Kindergarten Curriculum
2026-2027
Mrs. Gjevori & Ms. Schiralli

The goal in Kindergarten is to establish a strong foundation for learning in the early years, and to do so in a safe, caring, play-based environment that promotes the **physical, social, emotional, and cognitive** development of all children.



Religion: The religion program emphasizes that we are all created in God's image. The following modules are covered: *I Am Special; My Needs; My Feelings; Church Times; Earth Times; Community; Plants; Animals.*

Language: Our daily language instruction follows the *TCDSB Foundations of Language K–2* program. The expectations in the Ontario Language Curriculum are organized into four strands:

- Oral and Non-Verbal Communication
- Foundations for Reading and Writing
- Understanding and Responding to Texts
- Expressing Ideas and Creating Texts

Mathematics: Our daily math instruction follows the *MathUP* program. The following strands are covered:

- Number Sense and Operations
- Patterning and Relationships
- Data Literacy and Probability
- Geometric and Spatial Reasoning
- Measurement

Other strands covered are: **Problem Solving and Innovating, Self-Regulation and Well Being, Belonging and Contributing.**

Homework: Reading 15-20 min daily. Weekly homework posted on google classroom.

Toronto Catholic District School Board

St. Elizabeth Catholic School
Grade 1/2

Learning Together in Faith

Curriculum Information Night

Building a strong foundation for a lifetime of learning, in faith, together.

Our Learning Focus

In Grade 1/2, your child will continue to build the foundational skills and confidence they need to be successful learners, problem solvers and kind, responsible members of our Catholic school community.

- Building literacy and math skills
- Exploring the world around us
- Developing social and emotional well-being
- Growing in faith and character

The Curriculum

We follow the Ontario Curriculum and integrate Catholic faith throughout all areas of learning.

Language
Reading, writing, oral communication, media literacy

Math
Number sense, patterns, problem solving, measurement, geometry, data

Social Studies
Our community, Canada, the world

Science
Exploring, questioning, discovering

The Arts
Visual arts, music, drama, dance

Health and Physical Education
Healthy choices, active living, personal safety

Catholic Education
Faith, prayer, service, and the virtues

How Your Child Learns

- Hands-on, engaging activities
- Small group and independent learning
- Inquiry and exploration
- Differentiated instruction to meet individual needs
- Use of technology to support learning
- Daily routines and clear expectations
- A safe, inclusive and respectful classroom

Every child matters!

How You Can Support Learning at Home

- Read together daily (books, recipes, signs, etc.)
- Practice math in everyday life (cooking, telling time, measuring, money)
- Encourage independence and responsibility
- Talk about your child's day and celebrate their efforts
- Maintain open communication with the teacher

Teamwork makes a difference!

Important Information

- Classroom routines and expectations will be shared in the first weeks of school.
- Students will have a combination of individual, small group and whole class instruction.
- Communication will be ongoing through Google Classroom, newsletters and parent-teacher meetings.
- Please ensure your child comes to school with the necessary supplies and a healthy lunch and snacks each day.

We are here to support you and your child!

Our Catholic Community

At St. Elizabeth, we are blessed to be part of a faith-filled community where we:

- Pray and grow in our relationship with God
- Show kindness, respect and compassion
- Live our Catholic values every day
- Serve others and make a positive difference in our world

Faith • Learning • Community

Thank you for being a valued part of our St. Elizabeth family!

MS. O'LEARY



WELCOME!

We have had a wonderful start to our new school year. The students continue to work on learning the routines and procedures of our classroom with care and enthusiasm. I am looking forward to working with each and every student this year.

Detailed information about Ontario's curriculum expectations can be found at https://www.dcp.edu.gov.on.ca/en/curriculum#elementary

Each child has received an agenda, please sign it each night to ensure that homework has been completed. Please feel free to communicate with me through your child's agenda or call at 416-393-5278.

HOMEWORK

During the week phonics and unfinished seat work will be assigned. Please make sure that this work is completed and returned to school the next day. If your child did not complete the work assigned, please send it to school unfinished. We may need to use the books again the following day. Projects and practice worksheets will also be assigned throughout the year.





HOW PARENTS CAN HELP

- Schedule a regular reading or homework time in a quiet, well-lit study and reading area
- Sign agenda daily
- Ensure a minimum of 8 hours sleep nightly
- Encourage daily oral reading
- Monitor television and online viewing
- Visit the library regularly
- Recognize successes and show positive support
- Encourage your child to do their best and together, set personal goal

REMINDERS



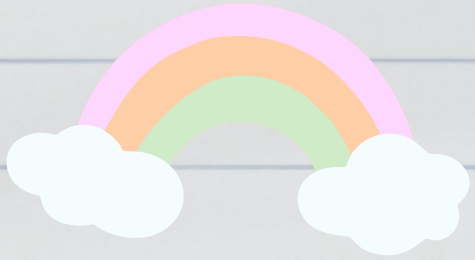
LABELLING

Please put your child's name (or initials) on everything that comes to school, especially sweaters, jackets, boots and snow pants.
School cash online is preferred, however if you're sending in money or forms please label any envelopes or ziploc bags that you send to school.



INDOOR SHOES/EXTRA CLOTHING

In the winter months, please send your child to school with a pair of running shoes that can remain at school. Boots are not permitted to be worn in the classroom. As a safety precaution, shoes are required at all times.
Extra mittens and socks (kept in a plastic bag in your child's knapsack) would be useful items. Any extra clothes are not required, unless you think that your child needs them. I have a small supply of spare clothing in case of a spill or accident.



BIRTHDAYS AND OTHER CELEBRATIONS

Students often like to bring in birthday treats to celebrate their special day. Due to the number of allergies and health concerns throughout the school, no food products of any kind are allowed. If you wish to send your child with something, please make sure it is not edible. Also please note that if your child is bringing birthday invitations they are to discreetly distribute them before school or at recess.



Grade 3/4 Class CURRICULUM

2026-2027

WELCOME GRADE 3/4 PARENTS!

It has been a pleasure getting to know your children. We have been busy establishing classroom routines, setting expectations and learning about each other. I strongly believe in keeping the school-home line of communication open. Please do not hesitate to contact me should you have any questions or concerns, with a note in your child's agenda, an email: liana.menezes@tcdsb.org or a phone call: **416-393-5278**

Liana Menezes

The Ontario Curriculum documents clearly identify what your child is expected to learn in each grade. These Ministry documents can be accessed online at **www.edu.gov.on.ca**. Below you will find a brief outline of the strands and topics that will be covered in grades 3 and 4 for the various subjects.

THE KEY TO SUCCESS IS MAINTAINING A POSITIVE ATTITUDE!
STUDENTS WILL WORK ON DEVELOPING A GROWTH MINDSET THIS YEAR.

SCIENCE

SCIENCE STRANDS: **A. STEM Skills and Connections:** This strand focuses on science, technology, engineering, and mathematics (STEM) skills. The learning related to this strand takes place in the context of learning related to all other strands.

B. Life Systems
C. Matter and Energy
D. Structures and Mechanisms
E. Earth and Space Systems

GRADE 3 TOPICS:
B: Plant Growth and Change
C: Forces
D: Strong and Stable Structures
E: Soils

GRADE 4 TOPICS:
B. Habitats and Communities
C. Light/ Sound Energy
D. Pulleys and Gears
E. Rocks and Minerals

MATH

The Math curriculum is organized into five areas, with social-emotional learning skills and mathematical processes being taught and assessed through all areas.

A. Social-Emotional Learning
B. Number
C. Algebra
D. Data
E. Spatial Sense
F. Financial Literacy

RELIGION & FAMILY LIFE

The religion program emphasizes that we are all created in God's image and loved as unique individuals, as guided by the Catholic Graduate Expectations.

The Fully Alive program is a family life education program that supports parents in fostering the development of positive attitudes towards interpersonal and social relationships, strong self-esteem, and moral development.

SOCIAL STUDIES

GRADE 3 STRANDS:
- People and Environments: Living and Working in Ontario Heritage and
- Identity: Communities in Canada1780-1850

GRADE 4 STRANDS:
- People and Environments: Political and Physical Regions of Canada
- Heritage and Identity: Early Societies, 3000 BCE –1500 CE

LANGUAGE

LITERACY STRANDS:
A. Literacy Connections and Applications
B. Foundations of Language
C. Comprehension: Understanding and Responding
D. Composition: Expressing Ideas and Creating Texts

- VISUAL ARTS - DRAMA - DANCE - WILL BE INTEGRATED THROUGHOUT THE CURRICULUM

ONLINE SITES

STUDENTS WILL CONNECT TO:

- Google Classroom
- Knowledgehook
- Epic Reading

Login details can be found on the inside cover of your child's agenda book.

STANDARDIZED TESTING

Grade 3 - EQAO
Grade 4 - OLSAT
Dates to be determined.

HOMEWORK

The guideline for homework is 10 minutes a day per grade (30 minutes for grade 3, 40 minutes for grade 4). If you are finding that homework is taking your child longer than the recommended time, please send me a note in the agenda so that we can work together to find a solution.

ST. ELIZABETH CATHOLIC SCHOOL
3672 Lakeshore Blvd West
Etobicoke, ON M8W 1N6
Tel: (416) 393-5278

Grade 5/6 - CURRICULUM 2026/2027 – Mr. Sgro

RELIGION

The students will review prayer, scripture, doctrine and the liturgical and sacramental life of the Church, employing the framework of the Apostle's Creed as their basic statement of faith. In addition, a focus will also be placed upon the monthly virtues.

TEXTS: Grade 5 Growing in Faith - Growing in Christ, You Shall Be My Witnesses, Bible
Grade 6 Growing in Faith - Growing in Christ, May We Be One, Bible

FAMILY LIFE

The students will have opportunities to develop insights into human relationships, Christian attitudes and habits of behaviour that are loving and life giving. The students will see themselves as unique individuals created in the likeness of God. The following themes will be discussed this year:

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

TEXT: Fully Alive

MATHEMATICS

The junior math program is designed to help students acquire a more thorough understanding of fundamental operations and to apply them with accuracy and ease. An emphasis will be placed on supporting math answers using pictures, numbers, and words. In addition, students will be completing "Mad Minutes", and the occasional "Problem of the Week" which will help to support various aspects of the curriculum. Throughout the duration of the year, students will respond to Knowledge, Thinking, Communication, and Application questions. As you are aware, the Ontario Math Curriculum was updated in June 2020. The main areas of focus are now: numbers, algebra, spatial sense, data, financial literacy, social emotional learning skills, and mathematical processes. There will now only be one math mark on the report card. The strands to be covered in Mathematics are:

1. Social-Emotional Learning (SEL) Skills in Mathematics and The Mathematical Processes
2. Number
3. Spatial Sense (includes Measurement).
4. Algebra (includes Coding)
5. Data
6. Financial Literacy

TEXTS: Math -Up and Teacher created materials will be used to address new components of the Mathematics Curriculum.

WEB APPLICATIONS: www.mathantics.com knowledgehook.com

LANGUAGE ARTS

The Ontario Language Curriculum was updated in June 2023. There will now only be one language mark on the report card. The students will develop thinking, listening, speaking, writing, and reading skills to increase their appreciation of literature and language. These skills will be strengthened through the study of:

1. Literature: reading responses, poetry, independent reading, reading and responding to informational texts in the content areas (e.g., Social Studies, Science)
2. Process Writing (e.g., Paragraphs, Journals, Persuasive Writing, Announcements)
3. Vocabulary, Spelling, and Grammar Development
4. Cursive Writing
5. Teacher Read Aloud

TEXTS: Nelson Literacy, Novels, *and* Teacher created materials will be used to address new components of the Language Curriculum.

The specific expectations in the language curriculum are organized into four distinct but related strands:

Literacy Connections and Applications – Grades 5&6

Students explain how transferable skills can help them express their unique voice. They gather, evaluate, and use information, considering its credibility and the perspectives found in different sources of information.

Foundations of Language – Grades 5&6

Students use effective listening skills and strategies to determine the purpose of a text. They also seek clarification and identify the purpose and audience for speaking in formal and informal contexts. They identify and use oral and non-verbal communication strategies, analyze how these strategies support communication, and use word choice, sentence structure, and grammar in oral communication. They demonstrate an understanding of a variety of words, including words learned in other subject areas, and use this knowledge to read and spell. They also use their knowledge of sentence types and forms to communicate effectively.

Comprehension: Understanding and Responding to Texts – Grades 5&6

Students analyze various literary and informational texts and explain how their characteristics help communicate meaning. They explore how visuals such as images and graphics help to create, communicate, and contribute to meaning. They apply comprehension strategies and critical thinking skills to deepen their understanding of texts and draw conclusions.

Composition: Expression Ideas and Creating Texts – Grades 5&6

Students write in fluent cursive and use keyboarding skills to create texts. They generate and develop ideas and details about various topics and create texts of various forms and genres, establishing a personal voice and using varied language and elements of style. They revise the content and edit their

work to improve accuracy and style and produce final texts using a variety of techniques and tools. They then publish and present their texts using selected media and tools.

The program in all grades is designed to ensure that students build solid foundations in language and literacy, develop their analytical and critical thinking skills, and reflect on their learning. Acquiring the knowledge and skills described in the expectations in the four strands of the language curriculum will enable students to understand, respond to, appreciate, and create a full range of texts.

SOCIAL STUDIES

The students will have opportunities to learn what it means to be a responsible, active citizen in both the community of the classroom and the diverse communities to which they belong outside of the school. It is important for students to understand that they belong to many communities and that, ultimately, they are all citizens of our global community.

The strands to be covered in Social Studies are:

1. Heritage and Identity:

Gr: 5: Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada
Gr. 6: Communities in Canada, Past and Present

2. People and Environments:

Gr. 5: The Role of Government and Responsible Citizenship
Gr. 6: Canada's Interactions with the Global Community

TEXT: Teacher Created Materials

SCIENCE & TECHNOLOGY

The students will develop an understanding of the processes of science and the skills essential for participation in scientific work. They will be encouraged to search for knowledge about nature and our environment, and the importance of being Eco-aware.

The strands to be covered in Science and Technology are:

1. Life Systems: Grade 5: Human Health & Body Systems /Grade 6: Biodiversity
2. Matter and Energy: Grade 5: Properties and Changes in Matter/Grade 6: Electricity and Electrical Devices
3. Structures and Mechanisms: Grade 5: Forces Acting on Structures /Grade 6: Flight
4. Earth and Space Systems: Grade 5: Conservation of Energy & Resources/Grade 6: Space

TEXT: Teacher Created Materials

VISUAL ARTS

The students will produce two and three-dimensional works of art using appropriate art forms. They will be introduced to the principles of design and elements of art (colour, value, line, shape, form, space, and texture) and use these when producing and responding to works of art. They will also look at artistic choices and how they affect the viewer.

DRAMA & DANCE

The students will have opportunities to create dramatic and dance pieces using a variety of techniques. They will critically evaluate their own work and the work of their peers.

PHYSICAL EDUCATION AND HEALTH

The students will receive 30 minutes of Health and 30 minutes of Physical Education weekly from Ms. Austin. It is recommended that students come prepared for Physical Education by wearing running shoes.

VOCAL MUSIC

The students will receive 30 minutes of Vocal Music weekly, taught by Mr. Mariani.

FRENCH

The students will receive 30 minutes of French daily, taught by Madame Chimenti.

Saint Elizabeth Curriculum Night 2026-2027

Teacher: Ms. Camilleri

Grade: 6/7

Room: 309

Outline of the Grade 6/7 Curriculum:

Each student in Grade 6/7 will be assessed and evaluated in all subject areas. The primary purpose of assessment must be to promote student learning. For this to occur, assessment data will be gathered continuously throughout the teaching/learning process, both to inform instruction and to inform the student about the learning that is occurring. Students can demonstrate their learning in three basic ways: they can write about it; they can show it; or they can talk about it. While the primary purpose of assessment is to promote student learning, the nature of the assessment process must differ according to the cycle of instruction. A few examples of the different assessment strategies that will be used this year are ongoing observations, interviews, performance assessments using rubrics, and pencil and paper tasks. Differentiated instruction will also be implemented in the Grade 6/7 program.

The language expectations are organized into four strands:

1. **Literacy Connections and Applications**
2. **Foundations of Language**
3. **Comprehension: Understanding and Responding to Texts**
4. **Composition: Expressing Ideas and Creating Texts**

The mathematics expectations are organized into six strands:

1. **Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Process**
2. **Number**
3. **Algebra**
4. **Data**
5. **Spatial Sense**
6. **Financial Literacy**

Grade 6 Social Studies topics:

Canada's Interactions with the Global Community (Term One)

Communities in Canada, Past and Present (Term Two)

Grade 7 History topics:

Heritage and Identity: New France and British North America, 1713-1800 (Term One) and Canada, 1800-1850: Conflict and Challenges (Term One)

Grade 7 Geography topics:

Physical Patterns in a Changing World (Term Two) and Natural Resources Around the World: Use and Sustainability (Term Two)

Grade 6/7 Science and Technology strands:

1. **STEM Skills and Connections**
2. **Life Systems**
3. **Matter and Energy**
4. **Earth and Space Systems**

Grade 6/7 Health and Physical Education:

1. **Social-Emotional Learning Skills**
2. **Active Living**
3. **Safety**
4. **Movement Competence: Skills, Concepts, and Strategies**
5. **Healthy Living**

The Religion focus will be on The Ontario Catholic Graduate Expectations, The Virtues of the Month, The Third Path, The Ten Commandments, The Beatitudes, and Family Life.

The Arts focus will be on Visual Arts, Drama (Term One), and Dance (Term Two).

MS. HALLIDAY'S GRADE 7/8 CLASSROOM

St. Elizabeth Catholic School | Room 305 | Ms. Lauren Halliday | lauren.halliday@tcdsb.org

ABOUT MS. HALLIDAY

Hello Grade 7/8 Families! I am Ms. Lauren Halliday, and I am thrilled to teach your children this year at St. Elizabeth. My goal is to cultivate an encouraging, structured environment where intermediate students build academic confidence, critical thinking skills, and personal responsibility. Together, we will navigate this important transition year with high expectations, Catholic faith values, and ongoing home-school communication.

Classroom Priorities:

✦ Fostering student independence, self-advocacy & organization
✦ Daily Agenda routine & regular Google Classroom updates
✦ Positive, inclusive, and respectful learning environment

Direct Contact: Room 305 | lauren.halliday@tcdsb.org

DAILY TIMETABLE SNAPSHOT

8:30 – 8:35 AM	Opening Exercises & Morning Announcements
8:35 – 9:05 AM	Morning Spelling & Sentence Compositions (Tue-Fri) | Gym (Mon)
9:09 – 9:39 AM	Religion & Virtues (Tue/Thu) | Wellness, Art & Dance (Wed/Fri)
9:42 – 10:12 AM	Mathematics Block (Mon-Thu) | Music w/ Mr. McWilliams (Fri)
10:12 – 10:27 AM	Morning Recess & Snack
10:27 – 11:15 AM	Continued Mathematics Block (Core Skills & Problem Solving)
11:15 – 12:15 PM	Lunch & Outdoor Recess
12:15 – 12:35 PM	Silent Reading & Individual Support | Health (Thu)
12:35 – 1:05 PM	Language Arts (Reading, Writing & Oral Comm)
1:10 – 1:40 PM	Core French with Mme Chimenti
1:40 – 1:55 PM	Afternoon Recess
1:55 – 2:25 PM	Science (Mon/Wed) | History & Geography (Tue/Fri) | Music (Thu)
2:30 – 3:00 PM	Class Meeting, Daily Agendas & Dismissal (3:00 PM)

LANGUAGE ARTS FRAMEWORK (GRADES 7 & 8)

READING

Reading & Literature:
• Novel Studies (up to 2 per year)
• Non-Fiction: What in the World articles
• Literary devices & short stories
• Daily independent silent reading

WRITING

Writing & Composition:
• Recount, Expository & Narrative
• Persuasive Writing & Debates
• Essay & Poetry Writing
• Editing, revising & mechanics

SPELLING & SENTENCES

Spelling & Sentence Structures:
• Daily Morning Routine (8:35 AM)
• Morphological roots & suffixes
• Complex sentence compositions
• Parts of speech & conventions

MEDIA & ORAL COMM

Media & Oral Communication:
• Shark Tank Advertising Project
• Grade 7: Public Speeches
• Grade 8: Podcast Creation
• Active listening & media literacy

ONTARIO MATHEMATICS CURRICULUM (ALL 5 STRANDS)

1. NUMBER

Scientific notation, integers, BEDMAS, ratios, rates, percents, fractions

2. ALGEBRA

Patterning, solving equations, inequalities, computer coding logic

3. DATA

Graphs, stem-leaf, mean/median/mode, misleading data, probability

4. SPATIAL

3D surface area & volume, geometry, transformations, Pythagorean

5. FINANCIAL

Money management, interest rates, budgeting, financial decisions

GRADE 7/8 CURRICULUM OVERVIEW & SUBJECTS

St. Elizabeth Catholic School | Room 305 | Ms. Lauren Halliday

SCIENCE & TECHNOLOGY (GRADES 7 & 8)

Grade 7 Units:
- Interactions in the Environment (Ecosystems)
- Form & Function (Structural Engineering)
- Pure Substances & Mixtures
- Heat in the Environment

Grade 8 Units:
- Cells & Microorganisms
- Systems in Action (Mechanical Systems)
- Fluids & Hydraulics
- Water Systems & Global Conservation

SOCIAL STUDIES: HISTORY & GEOGRAPHY

History (Grades 7 & 8):
- Grade 7: New France & British North America (1713–1800) | Conflict & Challenges (1800–1850)
- Grade 8: Creating Canada (1850–1890) | Canada: A Changing Society (1890–1914)

Geography (Grades 7 & 8):
- Grade 7: Physical Patterns in a Changing World | Natural Resources Around the World
- Grade 8: Global Settlement Patterns & Sustainability | Global Inequalities & Quality of Life

THE ARTS

Visual Arts: Elements of Design, Street Art/Graffiti, 2-Point Perspective, Seasonal Media Projects.

Drama & Dance: Tableaux, Roleplay, Improvisation, Character Development & Expressive Dance Workshops.

Music: Rotary Music with Mr. McWilliams.

RELIGION & FAITH

Many Gifts Program:
- Believing, Celebrating, Moral Life, Living in Communion
- Scripture Reflection & Daily Prayer
- Saint Projects & Catholic Leadership

HEALTH EDUCATION

- Healthy Eating: Balanced nutrition & healthy choices
- Personal Safety: Digital citizenship & online security
- Substance Use: Prevention & healthy choices
- Personal Development: Growth, emotional health & goal setting

MONTHLY CATHOLIC VIRTUES INTEGRATION

SEP Hospitality	OCT Gratitude	NOV Peace	DEC Charity	JAN Courage
FEB Love	MAR Forgiveness	APR Justice	MAY Compassion	JUN Faithfulness

WELCOME TO GRADE 8
MR. PERZIA

MY NAME IS MR PERZIA, AND I WILL BE TEACHING THE GRADE 8 PROGRAM TO YOUR CHILD THIS YEAR. PLEASE FEEL FREE TO CONTACT ME IF YOU HAVE ANY QUESTIONS OR CONCERNS BY WRITING A NOTE IN YOUR CHILDS AGENDA, SENDING AN EMAIL OR CALLING THE SCHOOL.

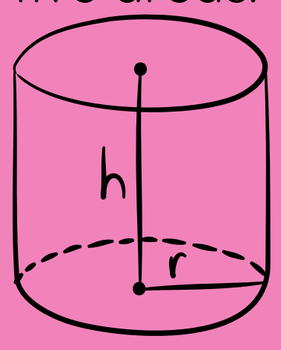
Email: michael.perzia@tcdsb.org

Phone: (416) - 393 - 5278

MATHEMATICS

The Math curriculum is organized into five areas:

A. Social-Emotional Learning
B. Number
C. Algebra
D. Data
E. Spatial Sense
F. Financial Literacy



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GEOGRAPHY (TERM 1)



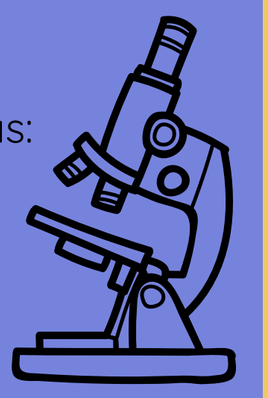
Geography Strands:

A. Global Settlement: Patterns and Sustainability

B. Global Inequalities: Economic Development and Quality of Life

This year in Geography students will study the spatial relationships between human communities, cultures, economies, and their interactions with the environment.

SCIENCE



The Science Curriculum is organized into five areas:

A. STEM Skills and Connections
B. Life Systems: Cells
C. Matter and Energy: Fluids
D. Structures and Mechanisms: Systems in Action
E. Earth and Space Systems Water Systems

HISTORY (TERM 2)



History Strands:

A. Creating Canada, 1850–1890



B. Canada, 1890–1914: A Changing Society

LANGUAGE ARTS



Litercay Strands:

A. Literacy Connections and Applications
B. Foundations of Language
C. Comprehension: Understanding and Responding to Texts
D. Composition: Expressing Ideas and Creating Texts

Public speaking and opinion wirting will be highly emphasized this year, as students prepare for the transition to High School.

RELIGION & FAMILY LIFE

Religion consists of experience, content, application, and action. Students are strongly encourage to put their faith into practice as Jesus once did, and use the Ontario Catholic Graduate expectaions as a guide in their spiritual Journey.

- Texts: Religion – Growing in Faith, Growing in Christ
- Holy Bible
- Fully Alive



HEALTH & PHYSICAL EDUCATION

- Healthy eating
- Personal safety and injury prevention
- Substance use, addictions and related behaviours
- Mental health literacy
- Human development and sexual health (From a Catholic Perspective)





THE ARTS

- THE VISUAL ARTS PROGRAM IS INTENDED TO HELP STUDENTS DEVELOP THEIR CREATIVITY, AS WELL AS THE ABILITY TO COMMUNICATE WITH OTHER PEOPLE THROUGH VISUAL IMAGES. IN DEVELOPING THE ABILITY TO ANALYZE AND DESCRIBE WORKS FROM VARIOUS HISTORICAL PERIODS AND IN DIFFERENT STYLES, THEY WILL ALSO LEARN TO UNDERSTAND AND APPRECIATE A WIDE VARIETY OF ART WORKS.



ASSESSMENT GRADING

The following marking scheme will be used:

Level 1	D-	50-52
	D	53-56
	D+	57-59
Level 2	C-	60-62
	C	63-66
	C+	67-69
Level 3	B-	70-72
	B	73-76
	B+	77-79
Level 4	A-	80-86
	A	87-94
	A+	95-100

(The Ontario Curriculum: Guide to the Provincial Report Card, Grades 1-8)

HOW PARENTS CAN HELP

- Ensure your child has a set place to complete work.
- Settle on a regular time and stick to it. This promotes sound study habits.
- Ask your child what he/she enjoyed or had difficulty with at school.
- Check your child's agenda every night.
- Check students notifications on Google classroom for recent posts

ASSESSMENTS

Evaluation is based upon the following: observation, daily work, homework, tests, quizzes, assignments, projects, presentations, participation and effort, etc. Teacher, self and peer assessment will be conducted. Evaluation is ongoing, and will include both process and product.

SCHOOL VOLUNTEERING

As a class initiative the grade 8's this year will be completing 10 hours of community service at our school which is to be completed by the end of May. This is to prepare them for the 40 hours of community service that they will be required to complete in high school. The goal is for students to give back to their school, help younger students and share their talents.

Teachers

Mr.Perzia: Mathematics, Language, Religion/Family Life, Science, Geography, History, Visual Arts, Drama, Dance, Physical education and Health
Madame ChImenti: French
Mr. McWilliams: Instrumental music
Mrs. Hanna: Mathematics, Language Arts (Special Education)
Mrs. Lopes-Martins: ESL

How students can get the most out of the school year

- Bring all materials to class that were asked the first day of school (Refer to welcome letter)
- Be a leader at school. You are the oldest students and the younger students look up to you. Please conduct yourself with a high moral standard.
- Ask questions, explore, and take the initative to try new things.
- Update your agenda daily and record homework, and deadlines.
- Review course material daily and seek assistance if you do not understand a concept.
- If students are absent, it is their responsibility to check google classroom for homework and follow up with a classmate on what was missed.
- **Remember to Respect yourself, and respect all classmates and adults in our school. Give Respect, get Respect.**

Welcome to Our ISP Class

Dear Parents,

My name is Marianne Strong and I will be your child's ISP teacher for this school year. I have been teaching for 23 years, working in diverse areas from SK/1 to Special Education, the Empower Reading Program, and ISP LD. I am excited to work with your child and look forward to building a strong partnership with you to help ensure a successful school year.

Curriculum Focus Areas

Language (Reading, Writing, Oral Communication, Media Literacy, Word Work):

- **Reading:** Structured literacy instruction with phonics, decoding, spelling, and fluency.
- **Writing:** Focus on organization, clarity, adding detail, and creativity through narrative, informational, and opinion writing.
- **Comprehension:** Strategies for understanding texts in small-group and whole-class settings.
- **Word Work & Vocabulary:** Strengthening spelling patterns, word meaning, and usage.
- **Media Literacy:** Developing critical thinking skills when engaging with digital, print, and visual media.

Mathematics:

- All areas of the curriculum will be covered with an emphasis on **number sense, problem solving, and applying math to real-life situations**.
- Hands-on learning supported by manipulatives and technology.
- Students will extend their learning by answering questions on **Knowledgehook** and **Prodigy,** online math platforms.

Homework

- Homework will generally consist of **unfinished classwork**.
- In addition, there will be **one weekly assignment**: a **Reading Journal**.

Communication

- **Agenda:** Each student has an agenda that must come to school daily. Please check and sign it each night. Homework, reminders, and notes will be written here.
- **Other Methods:** You are welcome to contact me through the agenda, by email, or by phone.

How You Can Support at Home

- Encourage daily reading (independent or shared).
- Talk with your child about what they're learning in Language and Math.
- Celebrate effort and progress — every step forward is important!

I look forward to a fun-filled learning experience with your child.

Sincerely,
Marianne Strong

Contact Information

Teacher: Marianne Strong
Email: marianne.strong@tcdsb.org
Phone:416-393-5278

Bienvenue! Welcome to Core French

St. Elizabeth Curriculum Night • FSL Grades 1–8 • Madame Chimenti - FSL Teacher

- APPRENDRE - PARLER - LIRE - ÉCRIRE - CULTURE

What is Core French?

Core French is the study of French as a subject. Students build confidence and ability to listen, speak, read and write in French while exploring Francophone cultures and making connections to their own lives and the wider world.

TCDSB: Core French is offered from Grades 1–8. TCDSB currently describes instruction as approximately 30 minutes, four days per week in Grades 1–4 and 30 minutes, five days per week in Grades 5–8.

Pourquoi apprendre le français? — Why learn French?

• Grow your brain Learning another language develops communication and language-learning strategies.	• Canada's official languages French connects students to Canadian history, communities and culture.
• Connect with the world Students discover Francophone people, places, traditions and perspectives.	• Keep future options open French can continue into secondary school and beyond.
• Build confidence Students learn to take risks, communicate and collaborate in another language.	• Support lifelong learning Students develop strategies they can use when learning other languages.

What does the Ontario curriculum emphasize?

The Ontario French as a Second Language curriculum is designed to help students communicate and interact with growing confidence in French. Across the grades, students use French in meaningful situations, learn about Canada and Francophone cultures, use language-learning strategies, take responsibility for their learning, and develop as lifelong language learners.

Some of Our Classroom language:

Bonjour! Hello!	**Comment ça va?** How are you?	**Écoute!** Listen!
Parle! Speak!	**Quelle est la date aujourd'hui ?** What is the date today ?	**Merci!** Thank you!

A simple message for families

You do not need to speak French at home to support your child. Ask your child to teach you a new word, practise greetings together, notice French on signs and products, read or listen to simple French, and celebrate effort: Bravo!

Grades 1–8: What will students learn?

A parent-friendly overview of the learning progression aligned with Ontario FSL goals and TCDSB Core French programming.

Grade	Main Focus	Examples of Learning	French students may use
Grades 1–2	Build comfort and confidence	Greetings, classroom routines, colours, numbers, family, school, weather, likes/dislikes; songs, games, stories and simple oral exchanges.	Je m'appelle… • J'aime… • Bonjour!
Grades 3–4	Communicate in familiar situations	Short oral interactions, familiar vocabulary, simple questions and answers, reading short texts, copying/creating simple sentences, and cultural connections.	Comment ça va? • J'ai… • Je peux…
Grades 5–6	Expand communication	More sustained listening and speaking, reading for meaning, writing connected sentences/short texts, vocabulary and grammar in context, and strategies for understanding unfamiliar language.	Je pense que… • Parce que… • À mon avis…
Grades 7–8	Communicate with increasing independence	More detailed conversations and presentations, comprehension of varied texts, organized writing, revision strategies, cultural perspectives, and increased independence using French.	Je suis d'accord. • Selon moi… • Je voudrais…

The four big communication skills

• Listening • Écouter Understand familiar words, phrases, questions and increasingly varied spoken French. (Grades 1-8)	• Speaking • Parler Interact, ask/answer questions, share ideas and present information. (Grades 1-8)
• Reading • Lire Use clues, familiar language and strategies to understand increasingly complex texts. (Grades 3-8)	• ✍ Writing • Écrire Communicate ideas in French using vocabulary, structures and revision strategies. (Grades 3-8)

How is learning supported and assessed?

Students learn through a variety of activities such as conversations, games, songs, role-play, reading, writing, projects, presentations and cultural exploration. Assessment looks at what students know and can communicate, while classroom instruction provides opportunities for practice, feedback, revision and growth. Students may use visual supports, models, word banks, technology and other accommodations or differentiated supports as appropriate.

How families can help

• Ask: « Qu'est-ce que tu as appris aujourd'hui? »

• Encourage your child to use French words around the house: bonjour, merci, oui, non, rouge, bleu…

• Celebrate communication attempts—even when French is not perfect.

• Encourage regular attendance, participation and completion of French learning activities. • Explore French songs, books, media, communities and cultural events together.

A note about the curriculum

The Ministry of Education identifies the overall purpose of FSL as helping students use French to communicate and interact effectively, learn about Canada and other cultures, develop language-learning strategies, and become lifelong language learners. Ontario identifies a minimum of 600 hours of Core French instruction by the end of Grade 8. TCDSB provides Core French from Grades 1–8 and identifies its elementary instructional schedule on its FSL page.

Sources: Ontario Ministry of Education, French as a Second Language in Ontario Schools and French as a Second Language Programs; The Ontario Curriculum: French as a Second Language – Core, Extended and Immersion French, Grades 1–8 (2013); Toronto Catholic District School Board, French as a Second Language program information.

Special Education - Mr. Ungaro

Welcome to the 2026/27 School Year and Curriculum Night!

Dear Families,

Welcome to the 2026/27 school year, and thank you for joining us today! My goal is to create a supportive, encouraging classroom where every student can grow, build confidence, and feel proud of their progress.

Learning This Year

Language	Math
Students will build their reading, writing, speaking, and media skills using both fiction and non-fiction. This year we will focus on: **Reading**: reading stories, articles, poems, and graphic texts, and using strategies like predicting, making connections, and summarizing. **Foundational Skills**: practicing phonics, spelling, and fluency to read and write more confidently. **Vocabulary**: learning new words and using them when speaking and writing. **Writing**: planning, drafting, and editing stories, opinion pieces, reports, and letters, with attention to grammar and punctuation. **Media Literacy**: thinking critically about ads, videos, and websites, including who made a message and why. **Oral Communication**: listening respectfully, sharing ideas in discussions, and presenting to others.	Math this year focuses on number sense, problem solving, and reasoning. Students will work on: **Number:** place value, fractions, decimals, and percents, and getting faster at adding, subtracting, multiplying, and dividing. **Algebra:** patterns, simple equations, and coding. **Data:** making and reading graphs and charts, and exploring probability. **Spatial Sense:** shapes, measurement, location, and movement. **Financial Literacy:** money, budgeting, and smart spending and saving. **Social-Emotional Learning:** building confidence, a positive attitude, and perseverance in math.

Homework

Homework may include finishing work that was not completed in class, extra practice, and studying for tests. Completing homework helps students build good habits, practice what they have learned, take responsibility for their learning, and involve families in the learning.

Assessments

Students will show their learning in a variety of ways:

- Oral assessments, such as one-on-one conversations and class presentations
- Written assessments, such as quizzes and tests

All tests and evaluations will be sent home in a duotang. Please review your child's work, sign the assessment sheet at the front of the duotang, and make sure your child returns it to school.

Technology to support learning:

In math, this year we will be using Knowledgehook, a fun website that helps students practice their math skills. We will use it for in-class work, homework, and assessments.

In language, students will use Get Epic, a free website with many books for students in Grades 1 to 8. Students can read books at their own reading level.

How You Can Help at Home

- Read with your child for 15 minutes every night
- Help your child review their work in the days leading up to an assessment
- Encourage your child to ask me for help whenever something isn't clear

Staying in Touch

Working together makes a real difference for our students. Please don't hesitate to reach out with any questions, concerns, or updates about your child. I look forward to a wonderful year together!

Warm regards,

Mr. Ungaro
Special Education Teacher

ELL / ELD & LANGUAGE
SPECIAL EDUCATION



ESL/ELD & Special Education

ELL (English Language Learners) are tudents whose first language is not English and who are continuing to develop their English listening, speaking, reading, and writing skills.

ELD (English Literacy Development) supports students who may have had limited prior schooling or literacy opportunities in their first language.
Language Special Education provides targeted instruction and appropriate supports to help students develop communication, language, reading, and writing skills according to their individual learning needs.

Empower Reading Program

The **Empower Reading program** provides structured, targeted reading instruction to help students strengthen foundational literacy skills. Instruction is tailored to students' needs and may include explicit teaching, guided practice, and opportunities to apply new skills.

Our Goals

- **Strengthen language, reading, and writing skills.**
- **Support access to curriculum learning through appropriate strategies and accommodations.**
- **Value and celebrate students' first languages, cultures, and strengths.**
- **Encourage independence and positive learning habits**

How Families Can Support

Encourage your home language: speaking, reading, and writing in your first language can support language learning.

Talk together: discuss school, stories, and daily experiences in any language.

Read every day: read in English, your home language, or both.

Stay connected: communicate with your child's teacher about progress, strengths, and support.

School Information/Contact Me

St. Elizabeth Catholic School
3672 Lake Shore Blvd. W.,
Etobicoke, ON M8W 1N6
Phone: (416) 393-5278
Principal: Daniela Varney

ELL / ELD Teacher: Mrs. Lopes-Martins
Email: Raquel.lopes-martins@tcdsb.org

St. Elizabeth Health and Physical Education Program - 2026/2027

Hello Parent/Guardian(s), students and all St. Elizabeth community members!
We are thrilled to be back at St. Elizabeth for another fantastic year. We look forward to seeing our students grow and seek new challenges.

CURRICULUM
For both the Primary and Junior Divisions, our Health and Physical Education program will focus on five strands:



Active Living
- ➔ Active Participation
- ➔ Physical Fitness & Daily Physical Activity (DPA)
- ➔ Safety

Movement Competence
- ➔ Development of skills, concepts and strategies.

Healthy Living
- ➔ Developing the skills to understand and use information to make good decisions for their health.

Living Skills
- ➔ Personal skills, interpersonal skills and critical & creative thinking.

Social-Emotional learning skills
- ➔ Understanding the development towards a person's sense of self, managing their emotions and feelings.

REMINDERS
Clothing: Please ensure that your child has running shoes and **appropriate clothing** on the days he or she has Physical Education.

Injuries: If your child is unable to participate for an extended period of time due to medical reasons, **please send us the details in writing.** If your child may participate, but with restrictions, outline the details in the note. When your child is able to resume physical activities, also let us know in writing.

COMMUNICATION
If you have any questions or concerns at any time this year, please do not hesitate to contact us. Feel free to write a note in your child's agenda or call the school at (416) 393-5278. We will get back to you as soon as we can.

Mr. Mariani is at St. Elizabeth on **Thursday mornings**. He teaches the following classes: Ms. Gjevori/Ms Schiarelli (Phys Ed), Ms. Tokadlitis (Health), Ms. O'Leary (Health), Ms. Menezes (Health)
Ms. Austin is at St. Elizabeth **on Tuesdays and Fridays**. She teaches the following classes: Ms. Gjevori/Ms Schiarelli (Phys Ed and Health), Ms. Tokadlitis (Phys Ed), Ms. O'Leary (Phys Ed), Ms. Menezes (Phys Ed), Mr. Sgro (Phys Ed and Health)