Program of Studies

Kindergarten
Primary
Elementary
Intermediate
Senior High

1997-98
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Mission Statement

To enable and encourage every individual to acquire through lifelong learning the knowledge, skills, and values necessary for personal growth and the development of society.

This mission statement gives an enduring focus to the philosophy and mandate of the Department of Education, namely, the development of the person and the society. The statement also embodies other fundamental commitments of the Department of Education, as follows:

➢ To give leadership, direction, and support to all aspects of provincial education.

➢ To cooperate with the denominational authorities in education, the education and training institutions, and other organizations and agencies, in fulfilling its mission and exercising its mandate.

➢ To foster intellectual, moral, social, emotional, and physical development.

➢ To value the growth and contributions of each learner, and to strive for equality of educational opportunity.

➢ To strive for excellence in educational means, methods, and outcomes.

➢ To strive for efficiency while maintaining educational excellence.

➢ To promote lifelong learning as essential to personal and social well being.

➢ To foster education and training for the development of a prosperous, vibrant, and democratic society.

➢ To strive for maximum educational accountability.
Learning Resources

**Authorized Resources**
Authorized learning resources comprise textbooks and other non-print materials designated by the Minister in order to implement the prescribed curriculum. These resources are considered essential to the teaching and learning process. Authorized learning resources are supplied free of charge from Kindergarten to Grade 8, except music records, which are available at subsidized prices. Authorized teacher references are supplied free of charge from K-12; students in Grades 9-12 must pay 60 percent of the cost price of textbooks. Authorized resources (including Department of Education publications, such as curriculum guides and course descriptions) are available from:

Learning Resources Distribution Centre  
Department of Education  
P.O. Box 8700  
Building 909, Pleasantville  
St. John’s, NF  
A1B 4J6

**Recommended Resources**
Recommended resources are supplementary materials recommended by the Department for their value as teaching and learning aids. Recommended resources are available from publishers or distributors, who usually provide discounts on educational materials. A list of publishers' and distributors' addresses is included at the back of this publication. Some recommended resources are available from the Learning Resources Distribution Centre. Authorized and recommended learning resources which have been designated with this symbol "*" are out of print.

**Additional Resources**
A wide variety of resources are necessary to implement resource-based learning, to enrich learning experiences, to accommodate various learning styles, and to encourage a variety of instructional approaches. These additional resources can best be provided through a properly functioning learning resources centre.
The school learning resource centre should be stocked with a variety of resources and equipment, professionally selected and managed, designed to meet the instructional needs of teachers and the learning needs of students. The learning resource teacher plays a key role in the planned and purposeful use of resources in the teaching and learning process (resource-based learning). A team effort is required of all school staff in the development and delivery of instructional strategies which are designed to meet the individual needs of students.

The Department of Education operates a Learning Resources Audio Visual Library through the Provincial Public Libraries Board which is designed to supplement individual school and district resource centres. Complete listings of resources can be found in catalogues or supplements which are updated each year and are available free of charge from the Library. The Library contains 16mm films, audio tapes, and video tapes. These are available to all schools; complete details on how to acquire them are found in the various catalogues.

For more information on services available, contact:

Provincial Public Libraries Board
Arts & Culture Centre
Allandale Road
St. John's, NF
A1B 3A3
Kindergarten Program
Children are introduced to formal education through Kindergarten, an educational program provided by all primary schools in Newfoundland and Labrador.

The Kindergarten Program, as described in Early Beginnings: A Kindergarten Curriculum Guide, is designed to support the intellectual, physical, social, emotional, spiritual, and moral development of the four- and five-year-old child.

Inherent in the Kindergarten Program is the recognition that children are individuals, every child is unique and the diverse needs and developmental levels of children can be accommodated through developmentally appropriate practices.

The Kindergarten Program provides for integrated and discrete learning in: language arts, mathematics, science, social studies, technology education, art, music, health, physical education, and religious education. Kindergarten experiences must lay the foundation for future learning by:

- creating a love of learning;
- helping children become more effective problem solvers, observers, listeners, speakers, and thinkers in a language rich environment;
- helping children gain increasing independence through exploring, questioning, and understanding;
- providing for a balance of child-centred and teacher-directed experiences;
- providing for meaningful and appropriate curriculum connections;
- facilitating the development of the skills and concepts necessary to experience success;
- supporting the development of a positive self-concept; and,
- supporting the involvement of parents.

Early Beginnings: A Kindergarten Curriculum Guide provides the overall philosophy for Kindergarten, a description of the developmental characteristics of the four- and five-year-old, examples of developmentally appropriate instructional strategies, a curriculum framework, and assessment strategies.
The Preschool Parent Resource Package is a collection of resource materials designed to assist with parent inservice (particularly during the year prior to school entry) on all aspects of children’s development. The ideas contained in this resource can be adapted to the particular needs of the home, school, and community.

Art

The role of art in the Kindergarten Program is to stimulate the child's natural tendency to explore the visual world. Activities should be designed to encourage the child's active investigation of the visual world through a variety of experiences and a variety of materials. Awareness of form, line, colour, and texture should be promoted through concrete experiences with the real environment and through the use of material such as clay, pencils, crayons, and paint.

Learning Resources

Authorized

- Early Beginnings: A Kindergarten Curriculum Guide
- Art: A Curriculum and Teaching Guide for the Primary and Elementary Grades

Recommended


Brittain explores the relations between perceptual and cognitive growth and creative activity. Suggestions for teaching creative activities are provided.

Core French

Please refer to the primary section of the Program of Studies for K-3 French.
English Language Arts

The Kindergarten English Language Arts Program provides for growth in all aspects of each child’s language development. It includes many opportunities for experimenting, observing, thinking, playing, talking, listening, reading, viewing, and writing.

The English Language Arts Program supports a literacy development framework through both integrated experiences and the teaching of discrete skills in listening, speaking, reading, viewing, writing, and representing.

Learning Resources

Authorized
▷ Early Beginnings: A Kindergarten Curriculum Guide
▷ Depree, Helen and Sandra Iversen. Early Literacy in the Classroom. New Zealand: Lands End Publishing, 1994 (teacher professional resource)
▷ Book Shop, Stage One
▷ Literacy 2000, Stage One
▷ Big Books of Poetry
  ▪ The Big Book of Poetry
  ▪ The Big Book of Math Poems
  ▪ The Big Book for Science Poems
▷ Literature
  ▪ Fox, Mem and Jane Dyer (1993). Time For Bed
  ▪ Ahlberg, Janet and Allan (1989). Each Peach Pear Plum
  ▪ Aker, Suzann (1990). What Comes in 2’s, 3’s, and 4’s?
  ▪ Arnosky, Jim (1993). Every Autumn Comes the Bear
  ▪ Hale, Sarah (1995). Mary Had a Little Lamb
  ▪ Hughes, Shirley (1995). Rhymes for Annie Rose
  ▪ Rosen, M., and H. Oxenbury (1992). We’re Going on a Bear Hunt
  ▪ Williams, Linda, and Megan Lloyd (1986). A Little Old Lady Who Was Not Afraid of Anything
Recommended

- Early Bird (available from ITP Nelson)
- Foundations (available from The Wright Group)
- Literacy 2000, Stage Two (available from Prentice Hall-Ginn)
- Little Giants Series (available from World Book)
- Reflections (available from Scholastic Canada Limited)
- Shoebbox Library - Levels 1, 2, and 3 (available from Scholastic Canada Limited)
- Sunshine Books for Early Emergent and Emergent Readers (available from Prentice-Hall-Ginn)
- Twig (available from The Wright Group)
- The Adventures of Poldy (available from World Book)
  - Hello Poldy
  - Learn About Opposites
- Voyages (available from ITP Nelson)
- The PM Library Alphabet Book Kit (available from Scholastic Canada)
  - Alphabet Book and Little Books (Alphabet Starters and Alphabet Blends)
- Dancing Sun Picture Books (available from Gage)
  - Counting My Friends
  - Colours
  - Benjamin
  - The Sunflower
- Carousel Readers (Sets A, B, and C) (available from Gage)
- Reading Corners 1 and 2 (available from Gage)
- Dennis Lee Big Book of Poetry (available from Gage)
- My Big Dictionary (available from ITP Nelson)

Literature

- Anholt, Catherine and Laurence (1990). One, Two, Three, Count With Me
- Anhold, Catherine, and Lawrence (1994). What Makes Me Happy?
- Asch, Frank (1988). Happy Birthday, Moon
- Baker, Alan (1994). Black and White Rabbit’s ABC
- Bogart, Jo Ellen and Yvonne Cathcart (1994). Two Too Many
- Bogart, Jo Ellen and Barbara Reid (1994). Gifts
- Bourgeois, Paulette (1988). Big Sarah’s Little Boots
- Brett, Joan (1989). The Mitten
- Brown, Margaret Wise (1995). Little Donkey Close Your Eyes
• Calmenson, Stephanie and Karen Gundersheimer (1992). *What Am I? Very First Riddles*
• Carle, Eric (1993). *Today is Monday*
• Carle, Eric (1969). *The Very Hungry Caterpillar*
• Carter, David (1991). *In a Dark, Dark Wood*
• Crebbin, June, and Clara Vulliamy (1995). *Danny’s Duck*
• Dodd, Lynley (1993). *Slinky Malinki, Open the Door*
• Dodd, Lynley (1990). *Slinky Malinki*
• Dodds, Dayle Ann (1994). *The Shape of Things*
• Ehlert, Lois (1991). *Red Leaf Yellow Leaf*
• Falwell, Cathryn (1993). *Feast For 10*
• Fleming, Denise (1992). *Lunch*
• Fleming, Denise (1992). *Count!*
• Ford, Miela (1995). *Sunflower*
• Fox, Mem (1988). *Koala Lou*
• Freeman, Don (1986). *Corduroy*
• George, Jean Craighead (1995). *In the Snow: Who’s Been There?*
• George, Lindsay Barrett (1995). *In the Woods: Who’s Been There?*
• Gilman, Phoebe (1992). *Something From Nothing*
• Good, Elaine (1990). *Fall is Here! I Love It!*
• Halpern, Shari (1994). *Little Robin Redbreast*
• Hoberman, Mary Ann (1978). *A House is a House for Me*
• Hoberman, Mary Ann (1993). *Fathers, Mothers, Sisters, Brothers, A Collection of Family Poems*
• Hopkins, Lee Bennett (1992). *April Bubbles Chocolate an ABC of Poetry*
• Innes, Fran Baird (1993). *Mae’s Night Flight* (Available from F. Baird Innes, Apartment 406, 7 Tiffany Lane, St. John’s, NF, A1A 4B7)
• Kajpust, Melissa and Veselina Tomova (1993). *A Dozen Silk Diapers*
• Keats, Ezra Jack (1962). *The Snowy Day*
• Lacome, Julie (1993). *Walking Through the Jungle*
• Mickletwait, Lucy (1993). *I Spy Numbers in Art*
• Oxenbury, Helen (1993). *It’s My Birthday*
• Radley, Gail (1992). *Rainy Day Rhymes*
• Reid, Barbara (1993). *Two by Two*
• Rosen, Michael and Helen Oxenbury (1992). *We’re Going On a Bear Hunt*
• Rosen, Michael (1994). *All Eyes on the Pond*
• Stinson, Kathy (1983). *Big or Little*
• Tiffault, Benette (1995). *Real Stuck, Way Up*
• Tresselt, Alvin (1992). *The Gift of the Tree*
• Walsh, Ellen Stoll (1992). *You Silly Goose*
• Weatherill, Steve (1994). *When I Grow Up*
• West, Colin (1987). *Ten Little Crocodiles*
• Wolff, Ferida and Dolores Kozlowski (1994). *On Hallowe’en Night*
• Yektai, Niki (1991). *Bears in Pairs*

**Recommended Teacher Professional Resources**

Recommended Software

- *Wiggleworks* (available from Scholastic Canada)

## Health

The Kindergarten Health Program is designed to connect the daily needs, interests, and experiences of the Kindergarten child to healthy practices.

### Learning Resources

**Authorized**

- *Early Beginnings: A Kindergarten Curriculum Guide*
- *Inside Out* Level K Teacher’s Resource Book
- *Inside Out* Big Book Titles
  - Who’s So Special?
  - Some Body
  - What Makes a Body Healthy?
  - What Makes a Body Safe?

**Recommended**

- *Learn Not to Burn* Curriculum - Level 1, National Fire Prevention Association (1994). Available from:
  Provincial Fire Commissioner
  P.O. Box 8700
  Building 901
  Pleasantville
  St. John’s, NF
  A1B 4J6
  Phone: (709) 726-1050
  Fax: (709) 729-2524

## Mathematics

The Kindergarten Mathematics Program supports developmentally appropriate experiences and the active exploration of a variety of mathematical ideas where children retain their enjoyment of and curiosity about mathematics. Mathematical activities at the Kindergarten level should
provide children with opportunities to experience:

- mathematics as problem solving
- mathematics as communication
- mathematics as reasoning
- mathematical connections

At the Kindergarten level, mathematics is organized into five strands:

1. Patterns
2. Number Sense and Operations
3. Making Sense of Data
4. Geometry and Spatial Sense
5. Measurement

Learning Resources

**Authorized**

- *Early Beginnings: A Kindergarten Curriculum Guide*
- *Explorations for Early Childhood*
- *Developing Number Concepts Using Unifix Cubes*
- *Early Mathematical Experiences*

**Manipulatives**

- *Relationships: Geometric Attribute Shapes* (kit)
- *Multilink Cube Apparatus Kit*

**Recommended**

- *The Adventures of Poldy* (available from World Book Inc., Toronto)
  - *Learn About Size*
  - *Learn About Shapes*
  - *Learn About Numbers*

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**Music**

The major goal of music education is to awaken and develop aesthetic sensitivity. At the Kindergarten level, aesthetic awareness is encouraged through direct experiences with an integrated program of music, speech, and movement. The musical elements explored in Kindergarten are rhythm,
melody, and the expressive controls of mood, tempo, and dynamics. These elements are reinforced as children listen, sing, move, respond, and create.

Learning Resources

Authorized
» Early Beginnings: A Kindergarten Curriculum Guide
» Games and Movement
» The Kodály Context
» Music for Fun, Music for Learning
» Primary Music: A Teaching Guide
» Songs for Primary Grades, audio cassette

Recommended
Physical Education

The Kindergarten Physical Education Program uses physical activity as the basic medium for cognitive, psychomotor and social learning; provides children with opportunities for individual experimentation and practices; and introduces a range of childhood games.

Physical education at this level includes the entire physical activity experience that embraces an “active living” philosophy.

Learning Resources

Authorized

- Early Beginnings: A Kindergarten Curriculum Guide
- A Curriculum Framework for Physical Education: Adjusting the Focus

Religious Education (Integrated)

The overall aim of religious education at the Kindergarten level is to encourage children to reflect on the experiences they encounter which give rise to the ultimate questions concerned with purpose, meaning, and the value of life. A major resource in stimulating this exploration is a selection of children's literature.

Learning Resources

Authorized

- Early Beginnings: A Kindergarten Curriculum Guide
- Religious Education and the Primary Child: Teachers’ Guide for Kindergarten, Grade One, and Grade Two, Integrated Education Council, 1994
- A selection of children's literature which is made available for classroom use
Religious Education (Pentecostal)

The Kindergarten Program focuses on God’s care. Through the technique of creative Bible stories students are introduced to themes of Christian truth which point to God’s providential care for them and the world which they are discovering. A variety of activities suggested in the text reinforce these ideas and a pupil workbook encouraging learning and expression provides a link with the home.

Learning Resources

Authorized

- Early Beginnings: A Kindergarten Curriculum Guide
- God’s Gifts to Me (teacher’s guide and pupil workbook available from Religious Book and Bible House, Grand Falls-Windsor).

Recommended

- Bible, New International Version (available from Religious Book and Bible House, Grand Falls-Windsor).

Religious Education (Roman Catholic)

In God's Image affirms the child in all areas of his or her growth, and celebrates the wonder of childhood as a trace of God. The metaphor “a trace of God” is used throughout the resource to express how the activities, growth, and very being of the child are gifts and reminders of God. In God's Image nurtures the faith of four- and five-year-olds as they discover themselves in the traces of the goodness and beauty of God.

Learning Resources

Authorized

- Early Beginnings: A Kindergarten Curriculum Guide
Kindergarten

Science

The role of science in the Kindergarten Program is to stimulate interest in science, to encourage observation using all the senses, to develop the rudiments of classification, to stimulate children's natural desire to investigate their environment, and to clarify concepts.

Learning Resources

Authorized

- Early Beginnings: A Kindergarten Curriculum Guide
- Teachers' manual: Addison-Wesley Science, Level K, 1983

Social Studies/Enterprise

Education

The Social Studies and Enterprise Education at the Kindergarten level is designed to promote socialization and personal development. It presents the young children with the concept of self in the context of the home, school, neighbourhood, and community.

Learning Resources

Authorized

- Early Beginnings: A Kindergarten Curriculum Guide
- A Curriculum Framework for Social Studies: Navigating the Future
- Design for Social Studies K-VI in Newfoundland and Labrador
- Teachers' Resource Book for Social Studies K-II
Technology Education

Learning Resources

Authorized

- Early Beginnings: A Kindergarten Curriculum Guide
- A Curriculum Framework for Technology Education: Living in a Technological Society
Recommended Time Allotments

Art, Music, Physical Education  20%
Mathematics, Science, and Technology Education  25%
English Language Arts  25%
Social Studies, Health, Religious Education  20%
Optional  10%

Organizational and instructional strategies employed by kindergarten teachers (e.g., integrated learning experiences, learning centres, blocked-time approach to scheduling) make it difficult to determine exact percentages of time spent on the various curriculum areas. Thus, the time allotments recommended above should be viewed as approximations.

Multigrade Classrooms

Time allotments for multigrade classrooms are the same as those recommended for single-grade classrooms. Organizational and instructional strategies, which are helpful in multigrade classrooms, include multi-age grouping, interdisciplinary learning, use of learning centres, peer tutoring, and block scheduling.
Primary Program
Primary

In Newfoundland and Labrador, children in Grades 1, 2, and 3 are enrolled in the Province's primary schools. The primary school curriculum is designed to develop fundamental knowledge, skills, and values. The curriculum is a differentiated one with prescribed content and core objectives in: English language arts, mathematics, science, social studies, French, music, art, physical education, health, and religious education.

The focus of the primary school is on the growth and development of the learner (intellectually, socially, emotionally, spiritually, and physically). The overall method of instruction is the activity-inquiry methods, a hands-on, minds-on approach to learning that helps children meet each learning situation in such a way that it will have meaning for them. Many connections and developing abilities across subject areas is one way of enhancing children's understanding of concepts, values, and skills. However, there is an expectation that student achievement in at the primary level will result from a combination of discrete and connected teaching/learning experiences.

The primary school is a learning environment sensitive to each child's needs and developmental level. It recognizes that each child is a worthwhile individual with potential for growth and development. In the primary school, parents and educators are partners in the child’s education.

Art

Art education at the primary 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. Emphasis is placed on the relationship between seeing and feeling and promotion of an atmosphere in which visual creation is an everyday mode of expression.

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 or art works. This lays the foundation for aesthetic development.

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 imagery students learn to utilize images and graphics for identifying, discussing, and sharing information. The program has a strong verbal component through which students acquire art vocabulary, reinforce their visual perception, and express their reactions to art and their environment. It also encourages the exchange, modification, and development of ideas.

The Art Program is structured around the following organizers:

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

**Learning Resources**

**Authorized**

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

**Grade 1:**

➤ *Art in Action, 1*
  • teachers' manual
  • student text

**Grade 2:**

➤ *Art in Action, 2*
  • teachers' manual
  • student text
Grade 3:
- *Art in Action, 3*
  - teachers’ manual
  - student text

**Recommended**
- *Art in Action Enrichment Programs, I and II*, HBJ Holt.
  Two sets of 30 full-colour, laminated art prints. All selections are from the student resource. A teachers’ manual is provided.

  Three sets (Grades 1, 2, and 3) of high quality, plastic-coated art productions, 45 x 58 cm; each set contains 27 reproductions representing several cultures and historical periods.

  A series which examines themes found in art works. These are richly illustrated and written at a primary reading level.
  - *Myself*
  - *Where I Live*
  - *Nature*
  - *Storytelling*
  - *Travelling*
  - *Modern Art*

- *The Visual Arts and Early Childhood Learning*. Christine Thompson, Editor.
  This anthology presents 21 chapters on early childhood art education. Some of the important topics include: socialization through art experiences, developmentally appropriate practices, narrative qualities of young children’s arts, historical and critical understanding, interdisciplinary and museum approaches, artistically gifted early childhood students, and multiculturalism for early childhood youth. 118 pages. 1995. ISBN-0-937652-80-6. NAEA Publication.
Core French

The recognized starting point for core French is Grade 4; however, schools may offer core French from Grade 1 to Grade 3. The Department of Education will support school-initiated primary core French programs that meet specific criteria. These criteria have been adopted to encourage schools and school districts to implement well-articulated French programs. Schools seeking departmental support for primary core French should submit their proposals to the Program Development Specialist for Core French for approval. Proposals should be received by the Department of Education by April 30 to allow processing for the new school year.

Proposals will be evaluated in accordance with the following criteria.

**Personnel**
Teachers should have the following qualifications and experience or their equivalent:

1. Education - a degree with specialization in primary or elementary education.
2. Proficiency in French - eight semester courses in French and a recognized six-week course at a francophone institution.
3. Teaching French as Second Language - one course in the theory and methods of the primary or elementary grades.
4. Teaching Experience - two years minimum, preferably in the primary grades.

**Purpose**
Schools should implement primary core French with the intention of preparing students for more intensive French programs, such as expanded core French or late immersion.

**Articulation**
Schools should plan an instructional sequence for Grades 1-6 that provides for the systematic development and use of language skills and the development of linguistic knowledge.
Primary  21

**Scheduling**
In Grades 1-3, children should have a daily French period of at least twenty minutes. The general timetable of each class should accompany a proposal.

The optional Primary Core French Program promotes listening comprehension, encourages oral production, fosters positive attitudes towards learning French, and introduces French culture.

Content is drawn from the children's world, their knowledge of themselves and their experience of their immediate surroundings. Specific topics include clothing, numbers, colours, animals, seasons, sports, holidays, and birthdays.

The topics are presented directly in French and provide the context for practice of the language. The Program includes a variety of activities, ranging from those primarily linguistic (comprehension, pronunciation, and repetition) to those involving reinforcement and use of French (singing, games, and colouring). The class should progress from a teacher-directed presentation of new content to student-centred practice and use.

**English Language Arts**

The goals of the Primary English Language Arts Program are in harmony with the broad aims of the primary school, related to the nature and function of language and to the linguistic needs of primary children. The goals include:

- Assisting children to move from an intuitive grasp of language to a more conscious control of language.
- Helping children acquire the language skills of listening, speaking, reading, viewing, writing, and other ways of representing meaning.
- Promoting the understanding that language is a tool of learning as well as a medium of communication.
- Expanding children's experiences through literature and using literature to increase understanding of human behaviour.
Primary

- Developing an understanding of self and others and an appreciation of the crucial role of language to that understanding.

- Creating classroom and school environments, rich in learning experiences and print, which will motivate and encourage children to use and produce language.

Learning Resources

Authorized (Grades 1, 2, and 3)
- Experiencing Language: A Primary Language Curriculum Guide
- Reading and Writing Difficulties: An Educator's Handbook
- Networks, Grades 1-3
- Spelling: Sharing the Secrets (teachers' resource)
- Primary Spelling Handbook, Grades 1-3
- Invitations (teacher's resource)
- Videos
  - Part I - Spell It Out: The Place of Spelling in the Writing Process (one copy per school)
  - Part II - Spell It Out: The Place of Spelling in the Primary Classroom (one copy per school)

Authorized (Grade 1)

Grade 1:
- Anthologies
  - Across the Water
  - Round the Mountain
  - Outside the Door
  - In the Meadow

- Set of Independent Readers
  - Ducks Can't Count
  - Under the Orange Umbrella
  - Green for the Queen
  - The House on the Hill
  - Playful Penguins
  - The Littlest Penguin
  - How I Saw the Parade
  - Olaf Reads
Four Big Books
- Read Today
- Tell a Story
- Sing a Lullaby
- Ask a Riddle

Teachers' Planning Guide (2)
- The Listening Network - Soundscapes

Actionpack One
- Spelling Resources
  - Word Sense, Level A
  - Word Games, Level A

Recommended (Grade 1)
- Innes, Fran Baird (1993). Mae’s Night Flight (Available from F. Baird Innes, Apartment 406, 7 Tiffany Lane, St. John’s, NF A1A 4B7)
- Foundations (levelled books) (Available from The Wright Group, 10 Hogarth Avenue, Suite 2208, Toronto, Ontario, M4K 1J9)
- Puppets (4)
  Puppets provide opportunities for storytelling, dramatic play and related language learning experiences. Primary children enjoy manipulating them and sharing them with the class. They are available from Nelson Canada. A variety of other puppets can be made by the children themselves, i.e., paper plate puppets, spoon puppets, stick puppets, finger puppets, box puppets, sock puppets.

Authorized (Grade 2)

Grade 2:
- Anthologies
  - Take a Giant Step
  - Find a Way Back
  - Weave a Dream
  - Reach for a Star

- Set of Independent Readers
  - The Giant’s Child
  - The Helpful Giant
  - The Cat and the Rat
  - The Know-it-all Frog
  - The Beaver’s Flat Tail
  - The Moose’s Loose Coat
Primary

- *Squirrels on the Move*
- *What's Right for Roxy*

➤ **Big Book**
- *Today and Yesterday*

➤ Teaching's Planning Guide (2)
➤ The Listening Network - *Soundtracks*
➤ Actionpack Two
➤ Spelling Resources
  - *Word Sense*, Level B
  - *Word Games*, Level B

**Recommended (Grade 2)**

**Authorized (Grade 3)**
Grade 3:
➤ **Anthologies**
  - *Sea Castles*
  - *Winter Welcomes*
  - *Sand Sculptures*
  - *Island Treasures*

➤ **Set of Independent Readers**
  - *Saltwater Stories*
  - *Tournament Days*
  - *A Dog for Keeps*
  - *To the Mountains by Morning*
  - *Kuro the Starling*
  - *It’s Your Adventure*
  - *Home Movies*
  - *The Perfect Solution*

➤ Teachers' Planning Guide (2)
➤ The Listening Network - *Soundwaves*
➤ Actionpack Three
Family Life Education
(Roman Catholic)

At the primary level, the *Fully Alive* series, sponsored and developed by the Ontario Conference of Catholic Bishops, is the approved Family Life Program for Catholic students. The series is intended to support and strengthen the family unit. Its focus is on the ordinary experience of daily life - family relationships, friendships, marriage, birth, death, joys, and disappointments.

Each year the *Fully Alive* series is organized around the five themes essential to a complete family life program:

1. Created and Loved by God
2. Living in Relationship
3. Created Sexual: Male and Female
4. Growing in Commitment
5. Living in the World

Learning Resources

**Authorized**

**Grade 1:**

> *Fully Alive* (with teachers’ manual and picture chart book, student text available from Maxwell Macmillan Canada Limited)

**Grade 2:**

> *Fully Alive* (with teachers's manual and picture chart book, student text available from Maxwell Macmillan Canada Limited)
Grade 3:
- *Fully Alive* (with teachers’ manual and picture chart book)

**Recommended**

Grade 1:
- *Fully Alive* (family edition)

Grade 2:
- *Fully Alive* (family edition)

Grade 3:
- *Fully Alive* (family edition)

* The family edition is available from Maxwell Macmillan Canada Limited

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**Health**

At the primary 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, a form of health promotion which has connections with all other areas of the primary curriculum, 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: A Primary Health Curriculum Guide*

**Grade 1:**
- Teachers’ Resource Guide
- *Super Who?*
- *Super Healthy*
- *Super Fit, Super Fed*
- *Super Safety*
- *Head to Toe Video Series*

**Grade 2:**
- Teachers’ Resource Guide
- *Signs and Sounds and Safety*
- *Body Talk*
- *The Special Book*
- *Taking Care of Your World*
- *Head to Toe Video Series*

**Grade 3:**
- Teacher’s Resource Guide
- *Healthy You, Healthy Me* (1 per teacher)
- *Just for Me Video*

**Recommended**

**Grades 1 and 2:**
- *Learn Not to Burn* Curriculum - Level 1, National Fire Prevention Association (1994). Available from:
  Provincial Fire Commissioner
  P.O. Box 8700
  Building 901, Pleasantville
  St. John’s, NF
  A1B 4J6
  Phone: (709) 726-1050
  Fax: (709) 729-2524
Grade 3:

- Boatwise Kit (1994). Available from:
  Canadian Power and Sal Squadrons
  26 Golden Gate Court
  Scarborough, Ontario
  M1P 3A5
- *Learn Not to Burn* Curriculum - Level 2, National Fire Prevention
  Association (1994). Available from:
  Provincial Fire Commissioner
  P.O. Box 8700
  Building 901, Pleasantville
  St. John’s, NF
  A1B 4J6
  Phone: (709) 726-1050
  Fax: (709) 729-2524

**Mathematics**

At the primary level, the Mathematics program helps students mature mentally in the context of meaningful mathematical experiences. Children begin to develop specific skills and strategies for mathematics 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**

- *Primary Mathematics Curriculum Guide*
- *MathMatch: Fitting the Pieces Together*

**Grade 1:**

- *MathQuest 1* (with teachers’ program manual, student text available from Addison Wesley Publishers)
- 1000 Multilink Cubes and one set of Spatial Awareness cards per teacher
- 1000 wooden Pattern Blocks per teacher
Problem Solving Experiences in Mathematics - Grade 1 (teacher reference)

Grade 2:
- MathQuest 2 (with teachers’ program manual, student text available from Addison Wesley Publishers)
- 1000 Multilink Cubes and one set of Spatial Awareness cards per teacher
- A set of Base Ten Blocks (300 units, 225 rods, 50 flats) per teacher
- Problem Solving Experiences in Mathematics - Grade 2 (teacher reference)

The following materials are shared by Grades 1 and 2

- 500 Verti Blocks and set "A" Verti Block Cards per stream.

Grade 3:
- MathQuest 3 (with teachers’ program manual)
- A set of Base Ten Blocks (300 units, 225 rods, 30 flats, 5 cubes) per teacher
- 1000 Wooden Pattern Blocks per teacher
- 180 Attribute Blocks per teacher
- Problem Solving Experiences in Mathematics - Grade 3 (teacher reference)

The following materials are shared by Grades 1, 2, and 3:

- 25 Wooden Geoboards and two boxes of coloured rubber bands per stream.
- 72 wooden geometric solids (spheres, cylinders, cones, prisms, cubes, and pyramids) per stream.

Recommended
- Explorations I and II (Addison-Wesley)
- The Problem Solver 1, 2, and 3 (Addison-Wesley)
- Mathville 1, 2, 3 Software (Courseware Solutions or McGraw-Hill Ryerson Limited)
- Curriculum and Evaluations Standards for School Mathematics: Addenda Series, First Grade Book
- Curriculum and Evaluations Standards for School Mathematics: Addenda Series, Second Grade Book
Music

Music in the primary school provides experiences which are meaningful and enjoyable to the child and which develop a greater love, understanding, and sensitivity to music. Music is an essential part of the primary curriculum because it promotes growth in the three major areas of learning: the affective, cognitive, and psychomotor. The elements of rhythm, melody, harmony and form, and the expressive controls of texture, timbre, dynamics, tempo, and articulation, are explored through direct experiences - singing, speaking, playing, moving, listening, hand signing, notating, reading, writing, deriving, analyzing, improvising, composing, evaluating.

The Music Program is learner based and flexible, matching the teaching process to the children’s natural learning process. The Primary Music Program sequences the discovery of musical concepts and musical skills.

While skills, knowledge, and concepts constitute the essential component of the music program, it is for aesthetic growth that such content is needed. The Music Program establishes a foundation for aesthetic development by encouraging children to realize and express their feelings through musical experiences and to discover the beauty and expressive qualities inherent in music.

The delivery of music curriculum involves two organizers:

1. Curricular Settings
2. Individual/Ensemble Performance

The Program utilizes three strands:

1. Elements of Music
2. Styles of Music
3. Skill Development
Learning Resources

**Authorized**
- *Primary Music: A Teaching Guide*
- *Games and Movement*
- *The Kodály Context*
- *Music Builders I*
  - teachers' guide
  - recordings
- *Music for Fun, Music for Learning*
- *Musicanada 3*
  - student text (one per school)
  - teachers' edition
  - piano accompaniments
  - cassettes
- *Song Collection (Grades 1, 2, and 3)*

**Recommended**
  A large resource of musical activities for all children in regular, mainstreamed and special classes, organized by popular themes and categories.

  A teacher resource outlining the sequencing of rote singing, sight-reading, and writing for North American schools. Of particular value are sections on lesson planning, music pedagogy, and the song/games material.

  A comprehensive collection of games and dances for use in the classroom, ranging from line/circle play and party games to traditional square dances.

  A comprehensive overview of the four major approaches to music teaching - Jacques-Dalcroze, Kodály, Orff, Comprehensive Musician-ship - presented by a leading authority on each approach.
A collection of rhymes, rounds, nonsense songs, and riddles.

The most comprehensive book on the Orff process, dealing with media, pedagogy, and theory related to the elemental style. As well, the book contains a sequence of skills and concepts for Grades 1-5.

An anthology of 411 folksongs designed for pedagogical use. The songs are indexed according to form, range, scales, phrase lengths, time signatures, subject, geographic source, etc.

Guide and cassette tapes of French music and language program, planned and performed to support the Department's musical objectives.

A collection of poems and songs to be used as the basis for a non-prescriptive, integrated program. Each theme is introduced by a poem or song, then expanded through activities related to language, mathematics, art, drama, environmental studies, music, and physical education.

Supplementary materials: additional listening lessons (recorded examples are in the original collection subsidized by the Department), part singing guidelines, games, choral and conducting techniques, evaluation suggestions, student worksheets in blackline master format.
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.

*Primary Music Methods K and 1.*
A video cassette showing concepts of the Kindergarten and Grade 1 Music Program for teachers and administrators. Available from the Learning Resources Distribution Centre.

*The Song Collection: Strategies for Fluency.*
A video cassette illustrating numerous ways to use *The Song Collection* to enhance music reading accuracy and fluency. Produced by the Department of Education using Newfoundland and Labrador music teachers and classes. Available from the Provincial Public Libraries Board.

*Songs for Primary Children.*

A collection of 22 traditional North American children’s songs arranged for two-part singing in the classroom.


A storehouse of musical and pedagogical information for early childhood and primary school education.
Physical Education

At the primary level, the physical education program introduces children to a wide range of locomotor and manipulative skills, reinforces concepts of space and nonlocomotor movement, provides introductory information on the human body and the effects of physical activity, develops social skills and emphasizes personal development and success through participation.

The program uses physical activity as the basic medium for cognitive, psychomotor, and social learning; provides children with the opportunity for extensive individual experimentation and practice; and introduces a wide range of childhood and cultural games. This should be done through a wide range of locomotor, nonlocomotor, and manipulative activities which encourage cooperation and competition through childhood games.

Learning Resources

Authorized

- A Curriculum Framework for Physical Education: Adjusting the Focus
- Physical Education Curriculum for Elementary Grades (a book for each Grade, 1-3)

Religious Education (Integrated)

The major goals introduced at the Kindergarten level are further extended and developed at the Grade 1 level and again in Grade 2. While the goals are the same for each grade, the focus and emphasis changes and new resources are identified. The goals throughout are concerned with developing self-concept and relationships, reflecting on the created order, and broadening understanding of religious observances and celebration.

At the Grade 3 level the issue of stewardship is explored by exposing children to incidents from the lives of people who have engaged in exemplary conduct and were, therefore, friends of God.
Learning Resources

Authorized

Grade 1:

- Religious Education and the Primary Child: Teachers' Guide for Kindergarten, Grade One, and Grade Two, Integrated Education Council, 1994
- A selection of children's literature to be made available for classroom use

Grade 2:

- Religious Education and the Primary Child: Teachers' Guide for Kindergarten, Grade One, and Grade Two, Integrated Education Council, 1994
- A selection of children's literature to be made available for classroom use

Grade 3:

- Friends of God (with teachers' edition)

Religious Education (Pentecostal)

The Primary Program is developed around the communication of biblical themes and concepts to provide a clear understanding of God's providential care:

- Grade 1 focuses on the way God provides for His people to meet their needs
- Grade 2 encourages personal faith development as students discover the character of God
- Grade 3 illustrates how God works in the lives of His people to achieve their best interests

Learning Resources

Authorized

Grade 1:
Primary

⇒ How Much Does God Love Me? (teacher’s guide and student work book available from Religious Book and Bible House, Grand Falls-Windsor)

Grade 2:
⇒ How Can I Know God? (teacher’s guide and student work book available from Religious Book and Bible House, Grand Falls-Windsor)

Grade 3:
⇒ God Working in His People (teacher’s guide and student work book available from Religious Book and Bible House, Grand Falls-Windsor)

Recommended (for Grades 1, 2, and 3)
⇒ Bible, New International Version (available from Religious Book and Bible House, Grand Falls-Windsor).

Religious Education (Roman Catholic)

At the primary level, the Born of the Spirit series, the catechetical instrument approved by the Canadian Conference of Catholic Bishops, addresses one of our most basic needs: the need to know that we belong. Belonging can be very fragile in human relationships, but our ultimate belonging is to God.

Learning Resources

Authorized
Grade 1:
⇒ We Belong to God (with teachers’ manual)

Grade 2:
⇒ We Belong to the Lord Jesus, new program (with teachers’ manual)

Grade 3:
⇒ In the Spirit We Belong (with teachers’ manual)

Recommended
Grade 1:*
⇒ We Belong to God
• music cassette

Grade 2:

➤ *We Belong to the Lord Jesus*
• music cassette

Grade 3:

➤ *In the Spirit We Belong*
• music cassette
• posters
• 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 Primary 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 *Primary Science Curriculum Guide* (Interim edition, 1995) for identification of these topics.

**Learning Resources**

**Authorized**

➤ *Primary Science Curriculum Guide* (interim edition, 1995)

**Grade 1:**


**Grade 2:**

➤ *Explorations in Science* (teachers' resource book and assessment
Primary


**Grade 3:**

- **Innovations in Science**, student text, 1990

**Recommended**

- **Explorations in Science**
  - Science Library (Levels 1, 2, and 3)
  - Primary Materials Kit (Levels 1, 2, and 3)
- **Innovations in Science**
  - Theme Cards (Levels 1 and 2)
  - Activity Centre (Level 3)

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**Social Studies**

The overall goal of the Social Studies Program is to promote personal growth and to develop the values and skills essential for effective citizenship. The Primary Program is designed thematically to help children understand the society in which they live, appreciate the interdependence of people, foster children’s sensitivity to their cultural heritage, and develop values and skills essential for developing children’s potential as individuals and Canadian citizens.

At the primary level the major themes include:

- Life in the Immediate Environment
- The Local Environment
- Meeting the Needs of Communities

**Learning Resources**

**Authorized**

- *A Curriculum Framework for Social Studies: Navigating the Future*
- *Design for Social Studies K-VI in Newfoundland and Labrador*
- *Teachers' Resource Book for Social Studies K-II*
Grade 1:
- Exploring Families Program
- Families are People
- Families Have Needs
- Families Share
- Families are Special
- Families Change
- Families Have Feelings
- Explorations Teacher Book I

Grade 2:
- Exploring Communities Program
- Exploring Your School and Neighbourhood
- Exploring a Space Community
- Explorations Teacher Book II

Grade 3:
- A Journey of Discovery: Living in Newfoundland and Labrador
  Videotapes of
  (a) Communities
  (b) Fogo
  (c) Corner Brook
  (d) Labrador City
  (e) Lethbridge
  (f) Placentia
  (g) St. John's/Ottawa
- A Journey of Discovery: The Text and Beyond
- Teachers' Resource Book
- Studying Community in Grade Three: A Teaching Guide
**Recommended Time Allotments**

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education, Music, Art</td>
<td>20%</td>
</tr>
<tr>
<td>Mathematics, Science, Technology Education</td>
<td>25%</td>
</tr>
<tr>
<td>English Language Arts*</td>
<td>25%</td>
</tr>
<tr>
<td>Social Studies, Health, Religious Education</td>
<td>20%</td>
</tr>
<tr>
<td>Optional</td>
<td>10%</td>
</tr>
</tbody>
</table>

* Schools introducing core French at this level should increase this allotment to 35%.

Organizational and instructional strategies employed by primary teachers (e.g., interdisciplinary learning experiences, learning centres, blocked-time approach to scheduling) make it difficult to determine exact percentages of time spent on the various curriculum areas. Thus, the time allotments recommended above should be viewed as approximations.

**Multigrade Classrooms**

Time allotments for multigrade classrooms are the same as those recommended for single-grade classrooms. Organizational and instructional strategies, which are helpful in multigrade classrooms, include multi-age grouping, interdisciplinary learning, use of learning centres, peer tutoring, and block scheduling.