Elementary Program
Elementary

In Newfoundland and Labrador, students in Grades 4, 5, and 6 are enrolled in the Province’s elementary schools. The elementary curriculum is a differentiated curriculum with a prescribed content. Elementary school children have wide interests, are eager for information, and enjoy acquiring skills. They need a broad curriculum. The concepts, values, and skills of the programs in English language arts, enterprise education, mathematics, science, social studies, music, art, physical education, French, health, and religious education are within the grasp of most children of nine, ten, and eleven years of age. It is at this stage, middle childhood, that children acquire a strong foundation in basic school subjects. During the elementary years, children begin their initiation into the world of adult reasoning, concepts, communication, and symbolism; they start to master tasks requiring purpose and endeavour.

The elementary school must provide a stimulating and challenging environment for students. Processes and procedures that make it possible for new interest to appear and new purposes to emerge must be used in the classroom. Grouping practices, the functional management of furniture, independent work activities, resource-based learning that emphasizes the child as a thinking, doing, and feeling learner are essential to elementary education.

There is a close correlation between parents’ and teachers’ expectations and students’ self-concepts, level of achievement, and behaviour. Teachers and parents should have high expectations for elementary school children and provide them with lots of encouragement and reinforcement.

Art

Art education at the elementary level is intended to be experiential and open-ended to permit the greatest flexibility to the student. The program is designed to cultivate a love of art and a sensitivity to the visual environment. It is designed to foster confidence in expression and develop basic skills in artmaking techniques and processes. The relationship between seeing and feeling is emphasized and an atmosphere in which visual creation is an everyday mode of expression is promoted.
The elements of design (line, shape, color, texture, space) and the principles of design (movement, repetition, balance, contrast, emphasis and unity) are explored as key elements to visual communication and in articulating a response to imagery.

Through the art program students draw upon personal experience, and physical, social, and cultural environments as the basis for visual expression. Visual awareness is developed through such activities as describing, comparing, classifying, matching and manipulating. Sensory perception is emphasized through such activities as listening, touching, tasting, smelling, and moving.

In addition to the creation of art objects students learn to utilize images and graphics for identifying, discussing, and sharing information. The program also has a strong verbal component through which students acquire art vocabulary, reinforce their visual perception, express their reactions to art and their environment, and exchange, modify, and develop ideas.

The Program is structured around the following organizers:

- The Artistic Process
- Visual Communication
- Cultural Role
- Personal Growth
- Perception and Response

Learning Resources

**Authorized**

- *Art: A Curriculum and Teaching Guide for the Primary and Elementary Grades*

**Grade 4:**

- *Art in Action, 4*
  - teachers' edition
  - student text

**Grade 5:**

- *Art in Action, 5*
  - teachers' edition
  - student text
Grade 6:

➤ Art in Action, 6
  • teachers' edition
  • student text

Recommended

➤ Art in Action Enrichment Programs, I and II, Harcourt Brace & Company.
  Two sets of 30 full-colour, laminated art prints. All selections are from the
  student resource. A teachers' manual is provided.

  This eclectic approach to printmaking explores many simple methods of
  printing. Copies include surface rubbings, found-object printing, bronze
  print, monoprinting, stencils and templates, collographs, blocks and prints.
  Well-illustrated, well-organized, easy to read.

  Three sets (Grades 4, 5, and 6) and high quality, plastic-coated art
  reproductions, 45 x 58 cm set contains a teaching manual and 33
  reproductions representing several cultures and historical periods.

  A thematic approach to examining art works. These might be particularly
  useful at the upper elementary grades.
  • People in Art
  • Urban Art and Design
  • The Natural World

➤ Art Education: Elementary, Andra Johnson, Editor.
  This anthology for grades K-6 reflects the needs of today's elementary art
  educator. It is practical, confronting real problems; visionary, pointing to
  relevant solutions; and daring, offering strategies to change and reflect
  current trends. Chapters include the integration of students experiencing
  disabilities; the movement toward multiculturalism; improving public
  relations within the school system; aesthetics; evaluating student progress;
  art criticism; and much more. 222 pgs. {1992} ISBN 0-937652-61-X.
  NAEA Publication.

➤ With Open Eyes: Images from the Art Institute of Chicago - Educorp
  Multimedia
Most students begin their second language learning in core French in Grade 4. The Core French Program (Grade 4 - French 3200) is defined by outcomes at the end of each level: elementary, intermediate, and senior high. The skills and the content of each level provide the essential preparation for successful experiences at higher levels. The Program primarily emphasizes the development of language skills and the understanding and use of vocabulary and language patterns in context. The Program also encourages the development of positive attitudes towards francophones. In Grades 4-6 language experiences are organized around familiar themes and are presented in French; direct comprehension of the language is a primary consideration. While approximately 80% of class time is devoted to aural-oral practice and use of French, students are provided with opportunities to read and write their new language.

Learning Resources

Authorized

- *Learning French as a Second Language: A Guide for Teachers Grades 4-6*
- Carte de Terre-Neuve et du Labrador
  - map
  - teacher resource book

Grade 4:

- *Aventures 1*
  - student book
  - workbook (available from Addison-Wesley)
  - teacher manual
  - flashcards
  - cassettes

Grade 5:

- *Aventures 2*
  - student book
  - workbook (available from Addison-Wesley)
  - teacher manual
  - flashcards
  - cassettes
At the elementary level, the English Language Arts Program continues the philosophy and methodologies of the primary school English Language arts Program. As such, the Program helps students increase their power over the language processes of reading, viewing, speaking, listening, writing and other ways of representing meaning. As they use and produce language, students are provided with the knowledge, experience, and pleasure that control of language makes possible. The Program also fosters students' understanding of self and others and their appreciation of the crucial role of linguistic clarity in that understanding.

The Elementary English Language Arts Program incorporates the use of students’ own experiences and oral language to produce print; the use of literature and a wide variety of trade books with appeal to students’ interest, needs and abilities; and the use of the authorized program materials. All of these resources are used for instructional purposes to emphasize the how of speaking, listening, reading, viewing, writing and other ways of representing meaning.

Students should be given many listening and speaking experiences which are not only intrinsically valuable but which are an important requisite for writing and reading and for learning in the subject areas. The Program provides for a balance of transactional, expressive and poetic writing. Students should write frequently during the language arts period and across subject areas, giving consideration to the form, purpose, and tone of the message they wish to communicate. Instruction in sentence structure, spelling, handwriting, punctuation, and capitalization is provided within the context of students' language experiences. Literature is used as a tool for ensuring that students become readers, not just people who can read. Experiences with literature are,
in addition to developing their knowledge and strategies, designed to expand their imagination and mature their emotions. Many grouping patterns - partnerships, small groups, whole class - should be used. Student journals, writing files, and reading progress files should be maintained. An assessment component that provides for ongoing monitoring of students' language development is a critical part of the Program.

Learning Resources

Authorized

- Language Growth: A Teaching Guide for Writing in the Elementary School
- Reading and Writing Difficulties: An Educator's Handbook
- Networks, Grades 4-6
- Spelling: Sharing the Secrets (teachers' resource, one per teacher)
- Spelling Dictionary, Level 3 (teachers' resource, one per teacher)
- Spelling Handbook for Teachers (teachers' resource, one per teacher)
- Spelling Video, Part I: Spell it Out: The Place of Spelling in the Writing Process, Part II: Spelling: Strategies for Teachers and Students (one copy per school)
- Invitations (teachers' resource, one per three teachers)

Grade 4:

- Evaluation Resource Book A
- Flip Flops (student text)
- Listening and How Tapes A
- Reading and How A (student text)
- Spelling in Language Arts, Book 4
- Teachers' Resource Book A
- Writing and How A (with teachers' edition)
- Zoom Shots (student text)
- Word Sense, Level D (one per teacher)

Grade 5:

- Evaluation Resource Book B
- Listening and How Tapes B
- Reading and How B (student text)
- Ripple Effects (student text)
- Spelling in Language Arts, Book 5
- Teachers' Resource Book B
Recommended

- Strategies (by ITP Nelson, 1990). This resource parallels the Networks program in thematic structure and emphasizes strategy development. It is best used in conjunction with the Networks program when individual children need to focus on developing specific strategies.

**Enterprise Education**

The focus of Enterprise Education at the elementary level is on refining personal development skills and enterprise management skills.

At the elementary level, the focus is on students working in small groups to initiate, setup and operate a project or mini-venture in order to gain new knowledge about the special economic, business, environmental, and technological world in which they live.

In addition to being treated as specific activities within the social studies curriculum, Enterprise Education can be infused into a number of other subjects including fine arts, mathematics, science and technology education.
The Program is organized around the following components:

- Personal Development
- Economic Education
- Technological Literacy
- Enterprise Management Skills
- Community Partnerships

**Learning Resources**

*Pathway to Enterprise: A Teacher Resource, 1996*

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**Family Life Education (Roman Catholic)**

At the elementary level, the Family Life Program is intended to support and strengthen the family unit. It attempts to help Catholic parents teach their children to be fully human. Its focus is on the ordinary experience of daily life - family relationships, friendships, marriage, birth, death, joys, and disappointments.

**Learning Resources**

**Authorized**

**Grade 4:**

- *Fully Alive* (with teachers' manual)

**Grade 5:**

- *Fully Alive* (with teachers' manual) offices

**Grade 6:**

- *Fully Alive* (with teachers' manual)

**Recommended**

**Grade 4:**

- *Fully Alive* (family edition) - available from Maxwell Macmillan
  Canada, Don Mills, Ontario
Health

At the elementary level, the Health Program takes a comprehensive approach to fostering and promoting the well-being of young people by making linkages with classroom instruction, health-related services, and a school environment that promotes and is conducive to healthy living. Comprehensive school health is a form of health promotion which fosters the creation of environments that provide opportunities for all young people to make healthy choices and enhance their own health and the health of their communities.

The Program is organized around the following components:

- Mental Health
- Physical Growth and Development
- Self Care
- Active Living
- Drug Education
- Environmental Health
- Relationships
- Nutrition
- Dental Health
- Injury Prevention and Safety
- Consumer Health

Learning Resources

Authorized

- Towards a Comprehensive School Health Program: An Elementary Health Curriculum Guide
Elementary

Grade 4:
- Young Canada Health 1 (student book)
- Young Canada Health 1 (teacher resource)
- Just For Me (video series)

Grade 5:
- Young Canada Health 2 (student book)
- Young Canada Health 2 (teacher resource)
- Your Choice, Our Chance (video series)

Grade 6:
- Young Canada Health 3 (student book)
- Young Canada Health 3 (teacher resource)
- Your Choice, Our Chance (video series)

Recommended

Grade 4:
- Tuning into Health: Alcohol and Other Drug Decisions
  Available from:
  Drug Dependency Services
  Department of Health

Grade 5:
- Tuning into Health: Alcohol and Other Drug Decisions
  Available from:
  Drug Dependency Services
  Department of Health

- Improving the Odds: A Tobacco-Use Prevention Resource for School Aged Youth 10-14
  (print and CD-Rom, available from board offices and the Learning Resources Distribution Centre)

Grade 6:
- Tuning into Health: Alcohol and Other Drug Decisions
  Available from:
  Drug Dependency Services
  Department of Health

- Improving the Odds: A Tobacco-Use Prevention Resource for School Aged Youth 10-14
  (print and CD-Rom, available from board offices and the Learning Resources Distribution Centre)
Mathematics

At the elementary level, the Mathematics Program helps students mature mentally in the context of meaningful mathematical experiences. Children continue to develop specific skills and strategies for mathematical problem solving. These skills and strategies are applied as part of the development of number and operation sense, basic geometric concepts, spatial relations, measurement processes, and basic statistical techniques. A variety of manipulative materials are used for concept formation.

Learning Resources

Authorized

- Elementary Mathematics Curriculum Guide
- MathMatch: Fitting the Pieces Together
- Projects to Enrich School Mathematics: Level I
- Get It Together: Math Problems for Groups

Grade 4:

- MathQuest 4 (with teachers' program manual)
- A set of Base Ten Blocks (10 decimetre cubes, 50 flats, 250 rods, 300 units, and 24 double-side "compu-mats") per teacher
- Problem Solving Experiences in Mathematics - Grade 4 (teacher reference)

Grade 5:

- MathQuest 5 (with teachers' program manual)
- A set of Fraction Pieces (7 containers, packaged 3 student sets per container) per teacher
- Problem Solving Experiences in Mathematics - Grade 5 (teacher reference)

Grade 6:

- MathQuest 6 (with teachers' program manual)
- A set of Decimal Squares (6 sets of decimal squares and playing cards, 1 set of game mats, 1 set of decimal square overheads, and 1 teachers' guide) per teacher
> Problem Solving Experiences in Mathematics - Grade 6 (teacher reference)
> Everyday Problems in a Bag

**Recommended**
> The Problem Solver 4, 5 and 6 (Addison-Wesley)
> Mathville Junior (Courseware Solutions; McGraw-Hill Ryerson Limited)
> Curriculum and Evaluations Standards for School Mathematics: Addenda Series, Fourth Grade Book
> Curriculum and Evaluations Standards for School Mathematics: Addenda Series, Fifth Grade Book
> Curriculum and Evaluations Standards for School Mathematics: Addenda Series, Sixth Grade Book (1 per school)
> World Book’s Mind Benders - Arithmetricks (World Book, Inc.)
> World Book’s Mind Benders - Brain Teasers (World Book, Inc.)

**Music**

The Elementary program continues to provide students with musical experiences that further develop the musicality innate in each student. It fosters a love and understanding of music as well as growth in aesthetic sensitivity. The Elementary program follows a pedagogical sequence of hearing, singing, moving, deriving, writing, and creating to build upon skills and knowledge acquired in the Primary grades. Cognitive and psychomotor skills are developed through musical literacy, movement, and performance. Choral experiences are an integral part of the music program. Reading and performing skills are extended through the playing of instruments such as recorder, ukulele, guitar and band or string instruments and the use of technology. Continued exploration of the elements and expressive controls of music through a variety of musical experiences further develops reading and writing skills. Repertoire is expanded and includes songs from their own and other cultures, works of recognized masters, and contemporary compositions.

The delivery of music curriculum involves two organizers:

> Curricular Settings
> Individual/Ensemble Experiences
The program utilizes three strands:

- Elements of Music
- Styles of Music
- Skill Development

Learning Resources

**Authorized**
- *Elementary Music: Curriculum and Teaching Guide*
- *Games and Movement*
- *The Kodály Context* †
- *Musicanada*, Vols. 4, 5, and 6
  - student text
  - teachers' edition
  - cassettes
  - piano accompaniments
- *Sing the Sea*
- *Twelve Songs of Newfoundland*
- *Song Collection*, Grades 4, 5, and 6

**Recommended**
- Bacon, Denise. *185 Unison Pentatonic Reading Exercises*, Newton, Mass.: Kodály Centre of America, 1978. Reading exercises, grouped in order of melodic expansion, presented in both solfa notation and staff notation.

- Choksy, Lois. *The Kodály Method*. (See Primary Section.)

- Choksy, Lois, and David Brummitt. *120 Singing Games and Dances*. (See Primary Section.)

- Choksy, Lois, et al. *Teaching Music in the Twentieth Century*. (See Primary Section.)

  This cassette tape and teachers' guide was produced by the Department of Education to present the folk songs in *The Atlantic Edge* (Grade 5 social studies text) in a social and natural context. The songs are recorded by
Anita Best and the guide contains teaching suggestions, notes on the songs, and bibliographical and discographical information. Available from the Provincial Public Libraries Board.


Johnston, Richard. *Folk Songs North America Sings*. (See Primary Section.)

Kulich, Birthe, and Joe Berarducci. *Wind Songs Method for the Recorder*. Vancouver: Empire, 1985. A series of six instruction books, progressing from beginning steps to consort playing. The series uses many folk songs already in the student’s repertoire, reinforcing reading in solfa and rhythm syllables. Suggestions for instrumental accompaniments are also provided.

*Musicanada Resource Centre* (4, 5, and 6). Toronto: Holt, Rinehart and Winston. Supplementary materials: additional listening lessons (recorded examples are in the set of recordings subsidized by the Department) part singing guidelines, games, choral and conducting techniques, evaluation suggestions, student work sheets in black line master format.

Pottie, Kaye, and Vernon Ellis. *Folksongs of the Maritimes*. Halifax: Formac Publishing, 1992. A collection of 90 Maritime folksongs based on the collections of Helen Creighton and other distinguished Maritime folklorists. For each song, there is a brief introduction, chording information, the melodic line, and words to all verses. A teachers' guide is also available from the publisher.

Songs for Elementary Levels.

Szönyi, Erzsébet. Bicinia Americana. Willowdale, Ont.: Boosey & Hawkes, 1984. (See Primary Section.)


Physical Education

At the elementary level, physical education builds on concepts and skills learned at the primary level. The program develops psychomotor skills appropriate for participation in sports, games, gymnastics, and dance; develops an awareness and an appreciation of physical skills; provides information about the human body and the effects of exercise; encourages the development of social skills; and promotes positive attitudes towards physical activity.

The Physical Education Program offers a variety of sports-related activities and modified games which promote group and team participation, individual and gymnastics-based activities for personal achievement and kinesthetic awareness, a number of self-testing activities which foster appreciation of physical activity and movement, and opportunities for social interaction through cooperation, competition, and personal activity.

Learning Resources

Authorized
- A Curriculum Framework for Physical Education: Adjusting the Focus
- Physical Education Curriculum for Elementary Grades
- Personal Well-Being
Religious Education (Integrated)

The Program in Grade 4 continues the focus on attitude development, especially as it relates to the created order and our stewardship of it. This serves also as a transition to the more substantial biblical studies in Grades 5 and 6.

Learning Resources

Authorized
Grade 4:
   ➢ God's Ways in His World (with teachers' edition)

Grade 5:
   ➢ Bible People and Bible Times: Old Testament (with teachers' edition)

Grade 6:
   ➢ Bible People and Bible Times: New Testament (with teachers' edition)

Religious Education (Pentecostal)

The Elementary Program develops three themes to encourage total life commitment to God:

➢ Grade 4 presents four biblical heroes whose willingness to trust and obey God became vital to His work among His people
➢ Grade 5 leads students through the life of Jesus according to Matthew’s Gospel incorporating the key elements of Christian belief
➢ Grade 6 provides the framework of a biblical value system and encourages a Christ-centred process of decision making
Learning Resources

**Authorized**

**Grade 4:**
- *Winners for God* (teacher’s guide and student workbook available from Religious Book and Bible House, Grand Falls-Windsor)

**Grade 5:**
- *Jesus: King of My Life* (teacher’s guide and student workbook available from Religious Book and Bible House, Grand Falls-Windsor)

**Grade 6:**
- *God’s Word in My Life* (teacher’s guide and student workbook available from Religious Book and Bible House, Grand Falls-Windsor)

**Recommended**

**Religious Education (Roman Catholic)**

The second cycle of the *Born of the Spirit* series comprises Years 4, 5 and 6. The elementary years are intended to make Jesus live for the student by focusing on His historical manifestation in Palestine and on the Church, and by fostering and facilitating the development of Christlike attitudes.

The Program is organized around the following concepts:

- the historical revelation of Jesus by his witnesses
- the Spirit of Jesus is with us today
- the Church as a Sacrament
- living as Christ’s “Kingdom” people
- the Beatitudes
- living the values and attitudes of Jesus
Learning Resources

**Authorized**

**Grade 4:**
- *Come and See* (with teachers’ manual)

**Grade 5:**
- *May We Be One* (with teachers’ manual)

**Grade 6:**
- *God Believes in Me* (with teachers’ manual)

* A home study program is available for all three grade levels.

**Recommended**

**Grade 4:**
- *Come and See* (album or cassette)
  - family book

**Grade 5:**
- *May We Be One* (album or cassette)
  - family book

**Grade 6:**
- *God Believes in Me* (album or cassette)
  - family book

The recommended materials listed for each of the Programs are essential resources for these Programs. The music is especially important to the proper implementation of the Program. These materials are available from the Canadian Conference of Catholic Bishops.

**Science**

The study of science at the elementary level involves a hands-on, activity oriented approach to learning. The Program emphasizes the development of attitudes, skills, and knowledge, with the knowledge component drawing on
topics from the life, earth, and physical sciences. Teachers should consult the appropriate *Elementary Science Curriculum Guide* (Interim edition) for identification of these topics.

**Learning Resources**

**Authorized**


**Grade 4:**


**Grade 5:**


**Grade 6:**

- *Addison-Wesley Science* (with teachers' edition), 1984

**Social Studies**

The Social Studies Program at the elementary level builds on the concepts, values, and skills acquired in the Primary Program. It develops knowledge, values, and skills essential for developing students’ potential as individuals, as Canadian citizens, and as world citizens.

The Social Studies Program

1. examines how people interact with their physical environment and with each other in order to meet their needs.
2. develops the following skills sequentially: thinking skills; social/group participation skills; map and globe skills; table, graph, and chart skills; temporal skills; research skills; and language skills.

3. emphasizes the importance of human rights and responsibilities and encourages students to apply their knowledge and skills to everyday life.

The core topics include the study of:

- Communities around the world
- Newfoundland and Labrador
- Canada

Learning Resources

Authorized

- A Curriculum Framework for Social Studies: Navigating the Future
- Design for Social Studies K-VI

Grade 4:

- Communities Around Our World (with teachers' resource book)
- China: Our Pacific Neighbour (teacher resource only)

Grade 5:


Grade 6:

## Recommended Time Allotment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Instructional Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>6%</td>
</tr>
<tr>
<td>French</td>
<td>10%</td>
</tr>
<tr>
<td>Health</td>
<td>6%</td>
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<tr>
<td>Language</td>
<td>24%</td>
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<tr>
<td>Mathematics</td>
<td>16%</td>
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<tr>
<td>Music</td>
<td>6%</td>
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<tr>
<td>Physical Education</td>
<td>6%</td>
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<tr>
<td>Religious Education</td>
<td>8%</td>
</tr>
<tr>
<td>Science</td>
<td>8%</td>
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<tr>
<td>Social Studies</td>
<td>10%</td>
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