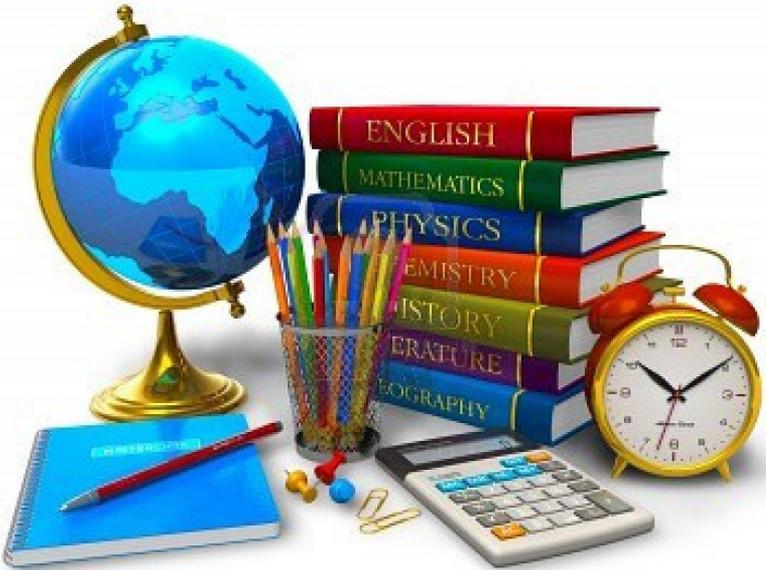




# Chiganois Elementary School



**School Communication Plan  
2017-2018  
Phone: 902-662-4420**

School Website: <http://www.ces.ccsb.ca>

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## School Communication Plan

Communication between and among parents, students and the school community is essential to promoting academic success. Please keep a copy of this communication plan. If you have any questions, please do not hesitate to contact us.

### Primary to Grade 3 Streamlined Curriculum

For detailed information on the streamlined curriculum documents you can go to:

<https://sapps.ednet.ns.ca/Cart/items.php?CA=24&UID=20150914141207142.227.58.65>

### Grade 4 to Grade 6 Streamlined Curriculum

For more detailed information on the streamlined curriculum documents you can go to:

<https://sapps.ednet.ns.ca/Cart/index.php?UID=20150914141207142.227.58.65>

## English Language Arts

Curriculum outcomes for language arts are grouped under three headings:

***Speaking and Listening-*** students are expected to describe, share and discuss thoughts, feelings, and experiences and consider others' ideas.



***Reading and Viewing-*** students are expected to select, independently and with teacher assistance, texts appropriate to their interests and learning needs and to read widely a variety of children's literature.

## English Language Arts continued

***Writing and Other Ways of Representing-*** students are expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning.

Each day, students will participate in a variety of activities designed to support the curriculum outcomes. Students will be immersed in strategic instruction, shared activities and independent activities that will support further development in their learning.

### Grade Primary to Three English Language Arts Link:

<https://sapps.ednet.ns.ca/Cart/description.php?II=467&UID=20150914141207142.227.58.65>

### Grade Four to Six English Language Arts Link:

<https://sapps.ednet.ns.ca/Cart/description.php?II=509&UID=20150914141207142.227.58.65>

## Mathematics

The units will include:

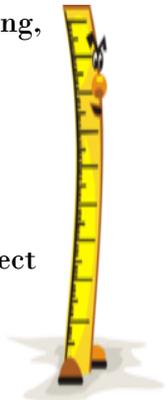
***Number Sense:*** counting, sorting, joining and separating, multiplying, dividing, and daily mental math.

***Patterns and Relations:*** using patterns to describe the world and solve problems.

***Statistics and Probability:*** solving problems involving collection, display and analysis of data.

***Measurement:*** solving problems using direct and indirect measure.

***Geometry:*** exploring a variety of shapes and transformations



**Grade Primary to Three Math Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=466&UID=20150914141207142.227.58.65>

**Grade Four Math Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=434&UID=20150914141207142.227.58.65>

**Grade Five Math Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=435&UID=20150914141207142.227.58.65>

**Visual Arts:**

Students will be exposed to different mediums and techniques and show respect for their own artwork and that of others as we cover all curriculum outcomes individually and collaboratively. Students will examine art work from diverse cultures and communities.



**Visual Arts continued:**

**Primary to Grade Three Visual Arts Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=471&UID=20150914141207142.227.58.65>

**Grade Four – Six Visual Arts Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=517&UID=20150914141207142.227.58.65>



## **Social Studies:**

**Grade Primary:** understanding of self; identify and describe groups they belong to; cooperation as part of a group; recognize groups' cultural roots, traditions and celebrations.

**Grade 1:** demonstrate an understanding of diversity; practice responsible behavior in caring for the environment; demonstrate an understanding of Mi'kmaq communities; and recognize needs and wants.

**Grade 2:** describe changes in their lives and reactions to the changes; demonstrate how individuals and groups have contributed to change; treaty education; understand how we make decisions as consumers; understand local sustainable development and its importance.

**Grade 3:** locate province in the Atlantic region; examine origins of diverse people in the province and their expression of culture; promote positive interactions; and examine the rights and responsibilities of citizens.

**Grade 4:** Exploration; Examine stories of various explorers, Acadians, African Nova Scotians, Gaels, Mi'kmaq, additional cultures, of land, ocean, space, and ideas; the impact of exploration; Relationships between humans and the physical environment; Investigate the physical landscapes of Canada; Explore the political landscapes of Canada inclusive of First Nations governance.



## Social Studies Continued

**Grade 5:** Learn about the past with a focus on Acadians, African Nova Scotians, Gales, Mi'kmaq, and additional cultures; Learn how the environment influenced the development of an ancient society; Understand the diverse societies of First Nations and Inuit in what later became Canada; Examine decision-making practices in First Nations and Inuit societies in what later became Atlantic Canada; Examine interactions between British and French and First nations and Inuit in what later became Atlantic Canada.

**Grade Primary to Three Social Studies Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=470&UID=20150914141207142.227.58.65>

**Grade Four to Six Social Studies Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=516&UID=20150914141207142.227.58.65>

## Science

**Grade Primary:** Sand and Water, Living Things, Materials and Objects.

**Grade 1:** Materials and their Properties and Constructing Objects; Needs and Characteristics of Living Things; Daily and Seasonal Changes.

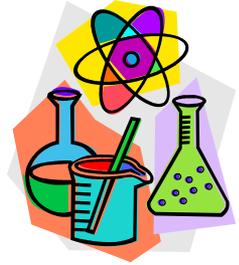
**Grade 2:** Liquids and Solids and Motion; Air and Water in the Environment; Animal Growth and Changes.

**Grade 3:** Plant Growth and Changes; Exploring Soils; Materials and Structures and Forces.

## Science continued

**Grade 4:** Habitats, Light, Sound, Earth and Rocks, Minerals.

**Grade 5:** Weather, Healthy Body, Chemical and Physical properties Forces and Simple Machines.



**Grade Primary to Three Science Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=469&UID=20150914141207142.227.58.65>

**Grades Four to Six Science Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=515&UID=20150914141207142.227.58.65>

## Health Education

Students will explore healthy living lifestyles through the following general outcomes:



**Primary:** recognize a range of emotions; appreciate diversity in family structures in multiple cultural contexts, safe practices for person, injury and disease.

**Grade 1:** explore habits for healthy mind and bodies; identify healthy ways to cope with changes in family, practice communication that promotes health and safety.

**Grade 2:** recognize the benefits of active and quiet leisure, demonstrate empathy for others, and demonstrate safety in school and the community.

**Grade 3:** recognize, discuss decisions that affect physical, emotional, mental and social health; communicate ways

## Health Education continued

to manage difficulties in friendships, ask for help in unsafe risk situations.

***Grade 4:*** Healthy Self such as physical and emotional changes, gender identity and roles, values in making healthy decisions and contributing to healthy behaviors; Healthy Relationships such as identify components of a healthy relationship; Healthy Communities such as identifying risks with gambling, how marketing impacts health, describe ways to prevent injuries from falls

***Grade 5:*** Sexual orientation is part of our personalities, describe male and female reproductive systems, explain the process of reproduction and how that changes with puberty; Practice skills for managing stress in their lives, practice how to express a mental health concern for self or others, understand how caffeine affects the body, and demonstrate an awareness and prevention of various diseases are some of the topics covered.

**Primary to Grade Three Health Education Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=468&UID=20150914141207142.227.58.65>

**Grade 4 Health Education Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=511&UID=20150914141207142.227.58.65>

**Grade 5 Health Education Link:**

Not available yet.

## Music

**Grade Primary to Three Music Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=465&UID=20150914141207142.227.58.65>

**Grade Four to Six Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=513&UID=20150914141207142.227.58.65>

## **Physical Education**

**Grade Primary to Three Physical Education Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=472&UID=20150914141207142.227.58.65>

**Grade Four to Six Physical Education Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=514&UID=20150914141207142.227.58.65>

## **Information and Communication Technology (ICT)**

**Grade Primary to 3 ICT Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=474&UID=20150914141207142.227.58.6>

**Grade Four to Six ICT Link:**

<https://sapps.ednet.ns.ca/Cart/description.php?II=512&UID=20150914141207142.227.58.65>

## **Competencies Grades Four to Six**

There are six competencies that are integrated throughout the curricula for grades four through six. The following are the competencies: Citizenship, Communication, Creativity and Innovation, Critical Thinking, Personal Career Development, Technological Fluency

Please see the link below to review the Competencies in more detail:

<https://sapps.ednet.ns.ca/Cart/description.php?II=508&UID=20150914141207142.227.58.65>

## **Assessment and Evaluation**

Assessment and evaluation takes place on a daily basis and is a key part of the learning/teaching process. Ongoing assessment of student learning informs further program planning to better meet the needs of students.

Many methods will be used to gather information about each child's learning, focusing on the processes of observing students, having conversations with students and through the collection of student work products. The process of evaluating occurs when the teacher provides a summary of student progress after careful analysis of the assessment evidence that has been completed and is ongoing through the year. Formal evaluation of student progress (report cards) will be communicated at the end of each reporting period in terms 1, 2 and 3.

To provide continued support for the ongoing implementation of effective instruction, assessment, evaluation and reporting practices the Department of Education and Early Childhood Development (DEECD) continues to fine tune and make improvements to reporting in Nova Scotia. The Learner profile will use the reporting codes of Well Developed, Developing and Needs Development. As well, comments for report cards for P-3 will be in the area of English Language Arts and Mathematics. Music and Physical Education comments will begin in term 2. Report Cards are distributed three times a year (November, April and June).



## Power Teacher Grade Book (PTGB)



Teachers are now tracking assessments and student progress in one or more subjects areas on PTGB. Parents will be able to access their child's information through the Parent Portal. If you do not have access to the parent portal, please contact the school office 662-4420 for assistance.

## Homework Policy

[https://www.ednet.ns.ca/files/policydocuments/homework\\_policy.pdf](https://www.ednet.ns.ca/files/policydocuments/homework_policy.pdf)

## Discipline Policy

*A New Policy is under review.*

<https://studentservices.ednet.ns.ca/sites/default/files/Provincial%20School%20Code%20of%20Conduct.pdf>



## **Communication between Home and School**

Communication is a parental partnership between home and school. We value parental involvement and encourage you to partner with us. In order for this partnership to be effective, communication from the school will be provided in the following methods:

- School website
- School newsletter
- Parent Portal Bulletin through Power School
- Report Cards (November, April, June)
- Parent Teacher Meetings
- Phone Calls
- Email
- Notes home
- Student Agenda
- Facebook Page
- Alert Solutions



Further information regarding school life can be found in the parent handbook on the school website.

## Staff Information



Principal	Mr. Kevin Harnish
Administrative Assistant	Mrs. Kim Keizer
Primary	Mrs. Krista Phillips
Primary/1	Ms. Ashley Bartlett
Grade 1	Miss Breanne MacLeod
Grade 2	Mr. Cameron Gunn
Grade 2 Math	Miss. Danielle Christensen
Grade 1/2/3	Mrs. Sara Raymond
Grade 2/3	Miss. Tara Anderson
Grade 3	Mrs. Angela Saunders
Grade 4	Mrs. Gina White
Grade 4/5	Mrs. Donna MacLeod
Grade 5	Mrs. Sharon Robertson
Core French	Miss Tiffany Wilcox
Physical Education	Mr. Cameron Gunn
Music	Mrs. Angela Saunders

## Staff Information continued

Resource	Mrs. Mary Robertson
Reading Recovery	Miss. Breanne MacLeod
Learning Center	Ms. Tanya Parker
Educational Assistant(s)	Mrs. Janet MacLeod Mrs. Joanne Culgin Ms. Michele Bowers Mrs. Darlene Arseneau
Cook	Mrs. Michelle Smith
Custodian	Mr. Jeff Langille
Guidance	Mrs. Jillian Matte
Speech	Mrs. Tracey Crabtree-Gunn
School Psychologist	Mrs. Julie Munroe

