – Grade 2

Overall Expectations

By the end of Grade 2, students will:

- collect, organize, display and read categorical and/or primary data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs and other graphic organizers, with labels ordered along axes;
- describe probability in everyday situations and simple games.

Social Studies – Grade 2

The Social Studies program is an experiential study infused with the Arts, including Drama/Theatre, Music (folk songs), Dance (folk), Fine Arts (recorded history) and Culinary Arts (culture). Students become the explorers and pioneers, investigate family histories and traditions and report on how these histories and traditions contribute to and enrich North American society. They relate their investigations to examples of co-habitation from their own local community. Through the virtual classroom students will connect and collaborate with students in classrooms from other parts of the globe to share their cultures and traditions. The grade 2 Social Studies curriculum includes: Heritage and Citizenship, North American and World Connections, Relationships and Cultural Studies, Government and Responsibilities, the Local Community. Grade 2 students examine the wide variety of cultures and traditions that coexist in North America.

Overall Expectations

By the end of Grade 2, students will:

- demonstrate through Visual and Theatre Arts an understanding that North America is a society of many cultures;
- use a variety of resources and tools to gather, process and communicate information about similarities and differences among family traditions and celebrations;
- present their understanding of how the various cultures of individuals and groups contribute to the local community.

Science & Technology – Grade 2

Grade 2 Science and Technology studies include the exploration of Growth and Changes in Animals (man vs. animals, our interdependence, the impact on society and the environment), Environment: Valuable properties of Air and Water, Engineering: Movement, Properties of Liquids and Solids.

Environmental Science – Grade 2

Environmental Science is the study of different components of the environment and nature that interact and result in such phenomena, which can be either beneficial or harmful for the Earth's environment and its inhabitants dependent on it for their sustenance. It also includes observation of changes in the earth's atmosphere, studying the reasons and think about propositions to repair the damages that have been and are being done. Environmental Science students now mostly study about pollution, global warming, forest conservation, soil erosion and the like. Throughout their education, PEACE students will learn a positive approach to alter these current dilemmas to discover solutions and methods in which to alter the destructive path of our world.

Overall Expectations

By the end of Grade 2, students will:

- exhibit an understanding of changes that occur constantly within our physical world (and universe), with emphasis on seasonal cycles and of how these changes affect the characteristics, behaviour and movement of living things on the Earth (i.e. the moon - the tides, the sun – the weather, gravitational pull);
- consider and explore 'cause and effect' – what creates change and enhances growth that occurs in life cycles and in seasonal cycles;
- describe how all living things adapt to and prepare for daily and seasonal changes.

Life Science – Grade 2

Growth and Changes in Animals focuses on investigating the distinct characteristics of animals related to appearance, behaviour, growth and change. Students will study a variety of animals and identify important similarities and differences among them. Students will explore the manner in which human activities have an impact on specific animals and their survival, and ways in which the animals' environment has an impact on their development. They will also examine the importance of animals and the need for humans to protect animals and their habitats. This topic provides opportunities for students to observe live animals. Caring for animals helps students to learn about their needs and characteristics and to foster concern and respect for all living things.

Overall Expectations

By the end of Grade 2, students will:

- assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live;
- investigate similarities and differences in the characteristics of various animals;
- demonstrate an understanding that animals grow, change and have distinct characteristics.

Physical Science – Grade 2

In Grade 2, when students examine materials in the world around them, they become aware of a wide variety of similarities and differences in the properties of those materials, including how they look, feel and change. Students will develop their understanding of the properties of matter through investigating familiar liquid and solid materials, including the different ways in which liquids and solids interact and the various uses of liquid and solid materials.

When working with various liquids and solids, the students will be instructed as to the importance to handle these materials in a manner that ensures their personal safety and the safety of others. Safety will be the first order of instruction - including the importance not to ingest any matter and to wash their hands after handling any materials. Cross connections may also be made with the topic in the following strand – Air and Water in the Environment.

Fundamental Concepts of Physical Science ~ Materials that exist as liquids and solids have specific properties; Liquids and solids interact in different ways; some liquids and solids can be harmful to the environment and life forms.

Overall Expectations

By the end of Grade 2, students will:

- distinguish between objects and materials (e.g., scissors are objects and they can be made of metal and/or plastic), and identify and describe the properties of some materials (e.g., flexibility of plastic, hardness of wood);
- investigate the properties of materials and make appropriate use of materials when designing and making objects;
- describe the function of specific materials in manufactured objects that they and others use in daily life.

Computer Science – Grade 2

Twentieth century technological advancements are miraculous wonders that have opened the world to instantaneous communication and a wealth of information sharing available at the touch of a button.

Grade 2 students explore, manoeuvre and discover the basics of computer technology. They are introduced to a world of technological systems, observe and use the systems that they encounter in daily life. In addition students will learn to use music and design software to integrate into their scientific presentations. They will also connect with classrooms from different countries through via a virtual classroom portal and share their diverse cultures and discoveries.

Overall Expectations

By the end of Grade 2, students will:

- explore and develop an awareness of computer characteristics and technological systems;
- learn how to use and manoeuvre some of these systems;
- demonstrate understanding of the characteristics of different computer systems.

Engineering – Grade 2

Overview

In the study of **Structures and Mechanisms** grade 2 students begin to make connections between mechanical movement and the study of location and movement in mathematics. They learn the fundamental concepts of Structures and Mechanisms: Movement is a change in position of an object. Simple machines help objects to move. Mechanisms are made up of one or more simple machines. Simple machines and mechanisms make life easier and/or more enjoyable for humans. Using a design thinking methodology, students will consider innovative ways to 'lessen the load' and create simple machines to further their understanding of 'how things work'.

Overall Expectations

By the end of Grade 2, students will:

- assess the impact on society and the environment of simple machines and mechanisms;
- investigate and create mechanisms that include simple machines and enable movement;
- demonstrate an understanding of movement and ways in which simple machines help to move objects.

Health and Physical Education – Grade 2

The Health aspect of the program is interwoven with the Culinary Arts, Math (measurements) and Science programs, while the Physical Education program is inclusive of Math (geometry), Science (ie. kinesiology), dance as movement and experiential theatre arts. During the Second Grade, children continue exploring and developing positive attitudes towards health, safety, physical activities and lifelong appreciation for healthy living. Children participate daily in a range of engaging natural physical and health activities in and out of doors. For a list of possible opportunities and activities your child may choose to explore and participate in, see the colour coded chart of activities on page 15. In addition, there will be guidance on our impact and relativity to nature, the influence a healthy environment plays on healthy living, and their role to cultivate and maintain the Earth.

Overall Health Expectations

By the end of Grade 2 students will:

- continue to explore and learn to appreciate the value and importance of health and safety practices for all (personal and community relations);
- develop and explore personal and interpersonal skills, that translate into meaningful and positive practices of respect, responsibility and cooperative interactions.
- explore and develop knowledge of the difference processed and whole natural foods through hands on and experiential practices.
- advocate for self interests and home, community and school practices
- learn respect and appreciation for all life forms and develop an understanding of their role to beautify the Earth.
- explore and develop an understanding of one's body, mind and spiritual development

Overall Physical Expectations

By the end of Grade 2 students will:

- explore and develop an understanding of personal, physical and spiritual wellness
- engage and explore a variety of activities that develop motor skills, flexibility and dexterity (see possibilities on chart page 15).
- participate and willingly explore a variety of activities that use and aid in the development of new experiences with nature creating a connection on a personal level
- demonstrate their newly acquired abilities through performance in theatre, dance, gymnastics, calisthenics and simple sports activities.
- develop special awareness and demonstrate an understanding of health and safety practices for themselves and others in a variety of spaces and environments.
- acquire knowledge and display awareness and an ability to report or remove unsafe environment conditions

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Third Grade

The third grader is introduced to a deeper meaning of **Language Arts**, through expansion of vocabulary, learning how to compose a sentence-paragraph, how to create a simple story, poem and play. Studies include pictorial introduction to the alphabet, spelling, writing, reading, poetry and drama, folk and fairy tales, fables, legends and magical stories. **Mathematics** includes number sense, mathematical processes of addition, subtraction, multiplication and division. In **Science** and **Social Studies** students explore the world around them with nature stories, environmental consciousness and gardening.

The design-ideation methodology is expanded upon, particularly through group circles in **Science** - Environmental studies. Students are made aware of problems out in their community, be it pollution and affects on nature, poverty, health, etc.. Using a design thinking methodology, they determine ways this may be resolved and actively initiate and engage a plan to accomplish this.

Grade Three **Social Studies** may include a history of Explorers, Natives and Early Settlement in North America. The development of community, the importance of collaboration and cooperation for a world to function in harmony will be addressed. Students develop poems, songs and mini plays, to express their understanding of this time. Awareness of the relation between what happened then and our current state may be highlighted and expressed through an Art form of the student's choice. Gifts or talents that they possess are used and enhanced through this expression. This is the onset of the media arts program, where they will create and document their learning.

Grade 3 Program

Music – Grade 3

In Grade 3, students are introduced to a more sophisticated level of music, ideas of melodic contour, and continue to broaden their understanding of the elements of music through listening, singing, playing and composing. Continuation of string and/or piano training is strongly encouraged. Singing and formation of chorale groups is an important facet of the music program for both musical and spiritual development. During the primary grades, students learn how to use and care for musical instruments properly, become familiar with acceptable audience behaviour, and develop the ability to work with others. Students will continue with the development and refinement of ensemble skills.

Overall Expectations

By the end of Grade 3 students will:

- establish the joy of making music with others;
- develop a more focused perspective of theory (rhythm, pitch, scales, arpeggios and chord structure) and improve individual technique (strings and piano), and are introduced to woodwind and other instrument families.
- demonstrate comprehension of the elements of music for this grade through attending professional performances, listening to, performing and creating music;
- continue to explore a variety of sound sources and use them in performing and creating music;
- continue to build the vocabulary and associated musical terminology;
- identify and perform music from various cultures and historical periods;
- communicate their response to music through presentation and performance (e.g., visual and media arts, theatre, creative movement, language, etc).
- Infuse their understanding of music within every facet of their studies.

Visual Arts – Grade 3

Overview

The Grade 3 Visual Arts Program is a continuation from the previous grade with the presentation of advanced techniques that broaden an understanding of the fundamentals of Art and creativity. Students will connect with their world and artisans around the globe to explore the multitudinous forms that creativity brings to light. They will explore and implement a variety of art forms in their academic presentations to express their understanding of what they have gleaned from their studies.

Fine Arts – Grade 3

Overall Expectations

By the end of grade 2 students will:

- engage the imagination 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;
- learn and use critical analysis skills to communicate feelings, ideas and understandings in response to a variety of art works and creative experiences;
- demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their social and/or community contexts.

In addition to the concepts introduced in Grade 2, students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

ELEMENTS OF DESIGN

Students will develop understanding of all elements of design.

- **line:** variety of line styles and densities (e.g., thick, thin, dotted)
- **shape and form:** composite shapes; symmetrical and asymmetrical shapes and forms in both the human-made environment and the natural world (e.g., symmetrical: insects, flowers; asymmetrical: windblown trees, architecture – ancient and modern)
- **space:** foreground, middle ground, background and shadow to give illusion of depth
- **colour:** for expression (e.g., warm and cool colours); colour to indicate emotion; mixing of colours with white to make a range of warm and cool tints
- **texture:** real versus visual or illusory texture (e.g., smooth surface of a ceramic work versus drawing of rough tree bark); etching by scratching through surfaces (e.g., crayon etching on a scratchboard)
- **value:** mixing a range of light colours and dark colours – the colour wheel is presented

PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity, harmony and movement) with emphasis on variety.

- **variety:** slight variations on a major theme; strong contrasts (e.g., use of different lines, shapes, values and colours to create interest [bright or light colour values, dark colour values])

Theatre Arts – Grade 3

Overall Expectations

By the end of grade 3 students will

- engage the imagination to create and act in dramatic skits and plays, using the elements and conventions of drama to communicate feelings, ideas and stories;
- reflect and analyze critically to effectively communicate feelings, ideas and understandings in response to a variety of drama works and experiences;
- demonstrate comprehension of a variety of drama and theatre forms and styles from the past and present, and in context with cultural, social and/or community experience.

Students in Grade 3 will build an understanding of the following concepts through participation in various drama experiences.

ELEMENTS OF DRAMA

- **role/character:** adopting an attitude/point of view of a variety of fictional characters, dialogue.
- **relationship:** listening and responding in role to other characters in role
- **time and place:** establishing a clear setting
- **tension:** identifying factors that contribute to mystery or tension in a drama
- **focus and emphasis:** identifying the central theme and/or problem in a drama

Media Arts – Grade 3

Grade 3 students are presented with a broader perspective and develop an appreciation for media arts. They learn and engage in the roles and responsibilities of media technologists, in addition to the techniques and skills required to manipulate and control computer technology, digital video and still camera photography. They employ principles of composition, framing and colour in media productions. The primary focus is on the respect and care required when using these tools as a communication medium. Children will develop a broader understanding of the vast importance of media use as a communication tool for expression, sharing and exploring their world.

Dance – Grade 3

Overall Expectations

By the end of Grade 3:

Students are coming into their own, developing a broader perspective on who and what they are as creative, expressive beings. They are still very impressionable and open to learning new and big ideas. They are ready to stretch. At this phase in development, students are forming a greater understanding of curriculum integration. Studies of different dance and socio-cultural forms will come into their awareness. As they begin social studies, the dance program will bring performers of traditional and cultural dance forms - from the Natives to Pioneers - to the classroom. Students will keep a dance journal to articulate through words and graphics what they have learned.

ELEMENTS OF DANCE

- **body:** learning to consciously manipulate and define specific techniques
- **space:** learn to shape, design, move and create relationships –patterning and mapping
- **time:** tempo and rhythm – refine their synchronization techniques.
- **dynamics:** quality of movement: use geometric patterns (Math) and; expand their expression of characterization. What happens in the drama program may coincide with the dance program.

Culinary Arts – Grade 3

The Culinary Arts program is taught in tandem with Health (nutrition and healing) and Science (environment and agriculture). Students will be presented with a tantalizing and informative program that teaches children about the value of cultivating and imbibing a healthy balanced diet and how it applies to our wellbeing and development through life

This program is also infused with math (measurement), science (eco-systems), language arts (writing, presentation), social studies (world culture studies), health (nutrition), physical education and other art programs.

Language Arts & Communications – Grade 3

Grade 3 students are inspired and encouraged to access oral, print and media texts that are more challenging than grade 2, enabling them to explore new ideas, such as intuition and insight, new information and more complex topics that may require some interpretation and inference. Oral texts such as plays, presentations, large and small group discussions, peer conferences and oral story telling; print texts such as adventure stories, chapter books, fables, instructions, letters; and media texts such as magazines, video clips, comic strips, maps, storyboards and photographs provide a variety of sources to motivate and engage students. Print texts include enhanced vocabulary, specific to content; symbolic or abstract themes; complex and technical sentences; and a variety of organizational features. Grade 3 readers will learn to use the tool of the mind in a broader scope for navigating through life.

Oral Communication – Grade 3

Overall Expectations

By the end of Grade 3 students will:

- develop enhanced listening skills, including intuition and insight, and increase their vocabulary to broaden communications;
- use speaking skills and strategies to communicate and share experiences and an understanding of what has been learned;
- reflect on and identify their strengths as listeners and speakers, areas for growth, and the strategies they found most helpful in broadening their oral communication skills.

Reading – Grade 3

Overall Expectations

By the end of Grade 3 students will:

- engage in reading, consciously explore and develop an understanding and broader awareness of a variety of texts, using a range of strategies to construct meaning;
- identify a variety of text forms, features and stylistic elements and demonstrate comprehension of how these structures help communicate meaning;

- use knowledge of words, sentence structures with an expanded vocabulary to read fluently;
- reflect on and identify their strengths as readers, areas for growth, and the strategies they found most helpful before, during and after reading.

Writing – Grade 3

Overall Expectations

By the end of Grade 3 students will:

- create, gather and organize ideas and information to creatively write for an intended purpose and audience;
- draft and revise their writing using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy – Grade 3

Overall Expectations

By the end of Grade 3 students will:

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in comprehending and creating media texts.

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Mathematics – Grade 3

Grade 3 students possess an additional dimension, as they have learned the basics that provide a solid foundation, to facilitate their further understanding of mathematical structures. Students are encouraged to move beyond imposed limitations towards a new vista or horizon. Mathematics is taught with a context as it relates to their lives and infused with art forms as appropriate such as music – Pythagoras and fine art – engineering design. They will continue in the same areas of study as follows:

Number Sense and Numeration: representing and ordering numbers and money amounts; contracting and expanding three-digit numbers; investigating fractions of a set; counting by various powers of numbers; adding and subtracting three and four-digit numbers in a variety of ways; relating one and two digit multiplication and division, as applied to real-life situations

Measurement: measuring distance using kilometres and miles; telling time to the nearest 5 minutes; identifying temperature benchmarks; measuring perimeter using standard and non-standard units; measuring mass in kilograms/pounds and capacity in liters/quarts; measuring area using grid paper; comparing the length, mass and capacity of objects using standard units; relating minutes to hours, hours to days, days to weeks and weeks to years

Geometry and Spatial Sense: using a reference tool to identify right angles and to compare angles with a right angle; classifying two-dimensional shapes by geometric properties (number of sides and angles); classifying three-dimensional shapes by geometric properties (number of faces, edges and vertices); relating different types of quadrilaterals; naming prisms and pyramids; identifying congruent shapes; describing movement on a grid map; identifying transformations.

Patterning and Algebra: create and extend expanding and contracting patterns; representing geometric patterns with a number sequence, a number line and a bar graph; determining the missing numbers in equations involving addition and subtraction; investigating the properties of zero and one in multiplication.

Data Management and Probability: organizing objects into categories using two or more attributes; collecting and organizing categorical data; reading and displaying data using vertical and horizontal bar graphs; understanding modalities; predicting the frequency of an outcome.

Numbers and Numeration – Grade 3

Overall Expectations

By the end of Grade 3 students will:

- read, represent, compare and order whole numbers as high as they are able, use concrete materials to represent fractions and money amounts up to a figure they can comprehend;
- demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points;
- solve problems involving the addition and subtraction of single and multi-digit whole numbers, using a variety of strategies, and demonstrate comprehension of multiplication and division.

Measurement – Grade 3

Overall Expectations

By the end of Grade 3 students will:

- estimate, measure and record length, perimeter, area, mass, capacity, time and temperature, using standard and non-standard units;
- compare, describe and order objects, using attributes measured in standard and non-standard units.

Geometry and Spatial Sense – Grade 3

Overall Expectations

By the end of Grade 3 students will:

- compare two-dimensional shapes and three-dimensional figures, and sort them by their geometric properties;
- describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures;
- identify and describe the locations and movements of shapes and objects.

Patterning and Algebra – Grade 3

Overall Expectations

By the end of Grade 3 students will:

- describe, extend and create a variety of numeric patterns and geometric patterns;
- demonstrate comprehension of equality between pairs of expressions using addition and subtraction of one- and two-digit numbers.

Data Management and Probability – Grade 3

Overall Expectations

By the end of Grade 3 students will:

- collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered along horizontal axes, as needed;
- read, describe and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs;
- predict and investigate the frequency of a specific outcome in a simple probability experiment.

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Social Studies – Grade 3

Heritage and Citizenship: Early Settlements Overview

The Social Studies program is an experiential study infused with the Arts, including Drama/Theatre, Music (folk songs), Dance (folk), Fine Arts (recorded history) and Culinary Arts (culture). Students investigate and explore the communities of early settlers and First Nation peoples in North America around 1800, by putting themselves in shoes of their ancestors. They research interactions between new settlers and existing communities of First Nation peoples and Settlers and identify factors that helped to shape the development of the various communities. Students also compare communities of the past with those of the present, while considering concepts that are not beneficial to our current lifestyle, exploring ideas and directions that – if we could turn the clock back - might improve our current situation. Students will present what they learned creatively, through stories, theatrical presentation, music and multi-media.

Overall Expectations

By the end of Grade 3 students will:

- explore and re-create the communities of early settlers and First Nation peoples in North America around 1800;
- use a variety of resources and tools to gather, process and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of heritage, natural resources and climate on the development of early settler communities;
- compare aspects of life in early settler communities and present-day communities.

North America & World Connections: Urban & Rural Communities

Students explore and engage the role of their ancestors through theatrical skits and plays. They describe similarities and differences between urban and rural communities. They investigate geographic and environmental factors that influence the development of different communities and use an art form to present their findings and understandings (i.e. topographical maps). They also examine how communities interact with each other and the environment to meet human needs.

Overall Expectations

By the end of Grade 3 students will:

- identify and compare distinguishing features of urban and rural communities;
- use a variety of resources and tools to gather, process and communicate geographic information about urban and rural communities;
- explain how communities interact with each other and the environment to meet human needs.

Science – Grade 3 Overview

Grade 3 Science and Technology studies embrace the exploration of our Earth in Life Science: eco-systems in plants and Animals, and our role as caretakers, to achieve, maintain and sustain balance and harmony (eco systems). In Environmental Science: focus is on the nutrients need for growth (plant gardens), Engineering: exploring structures and how they work, Physical Science: exploration of the concepts behind manifestations of matter – how to take an idea and bring it into form including the principles of structure, Computer Tech: students explore the basics of how technology works and how to create simple programs.

Environmental & Life Science – Grade 3

Environmental and Life Science are the study of different components of the environment and nature that interact and result in such phenomena, which can be either beneficial or harmful for the Earth's environment and the beings dependent on it for their sustenance. Through hands on experience in the garden, Grade 3 students will explore the need for plant life, the nutritional properties, growth cycles and their needs for maximum growth (air, water, sun, soil). Students will observe and investigate a wide variety of local plants, from trees and mosses in their natural environment to flowers and vegetables grown at school or on farms, and will consider the impact of human activity on plants and their habitats. Students will also learn about the importance of plants as sources of oxygen, food and shelter and the need for humans to protect plants and their habitats.

Overall Expectations

By the end of Grade 3 students will:

- understand the growth cycles of plant life, what is required to ensure life flourishes, and the essential role plants play in our lives
- explore the similarities and difference in plant life, and the connection between plants and animal life;
- describe how living things, including humans, are interconnected and rely on each other to sustain existence on Earth.

Engineering & Physical Science – Grade 3

In Grade 3, students explore the principle concepts behind structures and manifestations of energy into matter with structure – how to take a big idea and bring it into form. All living creatures build structures for a variety of reasons, primarily for shelter and function to sustain life. Much can be learned from nature about structures that contain qualities of strength and stability to withstand natural forces (i.e., eggs – dome shape -- spider webs – flexibility). Students will look to nature to consider the unique properties of creativity in building perfect structures that are functional and sound.

Overall Expectations

By the end of Grade 3 students will:

- understand the principles of manifestation and matter, the intrinsic connection with nature;
- explore the properties of structure and form and our role in creatively constructing our world;
- present their understanding of structure and form through various creative art forms.

Computer Science - Grade 3

Twentieth century technological advancements are truly miraculous opening the world to instantaneous communication and a wealth of information sharing available to all on the click of a mouse.

Grade 3 students explore, discover and manoeuvre the primary function of computers. They will discover how computers were created; how to navigate through simple software programs and; how to use some simple software programs. Students are offered an opportunity to learn very basic properties of computer hardware and software design. In addition students will learn to use creative software to design scientific presentations – combining Science with Art.

Overall Expectations

By the end of Grade 3 students will:

- explore and learn simple properties of and how to navigate through computer and technological systems;
- learn how to use computers and some of these systems;
- present their understanding of computer systems through use of creative technology.

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Health and Physical Education – Grade 3

Health Overview

At this phase, the Health program is fully infused with Science, Math and Culinary Arts. Grade 3 students have already developed a foundational knowledge of their own world and are ready to explore beyond their horizons. They become aware of the interconnectivity with all life. Our body is an instrument - our space suit - guided by the brain, for the purpose of navigating our world. In order for the body to function fully and effectively, it must be tuned and maintained, so it will sustain our existence. To be successful, one must be healthy in body, mind and spirit. The students will discover that everything they ingest has a 'cause and effect' response – 'you are what you eat'. In addition, they will learn the nutritional values of foods, including vitamin content and how vitamins and minerals impact the body.

Overall Health Expectations

By the end of Grade 3 students:

- become enlightened through guidance as to healthy nutritional choices in relation to food; what the Earth provides and what each individual body requires to maintain maximum physical, mental and emotional health;
 - a. explore and develop knowledge of the difference processed and whole natural foods through hands on and experiential practices.
- describe parts, behaviours and functions of the human body, and learn the basics of what is necessary to create and sustain optimum health of the body;
- continue to explore and learn to appreciate the value and importance of health and safety practices for all (personal, interpersonal and community relations);
- develop and explore personal and interpersonal skills, that translate into meaningful and positive practices of respect, responsibility and cooperative interactions.
 - a. self advocate for home, community and school practices
- display respect and an appreciation for all life forms and develop an understanding of our role to beautify the Earth.
- explore and develop an understanding of one's body, mind and spiritual needs.

Physical Education Overview

The Physical Education program is infused with Math (geometry), Science (i.e., kinesiology – motor skills, biology), Theatre (i.e., musicals – coordination) and Dance (i.e., harmony in movement) as they inter-relate. Students display positive attitudes and an enlightened perspective towards health, safety, physical activities and lifelong appreciation for healthy living. The Grade 3 program focuses attention on the whole body, mind and spirit. Students will learn about the body and how it moves and grows (i.e., motor skills and coordination – joints, muscles). Movement may be learned as a dance (i.e. how to move with grace). This will extend into all physical activities to tune and refine the body as an instrument. For a list of possible opportunities and activities your child may choose to explore and participate in, see the colour coded chart of activities on page 15. What one does physically is imparted into the mechanics of the mind creating a harmonious state of being. Children participate daily in a range of engaging natural physical and health activities in and out of doors. In addition, there will be engaged in to nature studies (agriculture, gardening), to understand the influence a healthy environment plays on healthy living and their role to cultivate and maintain the Earth.

Overall Expectations

By the end of Grade 3 students:

- participate daily in physical activities that develop motor skills and sustain physical, emotional and mental fitness (e.g., swimming, games, gymnastics, theatre, dance), and develop flexibility and dexterity (see possibilities on chart page 15);
- demonstrate their newly acquired abilities through performance in theatre, dance, calisthenics and sports activities;
- recognize the benefits of being physically active;
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting and interpersonal skills) through physical activities and strategic field play;
- follow safety procedures related to physical activity, equipment and facilities.
 - a. acquire knowledge and display awareness and an ability to report or remove unsafe environment conditions
 - b. acquire and return equipment in the same manner it was received.
 - c. develop special awareness and demonstrate an understanding of health and safety practices for themselves and others in a variety of spaces and environments.
- explore and develop an understanding of personal, physical and spiritual wellness.

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Fourth Grade

Fourth graders are often motivated through exploration of his or her will. Students will be immersed in **Music, Drama** and the **Arts** as they explore **Social Studies** (mythology and medieval times with the notably dramatic stories and rhythmic epics); and introductory geography (North America) to develop awareness of their living environment. **Science** introduces students to the scientific method, as they further explore Man's relation to nature and reliance on it; how all things are interconnected. **Mathematics** introduces an historical perspective and those who influenced Math, as we know it today (Pythagoras, Plato, Aristotle). Problem solving, reasoning computational and communicating skills are further developed. Design-Ideation methodology is used to expand into problem solving situations within our own community and country – this may be issues of bullying, environment, health, economic, etc. – students explore and select the issues they wish to resolve.

A **Culinary Arts** program to teach children about nutrition, health and the power of the food we ingest begins at this phase. The crops that are grown are harvested and used in this class that focuses the power of food and how it impacts our world – We are what we eat.

Language Arts may be comprised of studies of Shakespeare and the Globe Theatre, how plays are written, stages are set, and actors become the role they are playing. Students learn to tune into the their emotional nature and explore how the imagination and thought processes work to create our world. In **Media Arts** students learn the power of the media and the importance of communicating a clear and positive message; to understand that communication is an energy that ripples out into our world. They learn to discriminate between constructive and destructive communication, while developing a mental discipline to monitor their own thought processes – learning to improve the tool of the mind.

Music – Grade 4

In grade 4 it becomes clear when students are aspiring to instruments of choice. They will adapt their previously learned skills to an instrument that resonates with their personality. They will continue with enhanced theory studies (RCM rudiments – grade 1 and 2) as they apply to their performance and abilities. Students are encouraged to sing daily, individually and in chorale groups as an important facet of the music program for both musical and spiritual development. Through the music theory and ear training program, students progressively develop the ability to read music, play in groups, perform for audiences, while continuing to master concepts such as form and tone colour. Grade 4 students strive to become fluent in reading standard notation. Students in Grade 4 are expected to work in both large and small groups to create musical compositions and solve musical problems. Creativity and theory evolve into a more concrete element of musical composition.

Overall Expectations

By the end of Grade 4, students:

- expand on their music making individually and with others;
- put theory studies into practice through composition and performance;
- improve individual technique on their instrument of choice;
- respond to a variety of performances and musical experiences through reviews and critiquing.
- continue to explore a variety of sound sources and use them in performing and creating music;
- continue to build the vocabulary and associated musical terminology;
- identify and perform music from various cultures and historical periods;
- communicate their response to music through presentation and performance (e.g., visual and media arts, theatre, creative movement, language, etc).
- Infuse their understanding of music within every facet of their studies.

Visual Arts – Grade 4-6 Overview

In Grades 4 to 6, students expand their exploration of relationships and experiences. Visual Arts programs will be delivered in context with other academic studies, including science, social studies, language arts and mathematics. At this phase, they display increased manual dexterity engaging in a broader range of subject matter and media (tools, materials, processes and techniques) to produce increasingly elaborate and creative art forms. They grow more sophisticated in depicting movement, spatial relationships and emotions. The teacher/guide's role is to provide a positive working environment, while encouraging the growth of technical and observational skills. Students will learn how to improvise by turning 'mistakes' into creative opportunities.

Students use knowledge of the elements and principles of design to solve artistic problems and analyze works of art. They generate and develop unique visual ideas in response to a variety of motivations using imagination, along with keen observation of other artists' works.

Students explore, analyze and describe their own and others' creative works, learn how multi-media influences the interpretation and communication of ideas. Students use insight, inspiration, their growing analytical and evaluative skills to investigate the purpose and significance of creative, cultural visual works, and to examine the contexts in which they were made, viewed and valued.

Fine Arts – Grade 4

Overall Expectations

By the end of grade 4 students will:

- engage the imagination and inspiration to produce a variety of two and three-dimensional art works using elements, principles and techniques of visual arts to communicate feelings, ideas and perceptions;
- use critical analysis skills to broaden perspective, communicate ideas and discover meaning in response to a variety of art works and creative experiences;
- study a variety of art forms from the past and present and demonstrate an understanding of their social and/or community contexts, styles and techniques.

To build on the concepts introduced in Grade 3, students will study the following concepts through participation in a variety of hands-on, open-ended visual arts techniques.

ELEMENTS OF DESIGN

Students will develop understanding of all elements of design.

- **line:** variety of line styles and densities (e.g., thick, thin, dotted)
- **shape and form:** composite shapes; symmetrical and asymmetrical shapes and forms in both the human-made environment and the natural world (e.g., symmetrical: insects, flowers; asymmetrical: windblown trees, architecture – ancient and modern)
- **space:** foreground, middle ground, background and shadow to give illusion of depth
- **colour:** for expression (e.g., warm and cool colours); colour to indicate emotion; mixing of colours with white to make a range of warm and cool tints
- **texture:** real versus visual or illusory texture (e.g., smooth surface of a ceramics versus drawing on rough tree bark); etching by scratching through surfaces (e.g., watercolour and crayon etchings)
- **value:** mixing a range of light colours and dark colours – the colour wheel is introduced.

PRINCIPLES OF DESIGN

Students will develop and understanding all principles of design (contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity, harmony and movement) with emphasis on variety.

• **variety:** slight variations on a major theme; strong contrasts (e.g., use of different lines, shapes, values and colours to create interest [bright or light colour values, dark colour values])

Theatre Arts – Grade 4

Grade 4 students will explore theatre through the contexts of their academic studies, such as in Social Studies they may step into the roles of the historical figures, recreate their experiences and develop an understanding of their impact in their own eras to determine how their actions and choices have influenced on our world today.

Overall Expectations

By the end of grade 4 students will

- engage the imagination to create and act in scenes and plays, using the elements and conventions of theatre to communicate feelings, ideas and stories;
- reflect on and analyze experiences to effectively communicate feelings, ideas and understandings in response to a variety of theatrical works and activities;
- demonstrate comprehension of a variety of theatrical forms and styles, in context with cultural and social experiences.

Media Arts – Grade 4

Grade 4 students are presented with a broad perspective of current day media and develop an appreciation for media arts. They learn and engage in the roles and responsibilities of media technologists, in addition to the techniques and skills required to manipulate and control computer technology, digital video and still camera photography. They employ principles of composition, framing and colour in media productions. The primary focus is on the respect and care required when using these tools as a communication medium. Children will develop a broader perspective of the vast role media plays as a communication tool for expression, sharing and informing, and learn how to discriminate as they meander through the world.

Dance – Grade 4

Overall Expectations

By the end of Grade 4:

Students have developed a distinct sense of body movements (the where and how) and relationship expressions – group forms: duets, trios, quartets and large ensembles. At this phase, students are refining what they previously learned, rooting, maturing and shaping the choreographic elements enabling them to stretch in new directions. This is the firmament of what is to come: a period of defining between abstract and narrative choreography. At this phase in development, students are realizing their connectivity with the audience and can view things with artistic objectivity. They have an ability to relate and better integrate the academics with dance. For example, students may observe the dance of birds teaching their young to fly or swim and explore the concepts of family and community – nature's government. They may then reflect on how nature's harmony can be integrated into our own world. Enhanced studies of unique dance and socio-cultural forms will be presented. The dance program will bring performers of traditional and cultural dance forms, from around the globe, to the classroom. Students will keep a dance journal to articulate through words and graphics what they have learned.

ELEMENTS OF DANCE

- **body:** consciously refining and creating a clear definition of body shaping to employ specific techniques.
- **space:** experience choreographic design, shape, movement and relationships – patterning and mapping
- **time:** tempo, rhythm with patterns – refine their synchronization techniques.
- **dynamics:** quality of movement: bring in patterning as observed in Science and Math; expand their expression of defined choreographic movement. The drama program continues to infuse with the dance program.

Culinary Arts – Grade 4

The Culinary Arts program is taught in tandem with Health (nutrition and healing) and Science (environment and agriculture). Students will be presented with a tantalizing and informative program that teaches children about the value of cultivating and imbibing a healthy balanced diet and how it applies to our wellbeing and development through life

This program is also infused with math (measurement), science (eco-systems), language arts (writing, presentation), social studies (world culture studies), health (nutrition), physical education and other art programs.

Language Arts & Communications

Grade 4 to 6 Overview

The expectations for Grades 4 to 6 focus on students' attained abilities in listening, speaking, reading, writing, viewing and presenting to understand, explore and communicate a broad range of information and ideas from and about their world, including the musical, natural, social, multicultural and multimedia environments. Junior students' language knowledge and development comes from their life experiences and builds upon the foundational language knowledge and skills acquired in the primary school years. As each student develops uniquely, it is important to tailor the instruction to meet the individual needs.

The learning of language meaningfully engages students to broaden their awareness and perspective of the world around them by introduction of a wide variety of writings. They are encouraged to look beyond the literal context of the words and observe what is present, in order to discover an author's meaningful intent. Students discover multiple perspectives by observing, questioning, discerning and evaluating the messages in various writings. They explore the structure and elements of a variety of forms, and create oral, print and media communications expressing their own ideas. Students develop their abilities to monitor their own learning, select appropriate strategies and, with prudent guidance, appreciate more complex and/or challenging writings. They consciously use this knowledge and become more skilful in communicating and understanding life.

Language Arts & Communications - Grade 4

Grade 4 students have developed a foundation for language and are ready to reach beyond and grasp higher meanings. They are inspired and encouraged to access oral, print and media writings that are more challenging than previously. New information and more complex topics are introduced that may require some interpretation and inference. Students will engage in story telling through plays, presentations, large and small group discussions and peer conferences. Students are provided a variety of sources to motivate and encourage inter-communication, including adventure stories, chapter books, fables, instructions, letters and media texts such as magazines, video clips, comic strips, maps, storyboards and photographs. Student vocabulary is enhanced through their engagement of the language arts experience. Grade 4 readers will learn to use the tool of the mind in a broader scope for plotting their life course.

Oral Communication – Grade 4

Overall Expectations

By the end of Grade 4, students will:

- learn to be present and engage in heightened listening skills; attune, hear, intuit, comprehend and respond accordingly;
- fine tune oral skills and strategies to communicate more effectively;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading – Grade 4

Overall Expectations

By the end of Grade 4, students develop the ability to:

- 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 written forms, text features and stylistic elements that demonstrate an understanding learning how to communicate meaning;
- use knowledge of words and grammar to read fluently and effectively present their new level of development to an audience through an artistic format (i.e., drama, song, poetry, etc.);
- reflect on and identify their strengths as readers, areas for improvement and the strategies they found most helpful before, during and after reading.

Writing – Grade 4

Overall Expectations

By the end of Grade 4, students will:

- use the imagination, connecting creativity with logic to generate, gather and organize ideas and information to write creative and meaningful works;
- draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements as directed and with purposeful intent;
- use editing, proofreading and publishing skills, strategies and knowledge of language conventions, to correct errors, refine expression and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy – Grade 4

Overall Expectations

By the end of Grade 4, students will:

- explore a broad spectrum of media formats and presentations;
- identify some media formats and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media presentations using various forms, conventions and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement and the strategies they found most helpful to understand and create media.

Mathematics Grade 4-6 Overview

The grade 4 to 6 Mathematics program will be presented through meaningful contexts that are relative to the students' environment and world. Everything in our lives is founded on numeracy, from music to measurement and design to dimension. Children will learn numeracy through practical and relative applications, such as music (rhythms and patterns), art - as it applies to architecture, engineering, design (measurement, mathematical shapes, perspective, dimensions), and apply it to other facets of their studies to bring about greater meaning and understanding. Students will learn the basis and foundation of mathematics through a history of great mathematicians and scientists such as the renowned Pythagoras who was also a musician and astronomer.

Number Sense and Numeration: representing and ordering numbers; representing money amounts; developing the concept of place value to tenths and hundreds; representing and comparing fractions using fractional notation; adding and subtracting three-five digit numbers in a variety of ways; multiplying and dividing multi digit whole numbers by one-two digit whole numbers; relating halves, fifths, tenths and hundreds to decimals.

Measurement: measuring length using millimetres and inches; measuring time intervals to the nearest minute; determining elapsed time; measuring mass in grams and ounces and capacity in millilitres and cups; measuring volume using concrete materials; determining area and perimeter relationships for rectangles; comparing the mass and capacity of objects using standard and non-standard units; relating years to decades and decades to centuries.

Geometry and Spatial Sense: identifying and classifying two and three dimensional shapes by geometric properties (number of sides, angles and symmetry); identifying various angles (right, obtuse and acute angles); classifying prisms and pyramids by geometric properties; constructing three-dimensional figures in a variety of ways; describing location using a grid system; performing and describing reflections.

Patterning and Algebra: relating the term and the term number in a numeric sequence; generating patterns that involve addition, subtraction, multiplication and reflections; determining the missing numbers in equations involving multiplication of single and multi-digit numbers; using the commutative and distributive properties to facilitate computation.

Data Management and Probability: collecting and organizing data; reading and displaying data using plots and double bar graphs; understanding median; comparing two and more related sets of data; predicting the frequency of an outcome; investigating how the number of repetitions of a probability experiment affects the conclusion drawn.

Numbers and Numeration – Grade 4

Overall Expectations

By the end of Grade 4, students will:

- read, represent, compare and order whole numbers, and use concrete materials to represent fractions and money amounts;
- read, represent, compare and order whole numbers, decimal numbers from tenths and thousands and simple fractions, and represent money amounts to hundreds of dollars;
- demonstrate an understanding of magnitude by counting forward and backwards by decimal points and by fractional amounts;
- solve problems involving the addition, subtraction, multiplication and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers and money amounts, using a variety of strategies;
- demonstrate an understanding of proportional reasoning by investigating whole-number unit rates.

Measurement – Grade 4

Overall Expectations

By the end of Grade 4, students will:

- estimate, measure and record length, perimeter, area, mass, capacity, volume and elapsed time, using a variety of strategies relative to the measured matter;
- determine the relationships among units and measurable attributes, including the area and perimeter of a variety of shapes.

Geometry and Spatial Sense – Grade 4

Overall Expectations

By the end of Grade 4, students will:

- identify quadrilaterals and three-dimensional figures and classify them by their geometric properties, and compare various angles to benchmarks;
- construct three-dimensional figures, using two-dimensional shapes;
- identify and describe location of an object using a grid map & reflect two-dimensional shapes.

Patterning and Algebra:

Overall Expectations

By the end of Grade 4, students will:

- describe, extend and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections;
- demonstrate an understanding of equality between pairs of expressions, using addition, subtraction, multiplication and division.

Data Management and Probability – Grade 4

Overall Expectations

By the end of Grade 4, students will:

- collect and organize primary data and display the data using charts and graphs, including plots and bar graphs;
- read, describe and interpret primary data and secondary data presented in charts and graphs, including plots and bar graphs;
- predict the results of a probability experiment, then conduct the experiment and compare the prediction to the results.

Social Studies – Grade 4

Heritage and Citizenship: Medieval Times

The Social Studies program is an experiential study infused with the Arts, including Drama/Theatre, Music (folk songs), Dance (folk), Fine Arts (recorded history) and Culinary Arts (cultural repast). Students investigate and explore the communities of medieval times, by putting themselves in shoes of their ancestors. They research the culture, major features of daily life, events and influences in medieval European societies such as the hierarchical structure - feudal system, to determine how they shaped medieval society. Students apply their understandings to compare communities in medieval times with their own communities today to identify factors that helped to shape the development of the various communities. Students also compare communities of the past with those of the present, considering concepts that are not beneficial to our current lifestyle, exploring ideas and directions that – if we could turn the clock back - might improve our current situation. Students will present what they learned creatively, through stories, music, theatrical and multi-media presentation.

Overall Expectations

By the end of Grade 4, students will:

- explore and re-create the European communities of medieval times between 500 and 1500 AD;
- use a variety of resources and tools to gather, process and communicate information about interactions between the classes and within the existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources and climate on the development of early settler communities;
- compare aspects of life in medieval communities and present-day communities.

North America & World Connections: Urban & Rural Communities

Students explore and engage the role of their ancestors through theatrical skits and plays. They investigate and describe the physical and political divisions in Canada and the US. They portray similarities and differences between federal and provincial rule, and between Canadian and American rule. They investigate geographic and environmental factors that influence the development of different communities and use an art form to present their findings and comprehension (i.e. topographical maps). They may also identify and describe economic and cultural relationships that connect communities throughout the country and examine how they interact to meet their economic needs.

Overall Expectations

By the end of Grade 4, students will:

- explore and discover distinguishing features of physical and political divisions in North America, and determine the differences and comparisons between borders;
- use a variety of resources and tools to gather, process and communicate geographic information of North America;
- explain how countries and communities interact with each other to meet the political and economic needs of its people and environment.

Science – Grade 4 Overview

Grade 4 Science and Technology studies embrace the exploration of nature and the interdependence among all life forms. Life Science: biological systems in plant, animal and human life forms. Our role as Earth's caretakers is expanded upon - to achieve, maintain and sustain balance and harmony. Environmental Science: emphasis is on the nutrients needed for growth (plant gardens). Students explore their connections with nature through the senses and express their discoveries creatively. Engineering: explore design of simple machines and how they work, Physical Science: exploration of the concepts behind manifestations of matter and the Universe– how to take an idea and bring it into form including the principles of structure, Computer Tech: students explore the basics of new technology and create simple programs.

Environmental & Life Science – Grade 4

Humans depend on natural resources, habitats and communities for many things, including food, minerals, building materials, clothing and medicine. Natural habitats also help to purify our air and water. In spite of this dependency, however, we are destroying many of the habitats and communities that we rely on to sustain us through the mining, forestry and commercial industries, not to mention our ever-exploding population.

Through hands on experience in the garden and forests, grade 4 students will explore the biological makeup and functions of rocks, minerals, plants, animal and human life, similarities and differences and how we rely on each other for a natural balance. Students observe and investigate a wide variety of local plants, from trees and mosses in their natural environment to flowers and vegetables grown at school or on farms, and research the impact of human activity on plants and animal habitats. Students learn of the correlations between plants, insects, animals and man, and the need to protect plants and animal habitats.

Overall Expectations

By the end of Grade 4, students:

- explore and develop awareness of the social and environmental impact humans have on this earth, and consider concepts that can shift the movement in a positive direction.
- study minerals, the growth cycles of plant life, what is required to ensure life flourishes, and the essential role minerals and plants play in our lives
- explore the similarities and differences in plant life and the connection between plants and animal life;
- describe how all living things, including humans, are interconnected and rely on each other to sustain existence on Earth.

Engineering - Grade 4

In Grade 4, students explore the functioning and design of simple machines that make life easier. Through the study of nature, students will learn the mechanics to design simple machines employing pulleys and gears. All living creatures have special qualities that lend to the balance of the harmonic functioning of our Earth. Much can be learned from nature about building techniques to facilitate moving heavy objects (i.e. ants, beavers), and designing machines that simplify work using fulcrums, pulleys and gears. Students will learn to look to nature to consider the unique properties of creativity in building perfect machines that are functional and practical. They will collaborate with peers to design a simple machine that is useful to assist and rectify an existing problem on Earth – i.e., a simple pump or irrigation system for people in dry or desert climes.

Overall Expectations

By the end of Grade 4 students:

- learn from nature's design how to design simple machines that facilitate man's workload.
- research the impact of pulleys, fulcrums and gears in design of machines and evaluate the impact on society and the environment;
- explore ways in which pulleys and gears modify the speed and direction of machines, and the force exerted on moving objects;
- create a simple machine and demonstrate an understanding of the basic principles and functions of fulcrums, pulleys and gear systems.

Physical Science – Grade 4

In Grade 4, students will become familiar with the properties of light and sound by investigating and observing how these forms of energy interact with various objects in the environment. Materials can be used to transmit, reflect, or absorb light and sound. By exploring the factors that affect sound and light, students will discover ways in which they can be controlled. Students will begin to apply this knowledge by constructing simple auditory and optical devices, and by examining the impact of technologies related to sound and light on our everyday lives, including their use of energy. These creations may be used in a functional manner with their Arts presentations.

Overall Expectations

By the end of Grade 4 students will:

- assess the impact on society and the environment of technological innovations related to light and sound;
- investigate the characteristics and properties of light and sound;
- demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.

Computer Science - Grade 4

Twentieth century technological advancements are truly miraculous and have opened the world to instantaneous communication and a wealth of information sharing, available to all on the click of a mouse.

Grade 4 students combine their understanding of computer function with media arts to design technically and graphically programs and software. This will expand into the Theatre Arts program through the creation of multi-media productions. In addition students will use creative software to design scientific presentations – combining Science with Art.

Overall Expectations

By the end of Grade 4, students will:

- explore and learn simple properties of computers and how to navigate through them and their technological systems;
- learn how to utilize computers and some of these systems;
- present their understanding of computer systems through creative technological projects.

Health and Physical Education – Grade 4

Overview: Health

In the grade 4-classroom, the Health program is fully infused with Science, Math, Theatre and Culinary Arts. Students have already developed a broader understanding of their relationship to the Earth and the importance to maintain a healthy body, mind and spirit. We learn how to use nature as a guide to our healthy development. Exploration of our body intensifies as we discover the machinations and functions of the various parts, and discover how all is controlled by the mind: our computer control tower. In order for the body to function fully and effectively, it must be fine tuned and maintained, so it will sustain our existence. Each organ has a specific role that works in synergy with the whole. To feed the body, students plant vegetable, fruit, herb and flower gardens; learn the nutritional value and, through Culinary Arts, discover how foods contribute to a fully functioning body. Students will research and engage information so they learn what it means to live harmonically.

Overall Expectations

By the end of Grade 4, students:

- discover the functions of the body, how the brain works and what is required to maintain and sustain maximum physical, mental and emotional health;
 - a. describe parts, behaviours and functions of the human body, and learn the basics of what is necessary to create and sustain optimum health of the body;
- become enlightened through guidance as to healthy nutritional choices in relation to food; what the Earth provides and what each individual body requires to maintain maximum physical, mental and emotional health;
 - a. explore and develop knowledge of the difference processed and whole natural foods through hands on and experiential practices.
- continue to explore and learn to appreciate the value and importance of health and safety practices for all (personal, interpersonal and community relations);
- develop and explore personal and interpersonal skills, that translate into meaningful and positive practices of respect, responsibility and cooperative interactions.
 - a. self advocate for home, community and school practices
- display respect and an appreciation for all life forms and develop an understanding of our role to beautify the Earth.
- explore and develop an understanding of one's body, mind and spiritual needs.
- describe parts, behaviours and functions of the human body,
- learn and discover the power of the mind over the whole;
- explore the diverse meanings of “What you sow is what you reap”, “What you eat is what you are.” “What you think is what you become.”

Overview Physical Education

The Physical Education program is infused with Science (i.e. kinesiology – motor skills), Theatre (i.e., musicals – coordination) and Dance (i.e., harmony in movement) as they inter-relate. Students display positive attitudes and an enlightened perspective towards health, safety, physical activities and lifelong appreciation for healthy living. The grade 4 program focuses attention on the whole body, mind and spirit while exploring the impact of external influences. Students will learn about the body and how it moves and grows (i.e., motor skills, coordination – joints, muscles). Movement may be learned as a dance (i.e. how to move with grace). This will extend into all physical activities to tune and refine the body as an instrument. For a list of possible opportunities and activities your child may choose to explore and participate in, see the colour coded chart of activities on page 15. What one does physically is imparted into the mechanics of the mind creating a harmonious state of being. Children participate daily in a range of engaging natural physical and health activities in and out of doors. In addition, there will be engaging nature studies (agriculture, gardening), to understand the influence a healthy environment plays on healthy living and their role to cultivate and maintain the Earth (see culinary arts for further information).

Overall Expectations

By the end of Grade 4, students:

- participate daily in physical activities that develop motor skills and sustain physical, emotional and mental fitness (e.g., swimming, games, gymnastics, theatre, dance), and develop flexibility and dexterity (see possibilities on chart page 15);
- demonstrate their newly acquired abilities through performance in theatre, dance, calisthenics and sports activities;
- recognize the benefits of being physically active;
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting and interpersonal skills) through physical activities and strategic field play;
- follow safety procedures related to physical activity, equipment and facilities.
 - a. acquire knowledge and display awareness and an ability to report or remove unsafe environment conditions
 - b. acquire and return equipment in the same manner it was received.
 - c. develop special awareness and demonstrate an understanding of health and safety practices for themselves and others in a variety of spaces and environments.
- explore and develop an understanding of personal, physical and spiritual wellness.

Fifth Grade Program

Fifth grade focuses on balance and harmony, with a leaning towards philosophical considerations. **Music** studies introduce classical composers and instrumental instruction. In **Social Studies**, the students may explore Ancient and Medieval civilizations, Greek Mythology, perhaps re-enact life through the eyes of the Greek Philosophers, with students expanding their view to a wider understanding of others and themselves. **Science** studies explore the world of animals and plants, supporting this expansion of the mind in a complementary way by guiding children to discover the multi-faceted life forms and eco-systems. **Mathematics** studies may include concepts of percentages, fractions and decimals focusing on the relationship of part to whole, and how it applies to practical daily living. Pythagorean concepts, how they evolved and play a vital role in music and throughout our world comes to light.

Music – Grade 5

In grade 5 facilitators will help students, on an individual basis, choose a clear musical direction. An instrument that resonates with their personality will become the focal point. If desired a secondary instrument is encouraged. They will continue with enhanced theory studies (RCM rudiments – grade 2) as they apply to their performance and abilities. Any aspect of advanced harmony may be introduced on an individual basis. Through the music theory and ear training program, students continue to develop the ability to read music, play in groups, perform for audiences, while continuing to master concepts such as form and tone colour. Students are encouraged to sing individually and in chorale groups as an important facet of the music program for both musical and spiritual development. Grade 5 students strive to become fluent in reading standard notation, while fulfilling an expectation to work in both large and small groups to create musical compositions and solve musical problems. Students continue to use theory creatively to produce musical composition. In grade 5 emphasis will be placed on music making in the large ensemble.

Overall Expectations

By the end of Grade 5, students:

- expand on their music making individually and with others;
- put theory studies into practice through composition and performance;
- improve individual technique on their instrument of choice;
- respond to a variety of performances and musical experiences through reviews and critiques.
- continue to explore a variety of sound sources and use them in performing and creating music;
- continue to build the vocabulary and associated musical terminology;
- identify and perform music from various cultures and historical periods;
- communicate their response to music through presentation and performance (e.g., visual and media arts, dance, theatre, creative movement, language, etc).
- Infuse their understanding of music within every facet of their studies.

Visual Arts – Grade 5

Overall Expectations

By the end of Grade 5 students will

- engage the imagination to produce a variety of multi-dimensional art works, using visual arts elements, principles and techniques to communicate feelings, ideas and knowledge;
- learn and use critical analysis skills to communicate feelings, ideas and understandings in response to a variety of stimuli and creative experiences;
- demonstrate an understanding of a variety of art forms, styles and techniques in reference to their social and/or cultural contexts.

Fine Arts – Grade 5

Overall Expectations

In addition to the concepts introduced in Grade 4, students will understand the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

ELEMENTS OF DESIGN

Students will develop understanding of all elements of design.

- **line:** linear and curved hatching and cross-hatching that add a sense of depth to shape and form; gesture drawings; chenille stick sculptures of action figures; implied lines for movement and depth
- **shape and form:** symmetrical and asymmetrical shapes and forms in font and image; positive and negative shapes that occur in the environment; convex, concave, non-objective shapes
- **space:** shading and cast shadows that create the illusion of depth; atmospheric perspective; microscopic and telescopic views
- **colour:** complementary colours, hue, intensity (e.g., dulling or neutralizing colour intensity by mixing the colour with a small amount of its complementary hue)
- **texture:** textures created with a variety of tools, materials and techniques; patterning
- **value:** gradations of value to create illusion of depth, shading

PRINCIPLES OF DESIGN

Students will comprehend all principles of design (contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity, harmony and movement) with emphasis on proportion.

- **proportion:** the relationship of size and shape of parts of a figure as to the whole figure; the scale of one object compared to its surroundings, with indications of proximity and object size (e.g., figures with childlike proportions that are roughly ‘5 heads high’ and adult figures that are roughly “7 or 8 heads high”; caricature; use of improbable scale for imaginary settings and creatures).

Theatre Arts – Grade 5

Grade 5 students will explore beyond the principles of theatre and learn what it is to set the stage and develop productions that combine both creative and technical elements. They are beginning to create their own reality, through perceiving the correlation between the present and what they have gleaned from history. They will develop an enhanced understanding of the use of language and hone listening skills through reading and speaking poetry, and quality historic plays, such as those written by William Shakespeare. The quality of sound will enhance their ability to communicate throughout their lives.

Overall Expectations

By the end of grade 5 students will

- engage the imagination and language to create scripts, stage props, and act in scenes and plays that represent their understanding and learning, which leads to growth;
- reflect and critically analyze to effectively communicate feelings, ideas and understandings of what they have explored;
- demonstrate an understanding of a variety of theatrical forms and styles, in context with cultural and social experience.

Media Arts – Grade 5

Grade 5 students have greater dexterity in use of media as a tool and platform to communicate their presentations. They learn and engage in the roles and responsibilities of media technologists, in addition to the techniques and skills required to manipulate and control computer technology, digital video and still camera photography. They employ principles of composition, framing and colour in media productions. Complete production skills are refined. They develop a broader understanding of media as a communication tool for expression, sharing and visualizing the world.

Dance – Grade 5

Overall Expectations

By the end of Grade 5:

Students have developed a refined sense of body movements and relationship expressions, through guided and structured improvisation and choreography. At this phase, students are connecting dance, Theatre Arts, Social Studies (culture and history) and Mathematics (rhythm and patterns) to bring new meaning to this expressive art form. This is a period of branching out and embracing abstract and narrative choreography to a more expanded sense of performing Art, as a structural presentation. Students are connected with the audience and understand how movement of energies is a powerful form of communication. For example, students may be divided into groups to portray different aspects and perspectives of a historic event through dance. Their movements project varied perspectives of the experience and communicate their understanding. Enhanced studies of unique dance and socio-cultural forms will be presented. The dance program will bring performers of traditional and cultural dance forms, from around the globe to the classroom. Students will keep a dance journal to articulate through words and graphics of what they have learned.

ELEMENTS OF DANCE

- **body:** consciously refining and creating a clear definition of body movements and relationship expressions, through guided and structured improvisation and choreography.
- **space:** branching out and embracing abstract and narrative choreography
- **time:** tempo, rhythm, pause, stillness, with music, without music, duration (e.g., short, long) and acceleration/deceleration.
- **dynamics:** effort, force, quality of movement and patterning as observed in Science and Math; dancers to props/objects in relation to stage performance; emotional connections between dancers, groupings.

Culinary Arts – Grade 5

The Culinary Arts program is taught in tandem with Health (nutrition and healing) and Science (environment and agriculture). Students will be presented with a tantalizing and informative program that teaches children about the value of cultivating and imbibing a healthy balanced diet and how it applies to our wellbeing and development through life

This program is also infused with math (measurement), science (eco-systems), language arts (writing, presentation), social studies (world culture studies), health (nutrition), physical education and other art programs.

Language Arts & Communications – Grade 5

Grade 5 students are more confident in using the imagination to explore beyond the periphery of the mind. They are inspired and encouraged to access more challenging oral, print and media writings than grade 4. New information and more complex topics are introduced that may require some interpretation and inference. Students will create their own reality in relation to the one that is being presented to them, as co-creators. They engage in story telling through plays, presentations, large and small group discussions and peer conferences. Students are provided a variety of sources to motivate and encourage inter-communication, through theatre and class adventures, in addition to adventure stories, chapter books, fables, instructions, letters and media texts such as magazines, video clips, comic strips, storyboards and photographs. Student vocabulary is enhanced through their engagement of the language arts experience. Grade 5 readers learn to use the tool of the mind in a broader scope for plotting their life course.

Oral Communication – Grade 5

Overall Expectations

By the end of Grade 5, students will:

- listen in order to understand and respond intelligently in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading – Grade 5

Overall Expectations

By the end of Grade 5, students will:

- read and demonstrate a greater understanding of a variety of textual writings, using a range of strategies to construct meaning;
- recognize a variety of forms, features and stylistic elements to demonstrate a greater understanding of how they help communicate meaning;
- use knowledge of words and grammar to read fluently and effectively present their new level of development to their audience, through an artistic format (i.e., drama, song, poetry, etc.);
- reflect on and identify their strengths as readers, areas for improvement, and the reading strategies they found most helpful.

Writing – Grade 5

Overall Expectations

By the end of Grade 5, students will:

- use the imagination, connecting creativity with logic to generate, gather and organize complex ideas and information to write creative and meaningful works;
- draft and revise their writing, in accord with the informational, literary and graphic style and format;
- use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful.

Media Literacy – Grade 5

Overall Expectations

By the end of Grade 5, students will:

- explore a broad spectrum of media formats and presentations;
- identify a variety of media formats and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media presentations for select purposes, using various forms, conventions and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media.

Mathematics – Grade 5

Number Sense and Numeration: representing and ordering numbers; representing money amounts; developing the concept of place value; comparing and ordering fractional amounts with like denominators; adding and subtracting decimal amounts; multiplying two-multi digit whole numbers by two or more digit whole numbers; dividing multi-digit whole numbers by various whole numbers; relating fractions to decimals

Measurement: measuring time intervals to the nearest second; determining elapsed time; measuring temperature; conversion of metric and standard measurements (meters to centimetres kilometres to meters – yards to feet to inches); relating the 12-hour clock to the 24-hour clock; developing and applying area and perimeter relationships for various shapes; relating capacity and volume; developing and applying the volume relationship for a prism

Geometry and Spatial Sense: distinguish between polygons and prisms; identify acute, right, obtuse and straight angles; measure angles with a protractor; construct triangles, prisms and pyramids; locate objects using the cardinal directions; perform and describe the transitions.

Patterning and Algebra: representing a pattern using a table of values; predicting terms in a pattern; determining the missing numbers in equations involving addition, subtraction, multiplication and/or division; investigating variables as unknown quantities; demonstrating equality using multiplication or division in equations with unknown quantities on both sides.

Data Management and Probability: collecting and organizing continuous data; displaying data using broken-line graphs; sampling data from a population; understanding mean; comparing two or more related sets of data; representing probability using fractions.

Numbers and Numeration – Grade 5

Overall Expectations

By the end of Grade 5, students will:

- read, represent, compare and order whole numbers, decimal numbers, proper and improper fractions and mixed numbers;
- demonstrate an understanding of magnitude by counting forward and backwards by decimals;
- solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers using a variety of strategies;
- demonstrate an understanding of proportional reasoning by investigating whole-number rates.

Measurement – Grade 5

Overall Expectations

By the end of Grade 5, students will:

- estimate, measure and record perimeter, area, temperature change and elapsed time, using a variety of strategies;
- determine the relationships among units and measurable attributes, including the area of a various shapes and the volume of various 3D shapes (prism, cone, cylinder, etc.).

Geometry and Spatial Sense – Grade 5

Overall Expectations

By the end of Grade 5, students will:

- identify and classify two and three dimensional shapes by side and angle properties, and compare and sort these figures;
- identify and construct 3D shapes (i.e., cylinders, prisms and pyramids);
- identify and describe the location of an object using the cardinal directions, and translate two-three dimensional shapes.

Patterning and Algebra – Grade 5

Overall Expectations

By the end of Grade 5, students will:

- determine, through investigation using a table of values, relationships in expanding and contracting patterns, and investigate repeating patterns involving translations;
- demonstrate, through investigation, an understanding of the use of variables in equations.

Data Management and Probability – Grade 5

Overall Expectations

By the end of Grade 5, students will:

- collect and organize primary data and secondary data and display the data using various charts and graphs;
- read, describe and interpret primary data and secondary data presented in charts and graphs;
- represent as a fraction the probability that a specific outcome will occur in a probability experiment, using systematic lists and area models.

Social Studies – Grade 5

Heritage and Citizenship: Ancient Civilizations

The Social Studies program infused with the Arts is an experiential study that includes, Drama/Theatre, Music (cultural and patriotic), Dance (folk), Fine Arts (historical) and Culinary Arts (cultural nutrition). Grade 5 students investigate and explore the influence of the natural environment on the development of various ancient world civilizations (Egyptian, Grecian, Asian, Mayan, Atlantean, Lemurian, etc). They will compare and contrast the evolution of the major empires and express their understandings and realizations through theatre arts re-enactment.

Students will investigate and discuss current day issues in relation to historical events of ancient times, through a design-thinking model. They will look at the culture, major features of daily life, events and influences in ancient societies such as hierarchical structures – government and education systems, to determine how they shaped these societies. Students apply their understandings to compare communities in ancient times with their own communities today, to identify factors that helped or hindered the shaping and development of the various communities. Students also compare communities of the past with those of the present, considering concepts that if we could turn the clock back - might improve our current situation. Students will present what they learned creatively, through stories, music, theatrical and multi-media presentations.

Students investigate and examine the evolution of the manner in which human needs were and are presently met. Students investigate the significant innovations of ancient civilizations and assess their continuing relevance in modern society.

Overall Expectations

By the end of Grade 5, students will:

- explore and re-create the communities of ancient times from 10000 BC to 500 AD;
- use a variety of resources and tools to gather, process and communicate information about interactions between the ancient civilizations and within the existing communities, including Lemurian, Atlantean, Mayan, Egyptian, Grecian and Asian peoples, and the impact of factors such as culture, government, education, agriculture and social interactions on communities;
- compare aspects of life in ancient and present-day communities in consideration of our evolution.

North America & World Connections: Cultural Communities

Students explore and engage the role of their ancestors through theatrical skits and plays. They investigate and describe the socio-cultural customs, connections, influences, similarities and differences between the present day North American cultures and their ancestors. They will explore the common ground that unite us all and discover what may be done to bridge the divides between humankind. They may also identify and describe environmental and cultural relationships that connect communities throughout the world and examine how they may communicate and collaborate to provide their socio-economic needs (collateral). They consider factors that influence the development of broader communities and present their findings and understandings through an Art form.

Overall Expectations

By the end of Grade 5, students will:

- investigate and describe the socio-cultural customs, connections, influences, similarities and differences between North American cultures and their ancestors;
- identify and describe environmental and cultural relationships that connect communities globally;

- examine how differing cultures communicate and collaborate to provide their socio-economic needs.

Science – Grade 5

Grade 5 Science and Technology studies delve in greater depth into the nature of life on Earth and stretch beyond into our vast universe. Life Science: biological systems in human life forms – how the body functions and what it requires to fuel it. Environmental Science: emphasis is on a healthy functioning environment – conservation, energy sources and resources. Our role as Earth’s caretakers is expanded upon - to achieve, maintain and sustain balance and harmony - and engaged through gardening and explorations of nature. Engineering: explore and design complex machines and learn how they work – the forces that act upon them. Physical Science: deeper exploration of the concepts behind properties of matter, introduction to the principles of alchemy – how to take an idea and bring it into form. Computer Tech: students compare and contrast the pros and cons of current technology and the creation of future innovations to improve the Earth.

Environmental & Life Science – Grade 5

Humans depend on natural resources, habitats and communities for survival. However, despite this dependency, we are depleting or destroying many of the resources that we rely on to sustain us, through the mining, forestry and commercial industries, not to mention our ever-exploding population.

Grade 5 students research the Earth’s scientific history and discoveries/inventions to compare and contrast those that are constructive to those that are destructive to the environment and our survival as a thriving planet. Using an inquiry based, design-thinking model, they will uncover ways that some of these damaging inventions may be reversed through alternative and renewable sources and conservation. Students will explore in greater depth the biological makeup of the human body, in particular the organs, and determine how each part relies and is impacted by the whole to function harmonically. Students observe and investigate a wide variety of local plants, from trees and mosses in their natural environment to flowers and vegetables grown at school or on farms, and research the properties and uses for healthy living. Through hands on experience in the garden and in natural settings, students (alone or in groups) will select a genus of plant life they wish to investigate and write an in depth report to be shared collaboratively and compiled in a book with the entire class.

Overall Expectations

By the end of Grade 5, students:

- research and develop awareness of the social and environmental impact human innovations and discoveries have on our planet (constructive vs. destructive), and through a design-thinking model discover concepts that can shift the movement in a positive direction.
- study the structure and function of the major organs of various human body systems and develop an understanding of each parts function in relation to the whole.
- Investigate many forms of local plant life to determine the properties and uses for healthy living.

Engineering - Grade 5

In Grade 5, through understanding of nature, students explore the function, mechanics and design of more complex machines that facilitate life. Much can be learned from nature about building techniques to facilitate moving heavy objects (i.e. ants, beavers), and designing machines that simplify work using fulcrums, pulleys and gears. Students will look to nature to consider the unique properties of creativity in building perfect machines that are functional and practical. They develop a sophisticated understanding of the concept of force and of ways in which structures respond to forces acting upon them. Students will collaborate with peers to engage in design thinking methodology and apply their learning as they design

and build structures or mechanisms that help rectify existing problems on Earth – i.e., a simple pump or irrigation system for people in dry or desert climates.

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Overall Expectations

By the end of Grade 5, students:

- learn from nature how to design simple machines that facilitate man's workload.
- research the impact of pulleys, fulcrums and gears in design of machine and evaluate the impact on society and the environment;
- explore ways in which pulleys and gears modify the speed and direction of, and the force exerted on moving objects;
- design and create a machine that demonstrates their understanding of the principles and functions of fulcrums, pulleys and gear systems.

Physical Science – Grade 5

In Grade 5, students examine the impact associated with the production, use and disposal of various man made materials on the environment. They also explore states of matter, changes of state and investigate the difference between physical changes (which are reversible) and chemical changes (which are irreversible). Design thinking methodology will be engaged to explore new ways to recycle, reuse and clean up our Earth and engage a self-sustainable model. They also explore alternative and natural solutions to changing the way we dispose of waste. These creations may be used in a functional manner with their Arts and theatre presentations.

Overall Expectations

By the end of Grade 5, students will:

- assess the impact on society and the environment of manmade and technological innovations as they relate to waste disposal and self-sustainability;
- investigate, compare and contrast physical and chemical properties for changes of states of matter;
- demonstrate an understanding of the impact that industrialization, manufacturing and technology have on our Earth and environment.
- explore natural solutions to our waste and pollution issues – self-sustainability.

Computer Science - Grade 5

Twentieth century technological advancements are truly miraculous and have opened the world to instantaneous communication and a wealth of information sharing, available to all on the click of a mouse. Along with the great advancements, the use of technologies such as cars, computers, cell phones and such have brought with them many diverse impacts on our environment.

Grade 5 students combine their understanding of computer function with media arts to design simple software programs technically and graphically that better communicate change in our world. They will use their knowledge and present their understanding creatively in the Theatre Arts program and in the creation of multi-media productions. In addition students will use creative software to design scientific presentations – combining Science and Art.

Overall Expectations

By the end of Grade 5, students:

- explore and design simple software programs and learn the basics to produce multi-media productions
- learn how to navigate and use some of these systems;
- present their understanding of computer systems through creative technology.

Health and Physical Education – Grade 5

Overview: Health

In the grade 5-classroom, the Health program is fully infused with Science, Math, Theatre and Culinary Arts. Students have already developed a broader understanding of their relationship to the Earth and the importance to maintain a healthy body, mind and spirit. We learn how to use nature as a guide to our healthy development. Exploration of our body intensifies as we discover the machinations and functions of the various parts, and discover how all is controlled by the mind: our computer control tower. In order for the body to function fully and effectively, it must be fine tuned and maintained, so it will sustain our existence. Each organ has a specific role that works in synergy with the whole. To feed the body, students plant vegetable, fruit and flower gardens; learn the nutritional value and; through Culinary Arts we discover how foods contribute to a fully functioning body. Students will research and engage information so they learn what it means to live harmonically.

Overall Expectations: Health

By the end of Grade 5, students:

- demonstrate an understanding while continuing to explore the functions of the body, how the brain works and what is required to maintain and sustain maximum physical, mental and emotional health;
 - a. identify and explore the physiological and hormonal changes that are starting to occur (puberty)
 - b. describe parts, behaviours and functions of the human body, and learn the basics of what is necessary to create and sustain optimum health of the body;
- become enlightened through guidance as to healthy nutritional choices in relation to food; what the Earth provides and what each individual body requires to maintain maximum physical, mental and emotional health;
 - a. explore and develop knowledge of the difference processed and whole natural foods through hands on and experiential practices.
- continue to explore and learn to appreciate the value and importance of health and safety practices for all (personal, interpersonal and community relations);
- develop, explore and demonstrate personal and interpersonal skills, that translate into meaningful and positive practices of respect, responsibility and cooperative interactions.
 - a. self advocate for home, community and school practices
 - b. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- display respect and an appreciation for all life forms and develop an understanding of our role to beautify the Earth.
 - a. Develop and explore personal management techniques to maintaining respect for all
- explore and develop an understanding of one's body, mind and spiritual needs.
- 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;

Overview: Physical Education

The Physical Education program is infused with Science (i.e. kinesiology – motor skills), Theatre (i.e., musicals – coordination) and Dance (i.e., harmony in movement) as they inter-relate. Students display positive attitudes and an enlightened perspective towards health, safety, physical activities and lifelong appreciation for healthy living. The grade 5 program focuses attention on the whole body, mind and spirit while exploring the impact of external influences. Students will learn about the body

and how it moves and grows (i.e., motor skills, coordination – joints, muscles). Movement may be learned as a dance or martial art (i.e. how to move with grace). This will extend into all physical activities to tune and refine the body as an instrument. For a list of possible opportunities and activities your child may choose to explore and participate in, see the colour coded chart of activities on page 15. What one does physically is imparted into the mechanics of the mind creating a harmonious state of being. Children participate daily in a range of engaging natural physical and health activities in and out of doors. In addition, there will be engaged in to nature studies (agriculture, gardening), to understand the influence a healthy environment plays on healthy living and their role to cultivate and maintain the Earth. (see culinary arts for further information)

Overall Expectations: Physical Education

By the end of Grade 5 students:

- participate daily in physical activities that develop motor skills and sustain physical, emotional and mental fitness (e.g., swimming, games, gymnastics, theatre, dance), and develop flexibility and dexterity (see possibilities on chart page 15);
 - a. demonstrate an understanding of factors that encourage lifelong participation in physical activity
- demonstrate their newly acquired abilities through performance in theatre, dance, calisthenics and sports activities;
 - a. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- recognize the benefits of being physically active;
- explore and develop an understanding of personal, physical and spiritual wellness.
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting and interpersonal skills) through physical activities and strategic field play;
- follow safety procedures related to physical activity, equipment and facilities.
 - a. acquire knowledge and display awareness and an ability to report or remove unsafe environment conditions
 - b. acquire and return equipment in the same manner it was received.
 - c. develop special awareness and demonstrate an understanding of health and safety practices for themselves and others in a variety of spaces and environments.

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Sixth Grade

By sixth grade, the methods of teaching change significantly to address new emotional, physical and conceptual capacities that are awakening in children as they approach adolescence. The three upper grades are essentially intense due to the increasing complexity of both the curriculum and the students' physiological, emotional and sociological development. Facilitators at this stage are significantly adept to meet these challenges, guiding students in expansion of their awareness to higher levels of consciousness, embracing their gifts and talents as they pertain to their world. Students are encouraged to use the knowledge they have gleaned thus far, to direct their energies in a positive and selfless manner, in helping to make a difference in the world. The Facilitator nurtures the child's rising capacities for independent thinking and moral-ethical responsibility for their own learning. Students express their understanding of core subjects and bring meaning through their creations in **Music, Theatre and Art** mediums.

Grade 6 Programs

Music – Grade 6

In grade 6 students have a broader depth and scope of music and its many variations while understanding their role as musical leaders. This level will work towards the formation of the PEACE orchestra. Students will improve their skills on a secondary instrument, if desired. They will continue with enhanced theory studies as they apply to their performance and abilities. Any aspect of advanced harmony theory will continue on an individual basis. Emphasis will be put on turning theory into composition. Through the music theory and ear training program, students continue to develop the ability to read music, play in groups, perform for audiences, while continuing to master concepts such as form and tone colour. Students are encouraged to sing individually and in chorale groups as an important facet of the music program for both musical and spiritual development. Grade 6 students will be more fluent in reading music on all instruments of study, while fulfilling an expectation to work in both large and small groups to create musical compositions and solve musical problems. It is possible at this stage, for students to be as comfortable reading a music score with fluency, as they are with reading a novel. Students continue to use theory creatively to produce musical compositions. In grade 6 there will be more emphasis placed on music making in a large ensemble.

Overall Expectations

By the end of Grade 6, students:

- expand on their music making individually and with others;
- put theory studies into practice through composition and performance;
- improve individual technique on their instrument of choice;
- respond to a variety of performances and musical experiences through reviews and critiques.
- continue to explore a variety of sound sources and use them in performing and creating music;
- continue to build the vocabulary and associated musical terminology;
- identify and perform music from various cultures and historical periods;
- communicate their response to music through presentation and performance (e.g., visual and media arts, dance, theatre, creative movement, language, etc).
- Infuse their understanding of music within every facet of their studies.

Visual Arts – Grade 6

Overview

In Grades 6, the Visual Arts programs are delivered in context with other academic studies, including science, social studies, language arts and mathematics. At this phase, students see the world from a broader perspective, are tuned into their imagination and creative abilities, display increased manual dexterity engaging in a broader range of subject matter and media (tools, materials, processes and techniques). The teacher/guide's role is to provide a positive working environment, while encouraging the growth of special talents, observational and technical skills. Students will learn how to improvise by turning 'mistakes' into creative opportunities.

Students explore, analyze and describe their own and others' creative works, and learn how multi-media influences the interpretation and communication of ideas. Students use insight, inspiration and their growing analytical and evaluative skills to investigate the purpose and significance of creative, cultural visual works, and to examine the contexts in which they were made.

Overall Expectations

By the end of Grade 6 students will

- engage the imagination to produce a variety of multi-dimensional art works using visual arts elements, principles and techniques to communicate feelings, ideas and comprehension;
- learn and use insight, intuition and critical analysis skills to communicate feelings, ideas and understandings in response to a variety of stimuli and creative experiences;
- demonstrate what they have gleaned from a variety of art forms, styles and techniques in reference to their social and/or cultural contexts.

Fine Arts – Grade 6

Overall Expectations

By the end of grade 6 students will develop an understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

ELEMENTS OF DESIGN

In addition to the concepts introduced in Grades 1 to 5, students in Grade 6 will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

- **line:** lines that direct the viewer's attention; lines that create the illusion of force or movement (e.g., wavy and wiggly lines used in op art); contour drawings of objects that are not easily recognizable
- **shape and form:** proportions, motifs, forms; geometric shapes and forms (e.g., conical, pyramidal)
- **space:** centre of interest (focal point) and one-point perspective; basic facial proportions; horizontal and vertical symmetry
- **colour:** the colour wheel; tertiary colours; colour for expressive purposes; colour for creating naturalistic images
- **texture:** textures created with a variety of tools, materials and techniques (e.g., gouged marks in a sculpture or print)
- **value:** shading that suggests volume; gradation

PRINCIPLES OF DESIGN

Students will develop understanding of all principles of design (contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity, harmony and movement) with emphasis on balance.

• **balance:** arrangement of the elements of design to create the impression of equality in weight or importance (e.g. an arrangement produced through use of shapes / colour); colour concepts to be used in creating balance (e.g., light or neutral colours vs. dark or brilliant colours; warm colours vs. cool colours; transparent vs. opaque areas).

Theatre Arts – Grade 6

Grade 6 students will explore beyond the principles of theatre and learn what it is to set the stage, and develop productions that combine both creative and technical elements. They are creating their own reality, through perceiving the correlation between the present and what they have gleaned from history. They will develop an enhanced understanding of the use of language and hone listening skills through reading and speaking poetry and historic plays of such quality as those written by William Shakespeare. The quality of sound will enhance their ability to communicate throughout their lives.

Overall Expectations

By the end of grade 6 students will

- engage the imagination and language to create scripts, stage props and act in scenes and plays that represent their understanding and learning, which leads to growth;
- reflect and critically analyze to effectively communicate feelings, ideas and comprehension of what they have explored;
- demonstrate an understanding of a variety of theatrical forms and styles, in context with cultural and social experience.

Media Arts – Grade 6

Grade 6 students have greater dexterity than grade 5 in use of media as a tool and platform to communicate their presentations. They learn and engage in the roles and responsibilities of media technologists, in addition to the techniques and skills required to manipulate and control computer technology, digital video and still camera photography. They employ principles of composition, framing, colour and movement in media productions. Their production skills are enhanced in their area of interest. Students develop a broader understanding of media as a communication tool for expression, sharing and as a communications medium for a better world.

Dance – Grade 6

In Grades 6, students refine their kinaesthetic awareness, sense of body movements and relationship expressions, through guided and structured improvisation and choreography, to create dance works that express a new perspective about a variety of issues, concepts and themes that effectively communicate meaning. They learn to use technology and/or props to enhance the message of their dance pieces and to aid them in reflection and assessment of their own development. They may compare, contrast and evaluate their techniques with those of seasoned professionals. Students will realize the role of communicating dance through the media and the influence this powerful medium has on our lives. Students also demonstrate increased comprehension of the role of dance in various cultures, societies and historical eras. They continue to journal articulating their internal journey – how they feel about their expression of dance – review and evaluate the quality of performances by writing critiques of their own and others' works.

Overall Expectations

By the end of Grade 6 students will embrace the following:

ELEMENTS OF DANCE

- **body:** articulation of locomotors and non-loco-motor movements, symmetry versus asymmetry, geometric versus organic shape, angular versus curved shape, isolation of body parts and weight transfer.
- **space:** positive versus negative space, proximity of dancers to one another, various group formations, performance space.
- **time:** pause, freeze, with music, without music, duration, rhythm, tempo, sustained versus percussive timing, acceleration/deceleration.
- **dynamics:** effort, force, quality of movement and patterning as observed in Science and Math; dancers to props/objects in relation to stage performance; emotional connections between dancers, groupings.

Culinary Arts – Grade 6

The Culinary Arts program is taught in tandem with Health (nutrition and healing) and Science (environment and agriculture). Students will be presented with a tantalizing and informative program that teaches children about the value of cultivating and imbibing a healthy balanced diet and how it applies to our wellbeing and development through life

This program is also infused with math (measurement), science (eco-systems), language arts (writing, presentation), social studies (world culture studies), health (nutrition), physical education and other art programs.

Language Arts & Communications – Grade 6

Grade 6 students are moving into a new and more complex phase of physiological and emotional development. The need to understand the maturation process in keeping with these developments to create a new sense of confidence is the challenge for teacher/guide. The imagination is stretching to new horizons to explore beyond the periphery of the mind. Students are inspired and encouraged to access more challenging oral, print and media writings than previous grades. New information and more complex topics are introduced that may require some interpretation and inference. Students will create their own reality in relation to the one that is being presented to them, as co-creators. They will engage in story telling through theatre presentations, large or small group discussions and peer conferences. Students are provided a variety of sources to motivate and encourage inter-communication, through theatre and class adventures, in addition to adventure stories, chapter books, fables, instructions, letters and media texts such as magazines, video clips, comic strips, maps, storyboards and photographs. Student vocabulary is enhanced through their engagement of the language arts experience. Grade 6 readers will learn to use the tool of the mind in a broader, deeper scope for plotting their life course.

Oral Communication – Grade 6

Overall Expectations

By the end of Grade 6, students will:

- engage listening skills in order to comprehend and respond with insight and intelligence;
- use speaking skills and strategies wisely to communicate with a variety of audiences;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading – Grade 6

Overall Expectations

By the end of Grade 6, students will:

- 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 comprehension of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading.

Writing – Grade 6

Overall Expectations

By the end of Grade 6, students will:

- generate, gather and organize ideas and info to write for a specific purpose and audience;
- draft and revise their writing using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading and publishing skills, strategies and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy – Grade 6

Overall Expectations

By the end of Grade 6, students will:

- explore a broad spectrum of media formats and presentations;
- identify a variety of media formats and explain how the conventions and techniques associated with them are used to create meaning;
- create media presentations using unique forms, conventions and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media.

Mathematics – Grade 6

Number Sense and Numeration: representing and ordering numbers to 1,000,000 plus; developing the concept of place value; comparing and ordering fractional amounts with unlike denominators; estimating percentages of quantities; adding and subtracting decimal amounts; multiplying and dividing whole and decimal numbers by multi-digit whole numbers; multiplying and dividing decimals; dividing multi-digit whole numbers by one or more digit whole numbers; applying order of operations in expressions; relating fractions, decimals and percents.

Measurement: measuring quantities using metric and standard units; converting from larger to smaller metric to standard units, including square meters/yards to square centimetres/inches; developing and applying area relationships for various 2D and 3D shapes; developing and applying the volume relationships for various 3D shapes; determining and applying surface area relationships for various 3D shapes; relating square meters/yards and square centimetres/inches.

Geometry and Spatial Sense: learn the history of geometry and its relationships to music (Pythagoras), principals of design (architecture); identify and classify geometric shapes as they relate to objects in nature and our constructed world, using geometric properties; sort polygons by lines of symmetry and by rotational symmetry; measure angles to 360° with a protractor; construct polygons; represent 3D shapes using multiple views on a plane and create isometric sketches; perform and describe rotations of these designs; plot points in a quadrant.

Patterning and Algebra: identify and represent patterns using ordered pairs and graphs; describe pattern rules in words; calculate any term when given the term number; investigate variables as changing quantities; solve equations using concrete materials.

Data Management and Probability: define data management and probability terminology; collect and organize data; display data using continuous line graphs and mean to compare sets of data; select appropriate graphical representations; use continuous line graphs to find theoretical probabilities; predict the frequency of an outcome based on the theoretical probability.

Problem Solving

- develop, select and apply problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding;

Reasoning and Proving

- develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to make and investigate conjectures and construct and defend arguments;

Reflecting

- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thoughts in a math journal);

Selecting Tools and Computational Strategies

- select and use a variety of concrete, visual and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems;

Connecting

- make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts (e.g., other curriculum areas, daily life, sports);

Representing

- create a variety of representations of mathematical ideas through creative concepts (e.g., by using physical models, pictures, numbers, variables, diagrams, graphs, onscreen dynamic representations), make connections among them and apply them to solve problems;

Communicating

- communicate mathematical thinking orally, visually and in writing, using everyday language, a basic mathematical vocabulary and a variety of representations by observing basic mathematical conventions.

Number Sense and Numeration – Grade 6

Overall Expectations

By the end of Grade 6, students will:

- read, represent in context to the world and universe, compare and order whole numbers to millions, billions and trillions, decimal numbers, proper and improper fractions, and mixed numbers;
- solve problems involving the addition, subtraction multiplication and division of whole and decimal numbers using a variety of strategies;
- calculate and demonstrate an understanding of relationships involving percent, ratio and unit rate.

Measurement – Grade 6

Overall Expectations

By the end of Grade 6, students will:

- estimate, measure and record quantities, using the metric and standard measurement systems;
- determine the relationships among units and measurable attributes, including the area of a two and three dimensional shapes and objects.

Geometry and Spatial Sense – Grade 6

Overall Expectations

By the end of Grade 6, students will:

- classify and construct polygons and angles as they relate to music, design and nature;
- sketch and construct three-dimensional figures from drawings;
- describe location in the first quadrant of a coordinate system and rotate two-dimensional shapes.

Social Studies – Grade 6

Heritage and Citizenship: Indigenous Americans and Explorers

The Social Studies program infused with the Arts is an experiential study that includes, Drama/Theatre, Music, Dance, Fine Arts and Culinary Arts. Grade 6 students investigate and explore the influence of North and South American civilizations on the development of the natural environment. They will compare and contrast the evolution from the indigenous communities to the conquest of the European Explorers and express their understandings and realizations through theatre arts re-enactment.

Students will investigate and discuss the cultural heritage of the indigenous peoples throughout the Americas, pre-explorers. A history of all the early explorers starting with Marco Polo, leading to those who landed in the Americas will be researched. Students will do a comparative study of the meetings of Europeans with the indigenous peoples and discern how they interacted. Students apply their understandings to compare pioneer communities with the present day society to identify factors that helped or hindered the shaping and development of the various cultures, i.e. if we could turn the clock back – what might improve our current situation. Students will present what they learned creatively, through stories, music, theatrical and multi-media presentations.

Students examine the evolution of the manner in which human needs were and are presently met. Students investigate the significant innovations of pioneer communities and assess their continuing relevance in modern society.

Overall Expectations

By the end of Grade 6, students will:

- explore and re-create the communities of the indigenous peoples and European explorers;
- use a variety of resources and tools to gather, process and communicate information about interactions between the indigenous peoples of the Americas and the early explorers, and the impact of factors such as culture, religion, government, education, agriculture and social interactions on communities;
- compare aspects of life in pioneer times and present-day communities in consideration of our evolution.

North America & World Connections: Socio-Economic Communities

Students explore and engage the role of their ancestors through theatrical skits and plays. They investigate and describe the socio-economic connections, influences, similarities and differences between the North American and European cultures. They will explore the common ground that unite us all and discover what may be done to bridge the divides between humankind. They may also identify and describe environmental and economic relationships that connect communities throughout the countries and examine how they may communicate and collaborate to provide their socio-economic needs (collateral). They consider factors that influence the development of broader communities and present their findings and understandings through an Art form.

Overall Expectations

By the end of Grade 6, students will:

- investigate and describe the socio-economic connections, influences, similarities and differences between North American cultures and European cultures;
- identify and describe environmental and economic relationships that connect communities globally;
- examine how differing cultures may communicate and collaborate to provide their socio-economic needs.

Science – Grade 6

Grade 6 Science and Technology studies delve in depth into understanding our environment, the workings of nature, our living Earth and touch on the fringe of our vast universe. Life Science: Environmental interactions – eco-systems and the interconnectivity of all nature. Environmental Science: energy and heat – conservation, renewable energy sources, healing the earth. Our role as Earth's caretakers is expanded to achieve, maintain and sustain balance and harmony – project based studies to resolve local, regional and national issues are engaged. Students touch on the basics of chemistry. Engineering: explore and design form and function in machines in relation to. Physical Science: deeper exploration of the concepts behind properties of substances and mixtures, and a broader view of the principles of alchemy – bringing ideas into form. Computer Tech: students explore the concepts behind communication – satellite technology, cell phones, remote video cameras, etc., and the creation of innovations to improve the Earth.

Environmental & Life Science – Grade 6

All living things are connected and interdependent such that any change in the eco-systems, within species or environment creates a chain reaction affect on the whole. Maintaining biodiversity is critical to the health of the planet and to our lives. Through engaging, connecting and observing the natural world, various local habitats and the classification of organisms, students will have a first-hand opportunity to appreciate the diversity of living things while recognizing the roles and interactions of individual species within the whole.

Through these excursions, students observe the varied human perspectives and impacts on species and ecosystems. They will look at the responsibility and the role humans must take in maintaining the Earth that sustains us. Through design thinking methodology students consider approaches that may be taken to bring about agreement on how to minimize the negative impact of our actions, and make more informed decisions about their individual positions and actions they may take. Through the virtual portal they will connect with classrooms around the globe to discuss their findings and exchange ideas and ways that they may collaborate to initiate change worldwide. They will analyse some of these impacts and their consequences, while reflecting upon their personal responsibility to protect the environment.

In creating a self-sustainable environment (gardening, aquaponics) students observe existing ecosystems and investigate factors that may affect balances within the system. Students learn that ecosystems consist of all life forms within communities of plants and animals that are interdependent.

Overall Expectations

By the end of Grade 6, students:

- assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling or altering these impacts;
- investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem;
- demonstrate comprehension of interactions between and among biotic and abiotic elements in the environment.

Engineering - Grade 6

Humans build structures to meet specific needs. In doing so, they should consider many factors before they build them, in particular, the impact of the structures will have on the environment.

In Grade 6, students continue to learn about the effects of forces that act on and within different structural forms. They will investigate different building materials that are harmonious with the environment in which they used, and how they will enhance the environment (self sustainable), how different structural forms support or withstand loads by designing, building and testing structures, using increasingly sophisticated techniques. Other factors that affect a structure's functioning, such as type of structure and centre of gravity, will also be explored.

As students design, build and test their structures to determine what loads they can support, it is important that they do it in a manner that ensures their personal safety and the safety of others. This includes understanding why it is important to properly dispose of the remains of broken structures and to protect faces and feet from falling objects.

Overall Expectations

By the end of Grade 6, students:

- explore environmental, social, economic and personal factors that need to be considered in designing and building structures and devices;
- design and construct a variety of eco-friendly self-sustainable structures, and investigate the relationship between the design and function of these structures and the forces that act on them;
- demonstrate an understanding of the relationship between structural forms and the forces that act on and within them.

Physical Science – Grade 6

Everything living thing contains energy and vibrates at a specific frequency. Energy is essential to life and plays a critical role in natural processes.

Grade 6 students will study the fundamentals of energy, sustainability and stewardship, systems and interactions. Global warming is a subject that has gained considerable attention as it is considered the result of industrialization, the pollution it has created, and man's neglect to consider the impacts of our disconnect from nature and the responsibility we have to maintain the Earth that sustains us.

Grade 6 students will acquire a working understanding of the nature of energy, receive mentoring by inventors of green technology, gain new insights into the ways that heat affects our world and discover the value of renewable resources. Students will learn about the causes and effects of energy, investigate its properties, relate it to geological and meteorological processes, and through a design thinking methodology design a device that may reduce or negate the need for fossil fuels and polluting energies. They may use the particle theory to help them explain their observations.

Experiments with energy and renewable energy resources (solar panels, wind turbines) require that students identify the importance of practices that ensure their personal safety and the safety of others. They may also explore alternative and natural solutions to changing the way we dispose of waste. These creations may be used in a functional manner with their Arts and theatre presentations.

Overall Expectations

By the end of Grade 6, students will:

- evaluate the environmental and social impacts of the use non renewable energies;
- assess benefits of green technologies that reduce energy loss or energy-related impacts on the environment;
- investigate properties/applications of engaging renewable energies and self-sustainable technologies;
- demonstrate an understanding of the properties of energy that are associated with the movement of particles and are essential to many processes within the earth's systems.

Technology and Space - Grade 6

Our ability to observe and study objects in space has been greatly enhanced by the use of technological devices. The application of these technologies affects our lives in many ways. Space science involves learning about objects in the sky, particularly their form, movements and interactions.

In learning about space, students will focus on past and present-day contributions of space science to the quality of human life while developing an understanding of the phenomena that result from the movement of different bodies in space. Investigations will involve working with models of the different bodies to allow students to explore their size, position and motion and help them gain an understanding of Earth as a component of larger systems.

It is important that students are able to identify and demonstrate an understanding of practices that ensure their personal safety and the safety of others.

Overall Expectations

By the end of Grade 6, students:

- assess the impact of space exploration on society and the environment;
- investigate characteristics of the systems of which the earth is a part and the relationship between the earth, the sun and the moon;
- demonstrate an understanding of components of the systems of which the earth is a part, and explain the phenomena that result from the movement of different bodies in space.

Health and Physical Education

Overview: Grade 6 Health

In the grade 6-classroom, the Health program is fully infused with Science, Math, Theatre and Culinary Arts. Students have already developed a broader understanding of their relationship to the Earth and the importance to maintain a healthy body, mind and spirit. We learn how to use nature as a guide to our healthy development. Exploration of our body intensifies as we discover the machinations and functions of the various parts, and discover how all is controlled by the mind: our computer control tower. Students are also exploring the physiological and hormonal changes that are occurring at this key time in their development (puberty). In order for the body to function fully and effectively, it must be fine tuned and maintained, so it will sustain our existence. Each organ has a specific role that works in synergy with the whole. Students are beginning to explore the delegate topic of substance use and abuse and the effects it has on the body. To feed the body, students plant vegetable, fruit and flower gardens; learn the nutritional value and; through Culinary Arts we discover how foods contribute to a fully functioning body. Students will research and engage information so they learn what it means to live harmonically.

Overall Expectations:

By the end of Grade 6, students:

- demonstrate an understanding of the body while continuing to explore its functions, how the brain works and what is required to maintain and sustain maximum physical, mental and emotional health;
 - a. identify and explore the physiological and hormonal changes (puberty);
 - b. describe parts, behaviours and functions of the human body, and learn the basics of what is necessary to create and sustain optimum health of the body;
- become enlightened through guidance as to healthy nutritional choices in relation to food; what the Earth provides and what each individual body requires to maintain maximum physical, mental and emotional health;
 - a. explore and develop knowledge of the difference processed and whole natural foods through hands on and experiential practices.
- continue to explore and learn to appreciate the value and importance of health and safety practices for all (personal, interpersonal and community relations);
- develop, explore and demonstrate personal and interpersonal skills, that translate into meaningful and positive practices of respect, responsibility and cooperative interactions.
 - a. self advocate for home, community and school practices
 - b. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- display respect and an appreciation for all life forms and develop an understanding of our role to beautify the Earth.
 - a. Develop and explore personal management techniques to maintaining respect for all
- explore and develop an understanding of one's body, mind and spiritual needs.
- 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;
 - a. explore the topic of substance use and abuse and identifying the importance of informed decision making; identifying the effects on our bodies
 - b. how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Overview: Grade 6 Physical Education

The Physical Education program is infused with Science (i.e. kinesiology – motor skills), Theatre (i.e., musicals – coordination) and Dance (i.e., harmony in movement) as they inter-relate. Students display positive attitudes and an enlightened perspective towards health, safety, physical activities and lifelong appreciation for healthy living. The grade 6 program focuses attention on the whole body, mind and spirit while exploring the impact of external influences. Students will learn about the body and how it moves and grows (i.e., motor skills, coordination – joints, muscles). Movement may be learned as a dance (i.e. how to move with grace). Students will start to take on leadership roles in community projects, demonstrate a variety of learned skills and explore the positive impacts on the community and world. This will extend into all physical activities to tune and refine the body as an instrument. For a list of possible opportunities and activities your child may choose to explore and participate in, see the colour coded chart of activities on page 15. What one does physically is imparted into the mechanics of the mind creating a harmonious state of being. Children participate daily in a range of engaging natural physical and health activities in and out of doors. In addition, they will be engaged in nature studies (agriculture, gardening), to understand the influence a healthy environment plays on healthy living and their role to cultivate and maintain the Earth (see culinary arts for further information).

Overall Expectations:

By the end of Grade 6, students:

- explore and demonstrate an understanding of the importance of being physically active, while taking on a leadership role
 - a. apply physical fitness concepts and practices that contribute to healthy, active living in a variety of ways in the community
 - b. identify community leaders who offer and support healthy, active living
- participate daily in physical activities that develop motor skills and sustain physical, emotional and mental fitness (e.g., swimming, games, gymnastics, theatre, dance), and develop flexibility and dexterity (see possibilities on chart page 15);
 - a. demonstrate an understanding of factors that encourage lifelong participation in physical activity
- demonstrate their newly acquired abilities through performance in theatre, dance, calisthenics and sports activities;
 - a. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;
- recognize the benefits of being physically active;
- explore and develop an understanding of personal, physical and spiritual wellness.
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting and interpersonal skills) through physical activities and strategic field play;
- follow safety procedures related to physical activity, equipment and facilities.
 - a. acquire knowledge, display awareness and an ability to report or remove unsafe conditions from the environment
 - b. acquire and return equipment in the same manner it was received.
- develop special awareness and demonstrate an understanding of health and safety practices for themselves and others in a variety of spaces and environments.