MEMORANDUM TO: Deans of Education

FROM: Sue Durst
       Director
       Curriculum and Assessment Policy Branch

DATE: January 8, 2008

SUBJECT: *Release of Revised Grades 1-8 Science and Technology Curriculum Policy Document*

The Ministry is committed to providing supports for Literacy and Numeracy and Student Success initiatives. Included in these supports are revisions to provincial curriculum policy documents to maintain a high-quality education system that ensures success for all students.

In 2006, the Ministry completed a feedback consultation for the drafts of proposed revisions to *The Ontario Curriculum, Grades 1-8, Science and Technology, 1998*. Input from this process and other consultations was analysed and used to guide further revisions to the draft curriculum document. The revised elementary curriculum policy document is ready for release to school boards, schools and other education stakeholders.

To facilitate implementation, a copy of the revised curriculum document was posted on the Ministry website in December 2007. Print copies of the document will be distributed to school boards and schools beginning in late February 2008. Mandatory implementation of the document begins in September 2008. Training sessions for implementation to support the delivery of the revised curriculum in schools will be provided across the province in Spring 2008.

Please note the following key changes to the Revised Science and Technology, Grades 1-8 curriculum policy document:

- Reduction of the number of strands or topic areas included in each grade from 5 to 4.
- Reduction in the number of expectations.
- Increased emphasis on the expectations relating students’ learning to science, technology, society, and the environment (STSE). These expectations now provide a rich context for learning in all grades, and focus them on stewardship, sustainability, and the opportunity to propose and/or take action on environmental issues related to the products and practices of science and technology.
- Inclusion of environmental education expectations and opportunities in every grade.
• Identification of Fundamental Concepts of Science and Technology.
• Integration of Big Ideas of Science and Technology, and their connection to the Fundamental Concepts and the Overall Expectations.
• Articulation of program considerations for students in French-language schools by integrating the *Politique d’aménagement linguistique* in the French curriculum policy document.
• Clear descriptions of the processes of scientific investigation and technological problem solving.
• Addition of a section addressing the development of literacy and numeracy skills through science and technology.
• Creation of skills continua that outline the depth and breadth of the skills of scientific investigation and technological problem solving.
• Addition of Sample Issues, Sample Guiding Questions, Sample Problems, and Teacher Prompts.

**Other Revision Highlights:**

• Organization of expectations by grade.
• Reduction in content to allow time for deeper understanding of the concepts and enhanced skill development.
• Improved developmental appropriateness by shifting topics between grades and levels (e.g., Grade 8, Optics to Grade 10) and refocusing topics (e.g., Grade 2, Air and Water in the Environment).
• Facilitation of the transition to secondary school science and technological education through the development of a continuum of topic areas from elementary to secondary.
• Enhanced description of the role of parents/guardians, students, teachers, administrators, and community partners.

If you have any questions about this revised curriculum policy document, please contact the appropriate Regional Office for information. Thank you for your ongoing support of the Ministry’s curriculum review process.

*Original signed by:*
Sue Durst

*cc: Regional Managers
   K. Rankin, Director, Field Services Branch*