

Primary 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 1	demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (<i>e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions</i>)	Paraphrase Passport	Responsibility Respect	Anchor chart of what attentive listening looks like, sounds like, feels like	Reflection: How can good listening help you to be a better friend? Appreciation: It felt good when....
Language Arts Reading	Grade 2	demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details	Extended Nametag	Co-operation	Opportunities for purposeful talk are embedded	Reflection: <i>How did this story help our class get better acquainted?</i> Appreciation: <i>I liked hearing...</i>
Language Arts Writing	Grade 3	identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers	Put Yourself on the Line	Co-operation	Read and interpret information represented	Reflection: <i>Why is it important not to put down other people's ideas?</i> Appreciation: <i>One thing I like about this class is....</i>

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Language Arts Media Literacy	Grade 1	express personal thoughts and feelings about some simple media works (<i>e.g., state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song</i>)	Interview Circle	Empathy Honesty	Have frequent opportunities for purposeful talk in order to articulate their views effectively	Reflection: What agreements did we have to use to make this successful? Appreciation: I liked your honesty when....
Mathematics Geometry and Spatial Sense	Grade 1	describe similarities and differences between an everyday object and a three dimensional figure	Graphing Who We Are/ What We See	Responsibility	The powerful instructional strategy of identifying similarities and differences is used.	<i>Reflection:</i> <i>How did you help your group?</i> Appreciation: <i>It was great when</i>
Mathematics Number Sense and Numeration	Grade 2	represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools	Chain Reaction	Inclusiveness	Monitor comprehension	Reflection: <i>How do the agreements protect you?</i> Appreciation: <i>I felt (feeling) when you....</i>
Mathematics Measurement	Grade 3	estimate, measure, and record length, height, and distance, using standard units	Take a Closer Look	Co-operation	Students build on their mathematics knowledge through ongoing classroom discussion.	Reflection: <i>Did you make any new decisions as a result of this activity?</i> Appreciation: <i>Thank you (name) for.....</i>

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The Arts Visual Arts	Grade 1	identify a variety of art tools, materials, and techniques, and demonstrate understanding of their proper and safe use	One Special Thing	Responsibility	Teachers prompt students to explain and justify.	Reflection: <i>How did you feel sharing your ideas?</i> Appreciation: <i>Thank you for sharing....</i>
The Arts Drama and Dance	Grade 2	speak in role as characters in a story, assuming the attitude and gestures of the people they are playing	Reflecting Feelings	Empathy Inclusiveness	Students develop their engagement in learning	Reflection: <i>Why is the observer's role important?</i> Appreciation: <i>It helped me when.....</i>
The Arts Music	Grade 3	create melodic contour "maps" that indicate the direction of pitches	Two On a Crayon	Co-operation	Students use the language of the curriculum to demonstrate application of a concept.	Reflection: <i>How did you decide who would lead and who would follow?</i> Appreciation: <i>I like your picture because.....</i>
French As A Second Language Oral Communication	Grade 1	contribute to classroom routines and activities	Ideal Classroom	Responsibility Integrity	Students' interests, learning styles are used to inform instructional decision making	Reflection: <i>How can we make our classroom better?</i> Appreciation <i>One thing I liked about what you said was.....</i>

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French Immersion Oral Communication	Grade 2	follow basic classroom instructions	Flies on the ceiling	Responsibility Cooperation	The decision making process in the classroom includes the identification of the interests and needs of all students.	Reflection: <i>Why is it important to look at how we get along?</i> Appreciation: <i>Our classroom is cool because...</i>
Health and Physical Education Active Participation	Grade 3	communicate positively to help and encourage others.	Appreciating Others	Citizenship Inclusiveness	Use the powerful instructional strategy of providing recognition.	Reflection: <i>Why is it important to make statements of appreciation to friends, family and others?</i> Appreciation: <i>I'm glad you....</i>
Health and Physical Education Healthy Living	Grade 1	describe exploitative behaviours (e.g., abusive behaviours, bullying, inappropriate touching) and the feelings associated with them;	Funeral for Putdowns	Resilience Empathy Courage	Students are actively involved in the reflective practice.	Reflection: <i>Why is it important to put put-downs in the trash?</i> Appreciation: <i>It was great when.....</i>
Native Language Oral Communication	Grade 2	participate in structured oral language activities appropriate for the grade (e.g., describe actions using simple phrases – <i>I walk, I run</i>)	Now I Am	Responsibility	Students are actively engaged in their learning.	Reflection: <i>How can you help others discover feelings that you have at different times?</i> Appreciation: <i>I like the way you acted it out because....</i>

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Science and Technology Understanding Life Systems	Grade 3	use a variety of forms (<i>e.g., oral, written, graphic, multimedia</i>) to communicate with different audiences and for a variety of purposes	Multiple Intelligences	Inclusiveness	Differentiated instruction occurs in large groups, small groups and with individuals.	Reflection: <i>How did it feel to choose your own way to share what you know?</i> Appreciation: <i>One thing I liked about what you shared was.....</i>
Social Studies Heritage and Citizenship	Grade 1	brainstorm and ask simple questions (e.g., How? Why?) to gain information about relationships, rules, and responsibilities;	Brainstorming	Responsibility Cooperation Inclusiveness	Students are able to communicate their thinking in a variety of ways.	Reflection: <i>What would it have felt like if we had put down your idea?</i> Appreciation: <i>Your idea helped me to....</i>