



Thames Valley District School Board Elementary Time Allocation Guideline

Revised by Learning Support Services: June 2014

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ELEMENTARY TIME ALLOCATION GUIDELINE

Purpose of the Document

This document is designed to be a reference tool for elementary educators to assist them in the creation of an instructional timetable that honours the integrity of all reportable subjects in the Ontario elementary curriculum and aligns with Growing Success. School staffs will make decisions based on student needs, staffing, available space and other considerations. Flexibility is a key factor.

However, the expectation is that instruction will **always** be based on the grade appropriate curriculum content.

This document is based on a ten day rolling cycle.

Introduction

The changes made to some of the Ontario elementary curriculum documents and additional provincial and board recommendations, have led to this revision of the previous TVDSB Elementary Time Allocation Guideline created in 2011. While this is a guideline only, it should be noted that there are daily time allotments expected by both the Ministry and the Thames Valley District School Board for:

- Language
- Mathematics
- Daily Physical Activity (D.P.A.)
- French As A Second Language (FSL)

As stated in Ministry documents/TVDSB Expected Practices document:

- Literacy block - minimum 100 minutes per day
- Numeracy block - 60 minutes per day
- Second Language (FSL or NL) – an average of 38 minutes per day for grades 4 - 8
- Daily Physical Activity - minimum of 20 minutes per day (on the days that Phys. Ed. is not scheduled)

Time Allocations

Time allocations are presented with a minimum percentage and in minutes for a ten day rolling cycle based on a 300 minute instructional day.

A) Percentages

- are designed as a reference to allow for flexibility in timetabling and integration of subject areas.
- may sometimes be over the term and not necessarily by the cycle

B) Minutes

- are expressed as a minimum number in a ten day cycle
- may be accumulated over the term and not necessarily by the cycle

Time Allocation – Grades 1 – 8 – Language

Subject Rationale: Minimum 100 minutes per day Language Instruction and Literacy

- Literacy learning blocks must be a minimum of 100 minutes daily. When it is necessary to break up the 100 minute block, “teachers are encouraged to find large blocks of time, for example, two 60 minute blocks or three 40 minute blocks, where possible.” ([A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Three, Planning and Classroom Management](#), p. 46). When necessary, the literacy learning block may be separated by a recess or nutrition break.
- In the literacy learning block, modelled, shared, guided, and independent instructional strategies are used on a consistent basis.
- The amount of time on the elements of a learning block will be determined based on assessment of student achievement over time. ([For suggested times, please see TVDSB Literacy Online.](#))
- Please Note: Shared Reading and Modelled Writing are essential components of daily practice. (See the Importance of Explicit Instruction [Volume 1 of A Guide to Effective Literacy Instruction - grades 4 to 6, p.90](#))
- Teachers may incorporate other instructional approaches with flexibility in order to meet student needs as demonstrated through assessment.

Each Literacy Block should include time for the following:

- explicit teaching through modelled, shared and guided approaches
- opportunities for practice and application during guided and independent activities
- intentionally planned opportunities for purposeful talk
- personal reflection

Sample Literacy Block (as reflected on timetable and on daybook)

Sample
Shared Reading
Modelled/Shared Writing
Independent Reading/Writing and Guided Reading
Read Aloud
Reflection

This sample is adapted from the Intermediate TVDSB Balanced Literacy document demonstrating how the Literacy Block can be used to integrate Reading and Writing. **The components do not need to be taught in the order outlined at left.** ([A Guide to Effective Literacy Instruction - grades 4 - 6, Volume 1, p. 89](#))

The Literacy Learning Block and Cross-Curricular Integration

Learning Blocks allow teachers to “optimize instruction through cross-curricular integration. The Arts, Science, and Social Studies should be integrated with reading, writing, oral communication, and media literacy whenever possible.”

([A Guide to Effective Literacy Instruction - grades 4-6, Volume 3, page 48](#))

For additional ideas on planning for cross-curricular integration, please see:

- [A Guide to Effective Literacy Instruction, Volume 3, p. 17 - 19 and 46 - 48](#)
- [The Ontario Curriculum Grades 1 - 8: Language, p. 23 - 24](#)
- [Learning Blocks for Literacy and Numeracy, Secretariat Special Edition #1, Capacity Building Series](#)

Time Allocation – Grades 1 – 8 – Mathematics

Subject Rationale: Teaching Mathematics through Problem Solving

An effective model for organizing a problem solving lesson is the *Three Part Lesson Plan*. This Three Part Lesson Plan takes time, at least a **60 minute block each day**, to be done effectively. This format is applicable from grades 1 to 8, and in fact all the Ministry Guides are in this format, as are the TIPS4RM lessons for grades 7 and 8.

1. Getting Started/Minds On:

- Activates prior knowledge
- Engages students in the problem-solving situation

2. Working On It/Action:

- Whole group, small group, or independent
- Students explore and develop strategies and concepts

3. Reflect and Connect/Consolidation:

- Discussing, sharing and analyzing solutions
- Check of conceptual understanding, emphasizing key strategies
- Students undertake independent practice to inform student and teacher next steps

Timetabling Suggestions:

- The 60 minute block could be separated by recess if necessary. The Reflect & Connect portion of the Three Part Lesson could effectively be carried out after a break. At this time the teacher would have students discuss and share their solutions and emphasize key concepts.
- All five strands of math should be taught by the same teacher. This enables the important connections to be made across strands, and helps build conceptual understanding.
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Term 1	Term 2
Number Sense & Numeration: Quantity Relationships (whole numbers) Operational Sense Counting	Number Sense & Numeration: Quantity Relationships (part numbers) Operational Sense Counting
Measurement (report in Term 2) Attributes, Units & Measurement Sense Measurement Relationships	
Geometry & Spatial Sense Properties of Two-Dimensional Shapes and Three-Dimensional Figures Geometric Relationships	Geometry & Spatial Sense Location and Movement
Patterning and Algebra Patterns and Relationships	Patterning and Algebra Expressions and Equality
Data Management and Probability Collect and Organize Data/Understand Data	Data Management and Probability Probability

Time Allocation - Grades 4 - 8 - French as a Second Language (Core French)

Subject Rationale: Grades 4 – 8 Core French

- must have a minimum of 600 hours of instruction accumulated by the end of Grade 8 which averages out to a minimum of 38 minutes per day
- must be offered in teaching blocks of no less than 30 minutes
- instruction may be every day for 40 minutes or schools operating on a balanced day may want to have 50 minute blocks for 8 days out of the 10 day cycle
- timetabling two consecutive days without French should be avoided
- a large proportion of time must /should be spent on listening and speaking. Therefore, consideration should be given to the challenges associated with conducting an oral program, especially in combined classes

The Independent Procedure for TVDSB is located under Policies and Procedures on the board's web site under [French as a Second Language Core French - elementary](#)

"Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. Students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. Once an instructional sequence has begun, the program must continue uninterrupted to Grade 8. School boards are encouraged to consider alternative timetabling for Core French program delivery to maximize learning for students." (*The Ontario Curriculum French As a Second Language: Core French Grades 4-8, 2013. p. 15*)

Time Allocation - Grades 4 - 8 – Native Language

Native language instruction is available in designated elementary schools only. (For schools with NL programs in place, the following time allocation guidelines are in place.)

Subject Rationale : Grades 4 – 8 Native Languages

- students are to be exempted from Core French instruction if their parent/guardian decides, **after consultation with the principal**) that it is in their best interest not to receive French instruction
- is most often offered during the same teaching block as Core French instruction
- must be offered in teaching blocks of no less than 30 minutes
- instruction may be every day for 40 minutes or schools operating on a balanced day may want to have 50 minute blocks for 8 days out of the 10 day cycle

The Independent Procedure for TVDSB is located under Policies and Procedures on the board's web site under [First Nations Language Instruction](#)

Time Allocation - Grades 1- 8 French Immersion and Grades 7- 8 Extended French

Subject Rationale: Grades 1 – 8 French Immersion and Grades 7 - 8 Extended French

- have a minimum of 70% of classroom instruction conducted in French with a maximum of 30% of classroom instruction conducted in English during each term of which a minimum of 20% is dedicated to the instruction of English language skills during each term
- must have Mathematics, Social Studies, History/Geography, Science and French Language Arts taught in French;
- may include the teaching of any subjects not mentioned above in English up to a maximum 10% of classroom instruction which is dependent upon teachers' qualifications, resources, school organization, etc.;
- may have literacy blocks in French only, in English only or a combination of both (ie. 20% Explicit French language, 20% Explicit English language, 50% French in other content areas, and 10% English taught in other content areas)
- will follow a balanced literacy program as outlined in the Language section of the document on page 6 in French (see TVDSB French Immersion Balanced Literacy Document 2006);
- will follow the time allocation for all subjects found in this document given the above parameters.

“For subjects other than FSL that are taught in French in an Extended French or French Immersion program, the expectations in each grade are those outlined in the English-language curriculum policy documents. It is recognized that programs in these subject areas may need to be adapted to meet the needs of students who are studying the subjects in French instead of in English.” *The Ontario Curriculum - French As a Second Language: Extended French - Grades 4-8 French Immersion Grades 1-8* 2013. Pg. 16

The Independent Procedure for TVDSB can be found under Policies and Procedures on the board's web site under [French As A Second Language French: Immersion and Extended Elementary](#)

Time Allocation – Grades 1 – 8 - Science and Technology

Subject Rationale: Science & Technology

Science and Technology requires a dedicated time in the elementary timetable for specific exploration and experimentation taught through inquiry. In a 10 day cycle, 12-15% (360-450 minutes) should be devoted to teaching expectations found in the science and technology curriculum.

Timetabling Suggestions:

Larger blocks of time are required to allow for hands-on, investigative learning.

Ideally a minimum of 40 minutes per lesson is needed.

Consider booking double periods of S&T every other day.

Strands may be delivered in five to seven week “blocked” units. Consider alternating between a science unit and a social studies/history/geography unit. This should take place in a ratio of two science units for every one social studies or history/geography unit.

Keep in mind that both subject areas are to be addressed and reported on in all reporting periods.

Integrated Learning – Suggested Sequence:

- Students should complete cross-curricular tasks and activities that “*build on, reinforce and enhance aspects of the language and mathematics curricula.*”

[*The Ontario Curriculum, Grades 1-8: Science and Technology \(2007\), p. 38*](#)

Subject Rationale: Social Studies/History/Geography

In order to prepare students for the global community, Social Studies, History and Geography need to be adequately represented in a timetable. This may include a discrete Social Studies/History and Geography period, paired with integration into the literacy block. In a 10 day cycle, 6% or 180 minutes should be devoted to teaching expectations found in the Social Studies curriculum.

Integrate Social Studies or History/Geography in the Literacy Block:

Expectations in Social Studies, History and Geography may be addressed during the literacy block. For example, subject specific vocabulary, forms of writing and non-fiction reading material may be used during literacy instruction.

“Opportunities to relate knowledge and skills in social studies, history, and geography to wider contexts, both across the curriculum and in the world beyond the school, motivate students to learn and to become lifelong learners”

The Ontario Curriculum, Social Studies Grades 1 - 6, History and Geography Grades 7 and 8, 2013, pg. 16

Time Allocation – Grades 1 – 8 – Health and Physical Education

Subject Rationale:

A minimum time of 240 minutes in a 10 day cycle is recommended in order to meet the expectations outlined in the Active Living and Movement and Movement Competence: Skills, Concepts, Strategies strands of the Physical Education Curriculum. *The remainder of the time may be used for DPA and Dance.*

Physical Education:

- The gymnasium or activity room time should be maximized, and is the preferred location for daily physical activity.
- Activity may also occur in classrooms, empty spaces or outdoors (see *Ontario Safety Guidelines-DPA pull out section*).
- Consider scheduling 30 minutes a day and integrating PE, DPA and Dance during that time.
- This time is not to be scheduled during recess, lunch or breaks.

Health:

- It is taught in a separate time from the active component of Physical Education.
- It takes place in a location other than the gymnasium/activity room.
- Consider integrating the Healthy Living Strand during the literacy block with instruction and evaluation based on the expectations in [the Ontario Curriculum- Health and Physical Education \(revised\), Grades 1-8, 2010](#).
- Teachers are encouraged to refer to the OPHEA documents for further support.

Time Allocation – Grades 1 – 8 - The Arts

Subject Rationale: Dance

- a two or three week block of time per term, with daily instruction, and an opportunity for students to develop and refine dance compositions is preferable to once a cycle delivery
- an open space clear of obstacles is the preferred location to teach dance
- dance activities may be included as part of the time allotted to DPA, with instruction and evaluation based on the Ontario Curriculum for The Arts

Drama:

- a two or three week block of time per term with daily instruction and an opportunity for students to develop and refine performances is preferable to once a cycle delivery
- an open space clear of obstacles is the preferred location to teach drama
- drama activities may be included in the literacy block, with instruction and evaluation based on the expectations in the Ontario Curriculum for the Arts

Music:

- in Primary grades, explicit instruction in Music is most beneficial in shorter, more frequent intervals (e.g., daily or as frequently as possible) and may be included in the literacy block
- Junior and Intermediate students should receive explicit instruction every other day for a minimum of 35 minutes
- a devoted location, free of desks, is necessary for instrumental music

Visual Arts:

- Visual Arts requires a larger block of consecutive time due to the nature of the materials used and the tasks (e.g., the equivalent of two 60-80 minute blocks per cycle)
- all students should be exposed to drawing, painting, sculpture, and printmaking and have access to suitable resources and space
- skills should be taught explicitly but integration may occur in a variety of other subject areas

Integration of Subjects

Integration of the curriculum is fundamental to the design of the elementary curriculum. The percentages found in this document reflect the flexibility that integration allows. When educators apply the principles of expectation-based planning, and cluster overall and specific expectations, subject integration is not only practical, but necessary.

It is important to note that while 100 - 120 minutes per day must be devoted to a literacy block in all elementary classrooms, the content of many subjects may be taught during that block of time.

Teachers may integrate Social Studies and Science and Technology in a variety of ways.

Suggestions include:

- integrate with Language, mathematics, the arts and other subject areas when curriculum expectations align. (Examples include non-fiction shared reading, graphing, medieval songs)

Teachers may integrate the Arts in a variety of subject areas. Suggestions include:

- integrate Drama with Literacy by planning a shared reading 5 day cycle to focus on expectations found in the Arts Documents
- integrate Drama with Social Studies by planning 8 – 10 lessons using expectations found in the Arts document relating to the social studies topic (e.g., Grade 5 – First Nation Peoples and European Explorers – “recreate” Cartier’s arrival to North America, Grade 8 – Creating Canada 1850-1890 – “recreate” the Charlottetown Conference featuring the Fathers of Confederation)
- integrate Dance with the time allotted to Physical Education by planning 8 – 10 lessons of dance using expectations found in the Arts documents
- integrate Dance with DPA: active participation can be based on dance expectations

Integrate Information and Communications Technologies (ICT) and Library in a variety of Subject Areas:

- work with the teacher librarian to use the library during all subject areas to support student learning
- integrate ICT with literacy, numeracy, science and technology or social studies blocks

N.B. - There is no letter grade/mark on the report card for the use of Information and Communications Technologies (ICT). Comments should be embedded into Language and other subject areas as appropriate.

Library and Information Technology should not be reflected on a timetable.

Junior and Senior Kindergarten

	Practices	Emerging/Early Skills and Comprehensive Strategies	Resources
Communication - Language and Literacy	<p>Modelling (explicit) Shared (explicit/embedded) Guided (facilitated/embedded) Independent (facilitated/embedded)</p> <p>*daily planned small, larger groups and with individuals at centers during play-based learning time based on strengths and needs strategically throughout the day</p>	<p>Child-initiated activities - choosing own texts from a variety of genres/ media read by and with the team; writing at centers related to emerging concepts in order to make meaning and send messages facilitated by the team</p> <p>Discrete phonological awareness skills - letter-sound knowledge skills, matching letters to sounds, learning letter names, rhyme, syllables, deletions, segmentation</p> <p>Discrete literacy skills – reading levelled texts; writing messages using developmentally appropriate processes such as, scribble, drawing, phonetic spelling and conventional print to convey meaning and messages</p> <p>Comprehension strategies - making predictions, inferring, questioning, main idea, synthesizing reading with and by the team etc.</p> <p>Oral Language - intentionally planned conversations by the team who interact and document daily their interactions with children; think alouds related to a strategy or concept</p>	<p>Kindergarten Years – Writing Phases</p> <p>Kindergarten Years – Reading</p> <p>Kindergarten Years – Oral Language/EPCI</p> <p>The Full-day Early Learning Kindergarten Program Draft 2010</p> <p>How Learning Happens</p> <p>Speech and Language Pathologists – Phonological Awareness</p> <p>Guides to Effective Instruction in Reading/Writing</p>

<p>Language, Communication and Early Numeracy/ Science Development</p>	<p>Minds On Getting Started Reflect and Connect (consolidation)</p> <p>*daily planned small, larger groups and with individuals at centers during play-based learning time based on strengths and needs strategically throughout the day in focused and embedded lessons</p>	<p>Activating prior knowledge Engaging in the mathematics Reflecting on the process</p> <p>Learning experiences should be hands-on and embedded in a context that is of interest to them guided by the team Children are encouraged to reason, investigate ideas, extend understanding, reflect, and make generalizations. They should also be encouraged to begin to represent their mathematical understandings in ways that are meaningful to them. Some children may begin to represent their thinking on paper, often using pictures and/or numbers and some words; others may use concrete materials. Generic worksheets, however, should not be used.</p> <p>Support young children’s learning of mathematics by planning daily hands-on experiences that focus on a particular mathematical concept and by identifying and embedding significant mathematics learning experiences in play, daily routines, and classroom experiences.</p>	<p>Guides to Effective Instruction in Mathematics – Patterning, Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Probability and Data Management</p> <p>Three Part Lesson – activation, investigation and consolidation</p> <p>Natural Curiosity</p> <p>The Full-day Early Learning Kindergarten Program Draft 2010</p>
<p>The Arts</p>	<p>*daily planned small, larger groups and with individuals at centers during play-based learning time based on strengths and needs strategically throughout the day</p>	<p>Plan a balanced, differentiated program with appropriate learning experiences that support and promote growth</p> <p>Provide opportunities for children to link new learning with prior knowledge using a variety of materials to represent thinking</p>	<p>The Full-day Early Learning Kindergarten Program Draft 2010</p>

<p>Health/ Well-being and Physical Activity</p>	<p>Activate prior knowledge</p> <p>Relate new experiences with prior knowledge</p> <p>*daily planned small, larger groups and with individuals at centers during play-based learning time based on strengths and needs strategically throughout the day</p>	<p>Develop inquiry, critical thinking and reflection skills</p> <p>Health and well-being – encourage potential to experience learning and new challenges in the outdoor environment followed by consolidation of concepts; physically active in alternative ways and improve emotional well-being and mental health i.e., confidence, resilience, decision-making, ownership, risk-taking, reflection</p> <p>Science - opportunities for study in local, natural and built environments with embedded literacy and numeracy opportunities</p> <p>Personal and Social Development - learning outdoors, field trips, visits and input by community partners</p> <p>Personal and learning skills development in areas such as communication, problem solving, embedded information technology, working with others to develop a sense of community and critical thinking skills</p> <p>Literacy and numeracy development – oral language, charts, maps, flow of the day timetables and instruction; measurement, counting, patterns and cycles</p> <p>Project Based Learning – solve problems through the process of using materials, technology and questions to create a representation of thinking through collaborative practices</p> <p>Inquiry Based Learning – students’ interests and questions are collaboratively used to make inquiries across the curriculum</p>	<p>Lens on Outdoor Learning</p> <p>Last Child Left in the Woods</p> <p>I Love Dirt</p> <p>Hands-On Nature: Information and Activities for Exploring the Environment with Children</p> <p>Let's Go Outside! Outdoor Activities and Projects to Get You and Your Kids Closer to Nature</p> <p>Imagine Childhood</p> <p>ELECT</p> <p>How Learning Happens</p>
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Primary – Grades 1 – 3

	Minimum Time Allotments (10 day cycle) Integration of subjects is necessary	Notes
Literacy <ul style="list-style-type: none"> • Language • Social Studies • Science • Drama • Health 	<ul style="list-style-type: none"> • 43% • minimum 100 minute block daily • 1000 minutes 	<ul style="list-style-type: none"> • Balanced literacy taught daily. See Literacy Online • A variety of subject specific expectations taught. • Content may be taught in units of study over the cycle or the term.
Numeracy <ul style="list-style-type: none"> • Mathematics • Science • Social Studies 	<ul style="list-style-type: none"> • 20% • 60 minute block daily • 600 minutes 	<ul style="list-style-type: none"> • Daily instruction • Use suggested Organizational Frameworks
Science and Technology	<ul style="list-style-type: none"> • 12 % • 360 minutes 	<ul style="list-style-type: none"> • Content may be taught in units over the cycle or the term
Social Studies	<ul style="list-style-type: none"> • 6% • 180 minutes 	<ul style="list-style-type: none"> • Content may be taught in units over the cycle or the term
Daily Physical Activity <ul style="list-style-type: none"> • Health • Dance • Physical Education 	<ul style="list-style-type: none"> • 10% • 300 minutes 	<ul style="list-style-type: none"> • 40 minutes of PE every other day or 30 minutes a day following curriculum expectations and may include DPA • Dance may be taught in units of study once per term
Arts <ul style="list-style-type: none"> • Music • Dance • Drama • Visual Arts 	<ul style="list-style-type: none"> • 10 % • 300 minutes 	<ul style="list-style-type: none"> • Opportunities to create and perform every other day • Minimum of two 60 – 80 minute blocks of time per cycle

Junior Division ~ Grades 4 - 6

	Minimum Time Allotments (10 day cycle) Integration of subjects is necessary	Notes
Literacy <ul style="list-style-type: none"> • Language • Social Studies • Science • Drama • Health 	<ul style="list-style-type: none"> • 33% • minimum 100 minute block daily • 1000 minutes 	<ul style="list-style-type: none"> • Balanced literacy taught daily. See Literacy Online • A variety of subject specific expectations taught • Content may be taught in units of study over the cycle or the term
Numeracy <ul style="list-style-type: none"> • Mathematics • Science 	<ul style="list-style-type: none"> • 20% • 60 minute block daily • 600 minutes 	<ul style="list-style-type: none"> • Daily instruction • Use suggested Organizational Frameworks (link to Frameworks)
Second Language <ul style="list-style-type: none"> • French as Second Language • Native Language 	<ul style="list-style-type: none"> • 12% • 380 minutes 	<ul style="list-style-type: none"> • no less than 30 minutes daily (or 48 minutes 4 of 5 days or 64 minutes 3 of 5 days)
Science and Technology	<ul style="list-style-type: none"> • 12% • 360 minutes 	<ul style="list-style-type: none"> • Content may be taught in units over the cycle or the term.
Social Studies	<ul style="list-style-type: none"> • 6% • 180 minutes 	<ul style="list-style-type: none"> • Content may be taught in units over the cycle or the term
Daily Physical Activity <ul style="list-style-type: none"> • Physical Education • Health • Dance 	<ul style="list-style-type: none"> • 10% • 300 minutes 	<ul style="list-style-type: none"> • 40 minutes of PE every other day or 30 minutes a day following curriculum expectations and may include DPA • Dance may be taught in units of study once per term
Arts <ul style="list-style-type: none"> • Music • Dance • Drama • Visual Arts 	<ul style="list-style-type: none"> • 10% • 300 minutes 	<ul style="list-style-type: none"> • Opportunities to create and perform every other day • Minimum of two 60 – 80 minute blocks of time per cycle

Intermediate Division ~ Grades 7 – 8

	Minimum Time Allotments (10 day cycle) Integration of subjects is necessary	Notes
Literacy <ul style="list-style-type: none"> • Language • History • Geography • Science • Drama • Health 	<ul style="list-style-type: none"> • 33 % • minimum 100 minute block daily • 1000 minutes 	<ul style="list-style-type: none"> • Balanced literacy taught daily. See <i>Literacy Online</i> • A variety of subject specific expectations taught. • Content may be taught in units of study over the cycle or the term.
Numeracy <ul style="list-style-type: none"> • Mathematics • Science 	<ul style="list-style-type: none"> • 20 % • 60 minute block daily • 600 minutes 	<ul style="list-style-type: none"> • Daily instruction • Use suggested Organizational Frameworks
Second Language <ul style="list-style-type: none"> • French as a Second Language • Native Language 	<ul style="list-style-type: none"> • 12% • 380 minutes 	<ul style="list-style-type: none"> • No less than 30 minutes daily (or 48 minutes 4 of 5 days or 64 minutes 3 of 5 days)
Science and Technology	<ul style="list-style-type: none"> • 12 % • 360 minutes 	<ul style="list-style-type: none"> • Content may be taught in units over the cycle or the term
History/Geography	<ul style="list-style-type: none"> • 6 % • 180 minutes 	<ul style="list-style-type: none"> • Content may be taught in units over the cycle or the term
Daily Physical Activity <ul style="list-style-type: none"> • Physical Education • Health • Dance 	<ul style="list-style-type: none"> • 10% • 300 minutes 	<ul style="list-style-type: none"> • 40 minutes of PE every other day or 30 minutes a day following curriculum expectations and may include DPA • Dance may be taught in units of study once per term
Arts <ul style="list-style-type: none"> • Music • Dance • Drama • Visual Arts 	<ul style="list-style-type: none"> • 10 % • 300 minutes 	<ul style="list-style-type: none"> • Opportunities to create and perform every other day • Minimum of two 60 – 80 minute blocks of time per cycle

Timetabling Considerations/Check List
 Administrators may want to include additional school based considerations

✓	Considerations
	100 minute Literacy Blocks
	60 minute Numeracy Blocks
	Mandatory DPA
	Mandatory requirements for French/Native Languages
	Evidence of integration of subjects
	A minimal number of teacher contacts
	Only reportable subjects reflected on timetables. Library and Information and Communications Technologies (ICT) are integrated into all areas of the curriculum.
	Exchanges which reflect consistency and a reportable subject but do not include piecemeal assignments, such as one strand of Mathematics or Language.
	Language and Mathematics being taught by the same teacher.
	Any subjects not assigned to the homeroom teacher are being delivered consistently and reflect a reportable subject. French, Arts, Health or Physical Education are ideal.
	Have avoided piecemeal assignments (e.g., one period or strand of math, or language).
	Homeroom teachers with their students at the beginning and the end of the day, whenever possible.

Communication and collaboration among staff members are essential for successful exchanges and meeting student needs.

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