

## Junior Connections

Ontario Curriculum	Grade	Expectation	Tribes Strategy	Character Development Attribute	School Effectiveness Framework	Safe Schools Bullying Prevention Through Relationship Building
Language Arts  Oral Communication	Grade 4	demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups	Teaching Listening	Responsibility	Anchor chart of what attentive listening looks like, sounds like, feels like	<p><b>Reflection:</b> What did you contribute to this discussion?</p> <p><b>Appreciation:</b> You helped a lot when...</p>
Language Arts  Reading	Grade 5	read a variety of texts from diverse cultures, including literary texts ( <i>e.g., short stories, poetry, myths, culturally focused legends, plays, biographies, novels</i> ), graphic texts ( <i>e.g., graphic novels, hobby or sports magazines, advertisements, logos, atlases, graphic organizers, charts and tables</i> ), and informational texts ( <i>e.g., editorials, reports, biographies, textbooks and other non-fiction materials, print and online articles, personal electronic and online texts such as e-mails</i> )	Open Forum	Empathy Inclusiveness	Students are taught the strategies they need to know to possess and understand text critically.	<p><b>Reflection:</b> Why would you be uncomfortable answering some of the questions?</p> <p><b>Appreciation:</b> You are a lot like me when...</p>

Ontario Curriculum	Grade	Expectation	Tribes Strategy	Character Development Attribute	School Effectiveness Framework	Safe Schools Bullying Prevention Through Relationship Building
Language Arts Writing	Grade 6	generate ideas about a potential topic and identify those most appropriate for the purpose	Put Yourself on the Line	Respect	Students look at ideas and identify the purpose in response to the way it is written.	<b>Reflection:</b> Why is it important not to put down other's opinions? <b>Appreciation:</b> I felt good when...
Language Arts Media Literacy	Grade 4	<b>Metacognition</b> identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers	Making a Choice	Resilience Courage	Students have frequent opportunities for purposeful talk to clarify their thinking.	<b>Reflection:</b> How did the group help each other? <b>Appreciation:</b> You helped when...
Mathematics Number Sense and Numeration	Grade 4	represent, compare, and order whole numbers to 10 000, using a variety of tools	Graphing Who We Are	Cooperation	The powerful instructional strategy of cooperative learning is used.	<b>Reflection:</b> What might you have done to help your group? <b>Appreciation:</b> It was great when...

Ontario Curriculum	Grade	Expectation	Tribes Strategy	Character Development Attribute	School Effectiveness Framework	Safe Schools Bullying Prevention Through Relationship Building
Mathematics Measurement	Grade 5	determine, through investigation using a variety of tools (e.g., concrete materials, dynamic geometry software, grid paper) and strategies (e.g., building arrays), the relationships between the length and width of a rectangle and its area and perimeter, and generalize to develop the formulas	Group Inquiry	Responsibility	Students ask questions to peers and teacher to clarify and extend their understanding.	<b>Reflection:</b> What collaborative skills were demonstrated? <b>Appreciation:</b> Thanks for helping me....
Mathematics Geometry and Spatial Sense	Grade 6	sort and classify quadrilaterals by geometric properties related to symmetry, angles, and sides, through investigation using a variety of tools (e.g., geoboard, dynamic geometry software) and strategies (e.g., using charts, using Venn diagrams);	Gallery Walk	Respect Cooperation	Students reason, prove, reflect, and select tools and computational strategies to represent and communicate mathematical problems.	<b>Reflection:</b> How did you feel when you shared your work? <b>Appreciation:</b> Some of your talents are....
The Arts Visual Arts	Grade 4	demonstrate understanding of the proper and controlled use of art tools, materials, and techniques singly and in combination	Give Me a Clue	Responsibility	Students are explicitly taught proper use of tools, materials and techniques.	<b>Reflection:</b> What did people say that opened up your thinking? <b>Appreciation:</b> I liked it when you said....

<b>Ontario Curriculum</b>	<b>Grade</b>	<b>Expectation</b>	<b>Tribes Strategy</b>	<b>Character Development Attribute</b>	<b>School Effectiveness Framework</b>	<b>Safe Schools Bullying Prevention Through Relationship Building</b>
<b>The Arts</b>  Drama and Dance	Grade 5	select words, visual images, and sounds from other subjects in the curriculum for interpretation and dramatization	Suggestion Circle	Co-operation Integrity	Opportunities for purposeful talk are embedded in plans.	<b>Reflection:</b> Why is it important to get ideas for solving problems from others? <b>Appreciation:</b> What made a difference for me was.....
<b>The Arts</b>  Music	Grade 6	create and perform a song based on a scene from a story, poem, or play	Creative Story Telling	Responsibility Respect Inclusiveness	Students can articulate what they need to do to show respect for and build upon the ideas of others	<b>Reflection:</b> How is it different if just one person creates the song for everyone to hear? <b>Appreciation:</b> I like your part of the song because....
<b>French As a Second Language</b>  Oral Communication	Grade 4	use visual and verbal cues to understand what they hear, following repetition (e.g., gestures, facial expressions, tone of voice	Five Tribles	Honesty	Students spend time in dialogue with peers that is task driven.	<b>Reflection:</b> How did you feel as your turn came closer? <b>Appreciation:</b> I felt like you when .....
<b>French Immersion</b>  Oral Communication Speaking	Grade 5	contribute to classroom routines, activities, and group discussions (e.g., by asking and answering questions, expressing personal opinions, providing relevant information	Ideal Classroom	Citizenship	Students and parents are aware of the behaviour expectations that have been created.	<b>Reflection:</b> How can these agreements apply to other areas of your life? <b>Appreciation:</b> I liked the way....

Ontario Curriculum	Grade	Expectation	Tribes Strategy	Character Development Attribute	School Effectiveness Framework	Safe Schools Bullying Prevention Through Relationship Building
<b>Health and Physical Education</b>  Active Participation	Grade 6	follow the rules of fair play in games and activities (e.g., by displaying sports etiquette, by encouraging others with positive comments).	Flies on the ceiling	Courage	When expectations are not met, the event becomes a learning opportunity	<b>Reflection:</b> Why is it important to look at how we are working together? <b>Appreciation:</b> Thanks for.....
<b>Health and Physical Education</b>  Healthy Living	Grade 4	apply decision-making and problem solving skills in addressing threats to personal safety (e.g., from abuse or physical fighting) and injury prevention (e.g., bicycle safety, road safety)	Group Problem Solving	Integrity	Students feel validated and valued for their problem solving skills	<b>Reflection:</b> How did you feel about our action plan? <b>Appreciation:</b> You made a positive difference when....
<b>Native Language</b>  Oral Communication	Grade 5	participate in structured oral language activities appropriate for the grade (e.g., form sentences using new vocabulary)	Fold the line reading	Cooperation	Students build on their knowledge through structured on-going discussion	<b>Reflection:</b> Why is working together helpful? <b>Appreciation:</b> Thanks for helping me....

Ontario Curriculum	Grade	Expectation	Tribes Strategy	Character Development Attribute	School Effectiveness Framework	Safe Schools Bullying Prevention Through Relationship Building
<b>Science and Technology</b>  Understanding Life Systems	Grade 6	assess the benefits that human societies derive from biodiversity ( <i>e.g., thousands of products such as food, clothing, medicine, and building materials come from plants and animals</i> ) and the problems that occur when biodiversity is diminished ( <i>e.g., monocultures are more vulnerable to pests and diseases</i> )	Jigsaw	Citizenship Inclusiveness	Student voice is valued	<b>Reflection:</b> What social skills did you need to make this activity successful? <b>Appreciation:</b> I liked it when...
<b>Social Studies</b>  Canada and World Connections	Grade 4	formulate questions to guide research and clarify information on study topics (e.g., What are the effects of physical features on land use? How are goods transported from one province or territory to another?)	The Five E's	Responsibility	Students are able to navigate the world wide web, locate information efficiently, evaluate the information critically, synthesize it and communicate it.	<b>Reflection:</b> What makes this a good way to learn about a topic? <b>Appreciation:</b> I appreciated you sharing...