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Intermediate School

For program planning purposes, Grades 7 to 9 are treated as a unit. The courses which make up the program are designed to meet the needs, interests, and abilities of students of intermediate school age.

The intermediate school program is a broad one intended to foster the intellectual, physical, emotional, and cultural growth and development of students. To be successful, the program must be appropriate and the ambiance of the school constructive. An appropriate program includes the tasks, challenges, experiences, and materials which are suitable for the abilities of the students. The atmosphere of the school must be one in which students feel that they are liked and supported, in which achievements are recognized as well as shortcomings, in which individual improvements and abilities are encouraged, and where comparisons with others are not over-stressed.

The intermediate school and its program should encourage students to broaden their interests. This is one function of the courses in art, music, industrial technology, a second language, and of the broadened nature of many other courses. Exposure to new areas of study takes place within all of the subjects.

The intermediate school years form an important period in students' progress toward independence. Both the school and its program should assist students toward this objective. Opportunities for responsibility and for leadership are to be encouraged. Students should have occasions to discuss the responsibilities and the discipline needed for independence and for effective leadership. Furthermore, those opportunities for independence and leadership which the school provides to students should always be accompanied by responsibility for the consequences. Outside of the instructional program, student government, student librarians, student assistants in relation to sports, music, drama, or a school newspaper are examples of areas in which increased student responsibility and leadership are appropriate.

Public School Education

In Prince Edward Island, the public school system comprises Grades K-12. For program planning purposes, Grades K-6 are the kindergarten and elementary grades, 7-9 are the intermediate grades, and 10-12 the senior high grades. The program is taught in schools which are currently organized within the Public Schools Branch and La Commission scolaire de langue française.

A full school program is available for both English language and French language education. The schools of La Commission scolaire de langue française operate in the French language. French second language courses are available in all schools, with instruction beginning not later than Grade 4. Early French immersion is available in some English language schools.

Philosophy of Public Education

A document entitled *A Philosophy of Public Education for Prince Edward Island Schools* was adopted in 1990. It contains a statement of the purpose, principles, and goals, summarized below, along with the supporting rationale and context.

Purpose

The purpose of the Prince Edward Island public education system is to provide for the development of children so that each child may take a meaningful place in society.

Basic Principles

Public education in PEI is based on a quality program that respects the intrinsic value of the individual and centres on the development of each child.

The public education system recognizes that education is a responsibility shared among the school, the family, and the community.

The public education system demonstrates respect and support for fundamental human rights as identified in the *Canadian Charter of Rights and Freedoms* and the *PEI Human Rights Act*.

The public education system reflects the character, cultural heritage, and democratic institutions of the society it serves.

The programs in the public education system reflect a contemporary view of the knowledge, skills, and attitudes that are of most worth to the individual and to society.

The goals of public education are to enable the student to

- develop an appreciation for learning, an intellectual curiosity, and a desire for lifelong learning;
- develop the ability to think critically, apply knowledge, and make informed decisions;
- acquire the basic knowledge and skills necessary to comprehend and express ideas through the use of words, numbers, and other symbols;
- develop an understanding of the natural world and of the applications of science and technology in society;
- acquire knowledge about the past and an orientation to the future;
- develop an appreciation for one's heritage and a respect for the culture and traditions of others;
- develop a sense of self-worth;
- develop a respect for community values, a sense of personal values, and a responsibility for one's actions;
- develop a sense of pride and respect for one's community, province, and country;
- develop a sense of stewardship for the environment;
- develop creative skills, including those in the arts, and an appreciation of creativity in others;
- develop skills and attitudes related to the workplace;

- develop good mental and physical health, and the ability to creatively use leisure time;
- acquire knowledge of the second official language and an understanding of the bilingual nature of the country;
- develop an understanding of gender equity issues and of the need to provide equal opportunities for all;
- develop an understanding of fundamental human rights and an appreciation for the worth of all individuals.

Although the family and the community have important roles to play in public education, the school's curriculum is of prime importance in addressing the goals.

Curriculum guides clearly articulate what students are expected to know and be able to do. Delivery of curriculum must reflect these expectations, and there must be an accurate assessment of students' performance in relation to the curriculum outcomes.

English Programs

Mandate

The English Programs team is responsible for providing leadership, coordination, and support in the development of quality English language curriculum, as well as support services and resources for teachers and students from kindergarten to Grade 12.

Course Development/Renewal Procedure

Renewal of curriculum begins with the common understanding that Grades K-12 students must be educated to participate in a world of rapid and complex change. This dynamically evolving environment requires that students develop multiple literacies that increase depth of knowledge, and acquire a range of twenty-first century skills and abilities. Students must also develop a desire for personal and collective achievement, and a willingness to collaborate for the well-being of themselves, others, and their planet.

With these and other worthy goals in mind, it is essential that everyone involved in the education of Prince Edward Island students have an in-depth understanding of grade-level expectations for learning in all areas of study.

Since the implementation of the 2006 Student Achievement Action Plan, which resulted from the PEI Task Force report on Student Achievement, curriculum development and renewal has been, and continues to be, a priority. Island teachers continue to be actively involved in working with Department leaders to create and develop provincial curriculum.

The goals of curricular renewal are achieved through

- clarifying expectations, outcomes, standards, and benchmarks for students;
- ensuring relevance and consistency for all students across grade levels and areas of study;
- focusing on central tenets and developing deep understanding within areas of study (which are living disciplines);
- incorporating effective research-based instruction and assessment practices, and providing ease of access and use for teachers;
- promoting a contextualized and constructivist approach to instruction and learning.

Teachers and leaders continue to collaborate in evaluating and selecting appropriate student and teacher resources to support the curriculum.

Codes and Abbreviations

Intermediate Course Codes

Each unique course code is composed of five characters with a course title associated with it.

Number of Characters	Field	Description
1	Grade	7 = Grade 7 8 = Grade 8 9 = Grade 9
3	Subject	Example: MAT = Mathematics, SOC = Social Studies
1	Program	The fifth character is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding. A to E = English-language courses F to J = French immersion courses M to Q = French-language courses W to Z = local program courses
1	Program Description	There may be a sixth character in a code that distinguishes between programs that would otherwise be identical in their coding.

Course Code (E)	Course Code (FI)	Title
7ARTA		Visual Arts
7ENGA	7FREF 7FREG	Language Arts French Language Arts (EFI) French Language Arts (LFI)
7EXPA		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Technology Education)
7EXPB		Exploratory CIT Modules (consisting of provincial IT modules)
7FREA		Core French
7HECAF 7HECAC		Home Economics (Foods) Home Economics (Clothing)
7HEAA	7HEAF 7HEAG	Health Health (EFI) Health (LFI)
7CTEA 7CTEB		Technology Education Technology Education
7MATA	7MATF 7MATG	Mathematics Mathematics (EFI) Mathematics (LFI)
7MUSA		Music Instrumental

7MUSB 7MUSC		Music Vocals Music Strings
7PEDA		Physical Education
7SCIA	7SCIF 7SCIG	Science Science (EFI) Science (LFI)
7SOCA	7SOCF 7SOCC	Social Studies Social Studies (EFI) Social Studies (LFI)
8ARTA		Visual Arts
8ENGA	8FREF 8FREG	Language Arts French Language Arts (EFI) French Language Arts (LFI)
8EXPA		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Technology Education)
8EXPB		Exploratory CIT Modules (consisting of provincial IT modules)
8FREA		Core French
8HECAF 8HECAC		Home Economics (Foods) Home Economics (Clothing)
8HEAA	8HEAF 8HEAG	Health Health (EFI) Health (LFI)
8CTEA 8CTEB		Technology Education Technology Education
8MATA	8MATF 8MATG	Mathematics Mathematics (EFI) Mathematics (LFI)
8MUSA 8MUSB 8MUSC		Music Instrumental Music Vocal Music Strings
8PEDA		Physical Education
8SCIA	8SCIF 8SCIG	Science Science (EFI) Science (LFI)
8SOCA	8SOCF 8SOCC	Social Studies Social Studies (EFI) Social Studies (LFI)
9ARTA		Visual Arts
9ENGA	9FREF 9FREG	Language Arts French Language Arts (EFI) French Language Arts (LFI)
9EXPA		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Technology Education)
9EXPB		Exploratory CIT Modules (consisting of provincial IT modules)
9FREA		Core French

9HECA		Home Economics
9HEAA	9HEAF 9HEAG	Health Health (EFI) Health (LFI)
9CTEA 9CTEB		Technology Education Technology Education
9MATA	9MATF 9MATG	Mathematics Mathematics (EFI) Mathematics (LFI)
9MUSA 9MUSB 9MUSC		Music Instrumental Music Vocal Music Strings
9PEDA		Physical Education
9SCIA	9SCIF 9SCIG	Science Science (EFI) Science (LFI)
9SOCA	9SOCF 9SOCG	Social Studies Social Studies (EFI) Social Studies (LFI)

Time on Task for Intermediate Subjects

For the English and French First Language programs, the time allotment for each of the subject areas shall fall within the following ranges:

Language Arts	18 - 22%
Mathematics	18 - 22%
Social Studies	13 - 15%
Science	13 - 15%
Other Official Language	11 - 13%
Physical Education	4 - 6%
Health Education	4 - 6%

Exploratory Programs

Art, Music, Technology Education

Home Economics, etc.	7 - 13%
Locally Determined Time	1 - 3%

For the French Immersion programs, the time allotment for each of the subject areas taught in French shall fall within the following ranges:

Late French Immersion

Grades 7 and 8

French Language Arts	18 - 22%
Mathematics	18 - 22%
Social Studies	13 - 15%
Science	13 - 15%
Health	4 - 6%

* A minimum of 75% of courses in French must be provided to Late Immersion students.

Grade 9

French Language Arts	18 - 22%
Social Studies	13 - 15%
Science	13 - 15%

* A minimum of 50% of courses in French must be provided to Late Immersion students.

Continuing/Early French Immersion

Grades 7, 8, 9

French Language Arts	12 - 18%
Social Studies	13 - 15%
Math	13 - 15%
Science	13 - 15%
Health	4 - 6%

* A minimum of 50% of courses in French must be provided to Continuing/Early and Middle Immersion students.

The time allotments for both programs are based on a 300 minute instructional day.

Abbreviations

Most of the instructional materials listed for the school programs and courses described in this document appear as indicated by the following example:

<u>Title and Author</u>	<u>Publisher</u>	<u>Ratio</u>	<u>Item Number</u>
Helen Keller by M. MacDonald	SCH	1/p	104-4042

Please note:

1. The publisher abbreviations and the publishers they refer to are listed on the following pages.
2. The ratios at which instructional materials are provided have meanings as indicated by the following examples:

1/p	- one per pupil
1/10p	- one per 10 pupils
1/t	- one per teacher
1/c	- one per class
1/s	- one per school
1/u	- one per school board
1/ws	- one per work station
cs/s	- one class set per school
cs/t	- one class set per teacher

3. The stock number is a unique number for each item. The numbers are assigned by the Provincial Learning Materials Distribution Centre (PLMDC).
4. There is a unique course code for each subject in the curriculum and the course code for each section is explained. Furthermore, the code is used at the beginning of the description of each course.

Publisher Abbreviations

ACA	Éditions d'Acadie	HCP	Harper/Collins
AQC	Aquilla Communications	HEJ	Herff Jones
ATL	Atlantic Book Ltd.	HER	PEI Heritage Foundation
BAN	Bantam Books (H.H. Marshall)	HHM	HH Marshall
BEAU	Éditions Beauchemin	HMF	Houghton Mifflin
BRA	Brault & Bouthillier	HMS	Harknett Music Services
BRU	Brunswick Press	HURT	Éditions Hurtubise
CAH	CAHPER	JWS	John Wiley & Sons (Now Nelson)
CAW	Canada & the World	KEH	Kendall/Hunt
CBE	Carleton Bd of Education	LAC	Librarie Acadienne
CEC	Centre Éducatif et Culturel	LGO	Librairie Générale Ourse
CEP	Centre Pédagogique	LIA	Librairie Acadienne
CGPC	Can Gov't Publishing Centre	LID	Lidec Inc.
CHN	(now TC Media Livres Inc. TCM)	LSC	Lire S'Amiser Creer
CIRA	Can Intramural Recreation	MAR	Maritext
CMP	Company's Coming Pub	MED	Medialiv (Now Dimedia)
CRC	Canadian Red Cross Soc	MER	Éditions Du Meriden
CRF	Centre Ress Franco Ont	MHL	MacLean-Hunter
CTF	Canadian Track & Field Assn	MHR	McGraw-Hill Ryerson
DDI	Diffusion Dimedia (Médialiv)	MOD	Modulo Publ/Editeur
DFL	Diffulivre Inc.	MOS	C V Mosby
DGL	Douglas & McIntyre	MPE	Maritime Prov Ed Foundation
DIS	Distican	MTP	Metro Toronto Press
DJA	Davis & Johnson Assoc.	NEL	Nelson Education
DLC	Directional Learning Canada Ltd.	NGS	National Geographic Soc
DLM	Diffusion Du Livre Mirabel	NIM	Nimbus Publishing
DSP	Dominion Simplicity Patterns	OGF	Ontario Gymnastic Fed
DUV	Duval Education	OMM	Ontario Milk Marketing Board
EDU	Éducalivres	OUP	Oxford University Press
EFW	E.F. Williams	PEC	Pearson Education Canada
EIA	Éditions Image de L'Art	PEI	Prince Edward Island
ERPI	Éditions du Renouveau Pédagogique Inc.	PJM	Production Jeux de Mots
FID	Éditions Fides	POC	Pop-Club
FRA	Éditions Française	POJ	Pocket Junior
FWH	Fitzhenry & Whiteside	PRO	Progress Books
GNP	General Pub Co (& Irwin)	PST	Michael Preston Associates
GRA	Les Publications Graficor	QUQ	Les Quoditiens du Québec
GRO	Grolier (Now Nelson)	RAG	Ragweed Press
GUE	Guérin Editeur	REI	Reidmore Books
HCA	Harcourt Brace & Company, Canada	REN	Renaud-Bray

RES The Resource Centre
REV Revenue Canada
RGR Rae Graphics
RKP RK Publishing
RNV Éditions Renouveau Ped.
SBF School Book Fairs
SCH Scholastic Book Service
SCM Scholars Choice
SER Servidéc
SES Spectrum Educ. Supplies
SIE Science Inquiry Enterprises

SOL Le Soleil (Newspaper)
TBE Toronto Board of Education
TCM TC Media Livres Inc.
TRA Tralco Lingo Fun
UTP University of Toronto Press
WEP West Publishing
WHF WH Freeman
WIC Williams and Crew
WLL E F Williams (Now EFW)
WLM Wintergreen Myosotis Press

Intermediate Program of Studies

English Programs

Arts

Music

The music education courses strive to provide musical development experiences that will enable students to

- develop a love and enjoyment of music as a lifelong activity;
- respond intellectually and emotionally to music;
- develop creative skills and concepts through such activities as musical arrangement, composition, improvisation, interpretation, and performance;
- develop the ability to make intellectual and aesthetic judgments based on critical listening and analysis of music;
- recognize, interpret, and perform the elements of music (rhythm, pitch, harmony, form, expression) as they appear in musical notation;
- develop, and reinforce through practice, musical techniques and skills;
- explore and develop an understanding of cultural, historical, and stylistic perspectives in music.

The music education courses also provide personal development experiences that will develop positive attitudes and effective strategies of learning in music. Students are encouraged and supported to

- enhance their self-esteem and self-confidence through ones' own musical involvement;
- develop respect for the abilities and efforts of self and others;
- develop a sense of dedication and commitment;
- demonstrate motivation both individually and collectively;
- develop abilities to cooperate and work responsibly with others in group activities and performances;
- develop self-expression and communication through music;
- develop skills of concentration;
- develop skills of self-evaluation and peer-evaluation;
- develop organizational skills;
- develop skills of effective leadership;
- develop physical skills in music (e.g., fine-motor skills, breathing, posture).

Instrumental Courses	Vocal Courses	Strings Courses
7MUSA 8MUSA 9MUSA	7MUSB 8MUSB 9MUSB	7MUSC 8MUSC 9MUSC

Please note that where intermediate courses are taught, they are arranged in six levels, each level corresponding to a year of study. The first three levels will pertain to intermediate schools only. (Detailed information may be found in the document *Instrumental Music Curriculum: Intermediate and Senior High Band*.)

The K-12 music program framework and curriculum are currently being reviewed.

Visual Arts

The emphasis for learning in Intermediate Visual Arts, Level 1 and 2 is on the creation of images. The historical content (Prehistoric, Ancient, and Renaissance Art) is used to support, motivate, and create context. Through images from the past and present, students will come to an understanding and appreciation of the history, storytelling, media, and composition of the visual arts. It is the purpose of this course that through creative and critical art making and viewing, students will come to better value, understand, and enjoy the visual images in their lives.

The focus for student learning in this curriculum is on the creation of images. Therefore, 80% of the classroom experience would consist of “hands on” time, and 20% of the classroom experience would be on “textbook learning.”

The visual arts outcomes for the intermediate years are extended over the two levels. These two levels can be scheduled over two or three years. Painting and drawing must be completed in order to continue to the next level. The time allotted to this subject area can vary. Though the 3-D Form Unit and Printmaking Unit are optional, they are both recommended for students’ artistic development. If taught, it is suggested that 3-D forms be taught before proceeding with the unit on printmaking. Students will have the opportunity to explore 2-D shapes through drawing, painting, and printmaking.

The suggested time on task for each unit at each of the two levels is as follows:

- Drawing - 30% - To be completed (22 hrs)
- Painting - 40% - To be completed (28 hrs)
- 3-D Form - 15% - Optional, but highly recommended (10.5 hrs)
- Printmaking - 15% - Optional, but recommended (10.5 hrs)

The offering of Level 1 and Level 2 depends on the scheduling structure in a school. Level 1 could be introduced at Grade 7, 8, or 9. If Level 1 is completed by the end of Grade 7 or 8, a school could offer Level 2 in Grade 9. The preferred option would be that students would experience two levels of visual arts in the exploratory time over the three year period.

Where art courses are offered, they may be designated 7ARTA for a Grade 7 course, similarly Grade 8 courses may be designated 8ARTA, and Grade 9 courses may be designated 9ARTA.

Additional Note:

The resource, *Narratives of Nationhood* www.nationhood.ca, is available to Grade 8 art classrooms. This resource is also used in Grade 8 social studies.

Communication and Information Technology (CIT) Integration

Rationale:

To focus on how communication and information technology can be used from Grades 7-9 and across all areas of the curriculum as part of a more global strategy that will contribute to the development of technologically competent and literate individuals graduating from our school system.

Advantages of Technology Integration:

Integration of technology into the curriculum

- ensures that curriculum is the principal focus, rather than technology;
- promotes the development of creative thinking, critical thinking, research, communication, and problem-solving skills;
- provides access to rich resources and learning experiences that can extend far beyond those offered in traditional classrooms;
- motivates students to complete learning tasks and become more readily engaged in their own learning;
- supports current research which suggests that people learn in a holistic fashion rather than in a compartmentalized manner;
- supports contemporary approaches to education such as cooperative learning, constructivism, resource-based learning, and individualized learning;
- provides teachers with an additional means to address multiple learning styles;
- provides students with the opportunity throughout their school career to expand and reinforce their repertoire of technology skills;
- enables students to acquire a better understanding of how to use technology in meaningful ways;
- ensures that all students have the opportunity to develop technological competencies;
- prepares students to select appropriate technologies to complete tasks;
- provides teachers with an opportunity to model lifelong learning as students witness teachers learning and using new skills for a purpose.

The documents *Working Toward Communication and Information Technology Literacy Grade 7 to Grade 9* were distributed and implemented. These documents contain descriptions of CIT Outcomes and lesson plans with links to specific curriculum outcomes. These documents are also available online at:

<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/communication-and-information-technology-curriculum>

Intermediate Technology Resources:

Online curriculum guides, professional development resources, and specific grade level lesson plans are available at:

<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/communication-and-information-technology-curriculum>

Laptops and desktops:

- MS Office 2013 Plus (Word, Excel, Powerpoint, Access, Publisher)
- MS OneNote 2013
- Smart Notebook 11.4
- Smart Notebook Essentials Gallery
- Movie Maker for Win 7
- Movie Maker XP
- Adobe Reader XI
- Adobe Flash
- Adobe Flash Plugin for Firefox
- Quick Time Player 7.7.5
- Direct X Technology
- MS Net Framework 4 Client Profile
- Silverlight
- Shockwave Player
- Java Plugin
- Firefox Browser V19.08
- Chrome Browser V45
- MS Internet Explorer
- Kurzweil
- Win 7 – VLC
- Groupwise Client 8
- T1 Graphing
- Audacity 2.0.5
- Install LAME for Audacity
- Google Sketchup 2015
- Paint Shop Pro 9
- Stop Motion Animator
- Google Earth
- Stellarium
- Notepad
- Notepad++
- Calculator
- Windows Media Player
- ArcGIS
- 7-Zip
- AdobeConnect Plugin
- Photostory 3
- Scratch
- School Connect
- LAN School

Intermediate Level

- Type to Learn
- Math Trek
- Math Trek Teacher
- Inspiration 7.5
- Understanding Math Plus 2008
- Understanding Math Plus 2008 Tracking Utility
- Crocodile Clips
- InspireData

Access from @cloud.edu.pe.ca accounts on Chromebooks or Chrome browsers.

These applications are pushed out to users who log into their @cloud.edu.pe.ca accounts. These applications may be updated, changed, or added to without notice.

- VoiceNote II – Speech to text
- Google Drive
- Google Maps
- PDF Viewer
- Gmail
- Google Forms
- Google Sheets
- Adblock
- GeoGebra Math
- Evernote
- SPARKvue
- Mercury Reader
- Google Calendar
- Fusion Tables (experimental)
- Calculator
- YouTube
- Google Classroom
- Google Slides
- Read & Write for Google Chrome™
- Camera
- Google Dictionary (by Google)
- Google Docs

Chromebooks Webstore (PEI Education tab)

Currently there are 101 apps/extensions that are allocated to the PEI Education tab for student learning. This area is a living resource with app/extensions being added or removed as requested.

English Language Arts

The English Language Arts Program for grades seven through nine engages students with opportunities to experience the power of language through a variety of activities and approaches. The application of the processes within the three integrated strands of language arts (speaking and listening, reading and viewing, and writing and representing) allows students to enhance their literacy skills, communication skills, and cultural understanding; develop a knowledge and appreciation of literature; and aspire to be lifelong readers and writers who engage in creative and critical thinking within a full range of contexts and purposes associated with the use of language.

Effective literacy instruction focuses on developing strategic readers and writers. Learning experiences in the English Language Arts Program focus on helping students develop, select, and apply appropriate cognitive strategies as they interpret and create various types of print, digital, and electronic forms of text. Differentiated instruction is offered as a feature component of the resources. This allows students to have their individual learning needs met while gaining confidence in using strategies that best fit a learning activity. The gradual release of responsibility approach is also supported by the instructional resources as students move from a high level of teacher support to the independent practice of applying new strategies.

Assessment and instruction are linked in the English Language Arts Program. Assessment for learning involves frequent interactive assessments designed to make student understanding visible so teachers are able to identify learning needs and adjust their teaching accordingly. Assessment as learning actively involves students' reflection on their learning, and monitoring of their progress. Assessment of learning involves strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes, or make decisions about future learning needs.

Students need an in-depth study of at least one novel at each grade level in addition to plenty of independent reading to provide them with authentic and meaningful literacy experiences, and to create opportunities for them to apply the strategies and skills they have learned. A variety of novels and additional materials are listed for the English Language Arts Program.

Themes for the various grades are as follows:

Grade	Themes					
7 (Nelson)	Step Up	Tech Effects	Mysteries	Fears and Phobias	Send a Message	Make an Impression
8 (Nelson)	Global Citizens	Tech Then and Now	Secrets	No Limits	Reality Check	Chasing a Dream
9 (Nelson)	It Takes Courage		What's Next	Turning Points		Planet You

Little Red School House – West
Location: Parkside Elementary School 195 Summer Street, Summerside
Website: http://www.gov.pe.ca/edu/elsb/departments/curriculum-delivery/little-red-school-house/
Contact: Lorraine Mulligan, Coordinator
Phone: 902-436-6640
Email: mulliganl@edu.pe.ca

Health

The aim of the intermediate health curriculum is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others, career development, and lifelong learning. Students also require a safe and caring school and community environment in which to explore ideas and issues surrounding personal choice, to seek accurate information, and to practise healthy behaviours.

The health curriculum framework is built around three general curriculum outcomes:

Wellness Choices: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Life Learning Choices: Students will use resources effectively to manage and explore life roles, and career opportunities and challenges.

Home Economics

The Home Economics curriculum focuses on health literacy interconnecting social and cultural sense, food nutrition, food skills, life skills and health related behaviors. The hands-on exploration in this curriculum is an excellent basis for young people to develop healthy lifestyles that should be seen as an investment in their future.

The Home Economics Program is authorized for use in all the intermediate grades. The guidelines for the Intermediate Home Economics program are included in the curriculum guides.

Areas of study include:	
1. Basic Foods	2. Clothing
a) Lab Procedures	a) Small Equipment
b) Canada's Food Guide	b) Sewing Machine
c) Food Nutrients and Dietary Guidelines for Healthy Eating	c) Preparation for Sewing
d) Table Manners and Table Setting	d) An Introduction to Basic Construction Techniques
e) Meal Planning	e) Fibre Identification
f) An Introduction to Microwave Cooking	f) An Introduction to Clothing Care
g) Heritage Foods	g) An Introduction to Clothing Selection
h) Foreign Foods	

Career and Technical Education

Renewal of curriculum begins with the common understanding that K-12 students must engage in learning that enables them to participate in a world of rapid and complex change. This dynamically evolving environment requires that students develop multiple literacies, increase depth of knowledge, and acquire a range of skills, attitudes, and abilities that foster creativity, innovation, and problem-solving skills.

Students must also develop a desire for personal and collective achievement, and a willingness to collaborate for the well-being of themselves, others, and beyond. It is essential that educators and administrators have an in-depth understanding of curricular expectations as part of a broader learning continuum.

Importance of Career and Technical Education

Career and Technical Education (CTE) provides relevance to learning and values the technical skills required to complete meaningful work as equally important to the academic skills required. This blend of thinking and doing is fundamental for CTE students to fully comprehend and demonstrate competency within CTE programming. The false dichotomy between hands on and heads on education is no longer relevant to modern education systems or modern economic systems. The current labour market demands that people have the ability to acquire skills, build proficiency, seek out critical knowledge and adapt to an ever-changing landscape. To this end students must be lifelong learners who commit to cultivating their knowledge and skills through a combination of experience and education.

High quality Career and Technical Education programs prepare students for success by incorporating rigorous academic and technical skills, essential workplace competencies, and a commitment to career education. Thinking and doing are not at odds; rather each is critical for the development of the other and success of the learner.

Career and Technical Education curricula are designed to foster the development of all learners as technologically literate and capable citizens who possess the technical skills, strategic knowledge, and agility required in the development of innovative and responsible solutions to relevant technical problems and the career awareness required to transition to further education and work after secondary school.

Goals for Career and Technical Education

Students will develop:

- the technical skills, confidence, and employability skills needed to gain employment within their area of interest along with the critical thinking and problem solving skills required to sustain employment.

- the academic skills required to further their education and to embrace the ever-changing reality of technical work as active learners and innovators with an entrepreneurial spirit.
- the knowledge, skills, and attitudes that will enable the agility required to be actively engaged in the development and implementation of their own career plan.

Background

The Intermediate Technology Education program is designed as a 75 hour program delivered over three (3) years. The outcomes are broken into two levels to enable schools the flexibility required to deliver this program in a wide variety of school configurations and schedules.

By the end of grade nine (9) students are expected to have demonstrated competency with the Level II outcomes. The Level I and Level II outcomes are designed to scaffold required skills and knowledge directly (ie. Level I A.1 scaffolds directly to Level II A.1), this enables all learners to progress towards mastery at their own pace and challenges instructors to differentiate instruction and facilitate learning experiences that encourage students continued growth.

Intermediate Technology Education Unit Breakdown

Unit A - Safety (2 outcomes)

Unit B - Technical Skills (4 outcomes)

Unit C - Design & Critical Thinking (2 outcomes)

Course Descriptions

Level I

The Intermediate Technology Education Level I program is designed to introduce students to working and learning in a Technology Education environment. Students will experience working with a variety of tools and materials to develop solutions to technical problems. Students will be introduced to the concept of DESIGN as a creative process that allow people to plan, create, modify and/or build products, systems, or solutions to problems. Students will begin to use the engineering design process to solve simple tasks or problems. The focus of the course is on building technical skill, learning through failure, and redesigning past solutions to problems. Students are expected to be working safely and responsibly in a technical classroom, building technically proficient skills involving hand tools and materials, following safe work procedures when operating power tools, and engaging with the work with a spirit of curiosity, critical thinking, and innovation.

Level II

The Intermediate Technology Education Level II program is designed challenge students ability to use the engineering design process to develop creative and innovative solutions to complex technical problems. Building on their prior knowledge; students will document and record their process; from

clearly defining the problem(s) and identifying criteria and constraints through to building and evaluating design solutions. The focus of the course is on building technical skill, learning through failure, and designing technical solutions to problems. Students are expected to be working safely and responsibly in a technical classroom, building technically proficient skills involving the safe use of variety tools and materials, and engaging with the work with a spirit of curiosity, critical thinking, and innovation.

Mathematics

The Prince Edward Island mathematics curriculum is shaped by a vision which fosters the development of mathematically literate students who can extend and apply their learning and who are effective participants in an increasingly technological society. The teaching and learning in mathematics classrooms should enable all students to

- use mathematics confidently to solve problems;
- communicate and reason mathematically;
- appreciate and value mathematics;
- make connections between mathematics and its applications;
- commit themselves to lifelong learning;
- become mathematically literate adults, using mathematics to contribute to society.

Fundamentally, mathematics is a set of ideas. The intent of the PEI mathematics curriculum is to ensure that students understand these ideas, not just master the rules and procedures. At the same time, it is essential that students accomplish a certain level of skill proficiency so that they have the tools to solve interesting and relevant problems. Practice of skills is usually more effective if the practice arises in meaningful contexts.

The outcomes for the mathematics curriculum are organized in terms of four content strands:

- number;
- patterns and relations;
- shape and space;
- statistics and probability.

In summary, instructional practices in mathematics should promote the following beliefs:

- Mathematics learning is an active and constructive process.
- Learners are individuals who bring a wide range of prior knowledge and experiences, and who learn via various styles and at different rates.
- Learning is most likely to occur when placed in meaningful contexts and in an environment that supports exploration, risk taking, and critical thinking that nurtures positive attitudes and sustained effort.
- Learning is most effective when standards of expectation are made clear with ongoing assessment and feedback.

The Prince Edward Island Mathematics Curriculum Guides for Grades 7, 8, and 9 based on the Western and Northern Canadian Protocol for Collaboration in Education, provide a philosophical and pedagogical underpinning for the mathematics education in our province.

Physical Education

The aim of the physical education curriculum is to provide opportunities for students to develop knowledge, skills, and positive attitudes toward active living. The curriculum will support students in acquiring the understandings and skills to engage in movement activity and to develop a solid foundation for a balanced lifestyle.

The goals of physical education are interdependent and are of equal importance. The three goals for students from Grades 7-9 are the following:

- Active Living – enjoying and engaging in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- Skillful Movement – enhancing quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
- Relationships – balancing self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

Resource-Based Learning and School Library Programs

The CAMET/APEF and Prince Edward Island curricula and programs promote resource-based learning as a key instructional approach across all grade levels, subjects, and disciplines. This means that the integrated school library program should support the development of students' information literacy through resource-based learning activities at all grade levels across the curriculum. Resource-based learning actively involves students in the effective use of a wide range of print, non-print, electronic, and human or community resources. Teachers and teacher-librarians need to ensure that all students are involved in activities emphasizing skills and strategies required to think critically about the information they access, use, and apply, regardless of the source or format. They also need to assess students' learning (processes and products) for evidence of 'learning about' rather than simply 'finding out about' information-related topics, problems, and issues.

Schools should have a plan for making optimal use of the school library (facility, collection of learning resources, and instructional program), and for ensuring that students are achieving the skills outlined for their specific grade level in the School Library Skills Continuum. The school library's centralized collection of learning resources should include print material (books, periodicals, including fiction and nonfiction), non-print materials (including audio, visual, databases, computer software), and the equipment necessary to manage, use, or produce them. Collections of learning resources need to be viewed from several perspectives, on-site, locally, regionally, and globally, and selected primarily to support the school curriculum and learners' needs. Library-resource centres are increasingly viewed as access points to information within and beyond the school; learning resources, including human resources, are frequently accessed or borrowed, and shared among other school or public collections and from community agencies.

The selection of supplementary learning resources for school library collections is another important role of school library personnel. Support is available from the Department of Education and Lifelong Learning; and selection lists of suggested resources across the various curriculum areas, as well as information about a variety of selection aids and sources for assistance (print, online, and leader's services) are available in the *PEI School Library Handbook*. The School Library Standing Committee has also developed *The Evaluation and Selection of Learning Resources: A Guide*, a document to assist educators in selecting materials.

Support for school library instructional programs is available in the form of professional development days, services offered by leaders, the revised edition of the School Library Skills Continuum, and a portion of the *PEI School Library Handbook* which is devoted to curriculum and instruction.

Science

The Prince Edward Island science curriculum is guided by the vision that all students will have the opportunity to develop scientific literacy. **Scientific literacy** is the set of knowledge, skills, and habits of mind that enables an individual to critically evaluate and make well-informed decisions regarding science-related claims, issues, and applications. During intermediate grades, students will transition from early exploratory phases of scientific literacy and begin to approach scientific inquiry and critical thinking more systematically.

7SCIA Science

- Interactions with Ecosystems
- Earth's Crust
- Heat
- Mixtures and Solutions

8SCIA Science

- Water Systems
- Fluids
- Optics
- Cells, Tissues, Organs, and Systems

9SCIA Science

The renewed Grade 9 science curriculum is designed to shift the focus away from a primary emphasis upon science topics or content, towards scientific literacy as defined by the four identified foundations: **Nature of Science**, **Procedural Knowledge**, **Content Knowledge**, and **Decisions and Perspectives**. It is expected that students will be engaged in a hands-on, minds-on approach that will encourage them to recognize that science is not only a body of knowledge but a process of understanding and reasoning. Competencies such as critical thinking and citizenship will be fostered when students examine controversial and real-world issues such as pseudoscience, biodiversity, sustainability, climate change, over-population, and clean energy.

Seven questions which are intricately linked to these foundations will be interwoven within instructional activities throughout the year.

- What is science?
- What is not science?
- What does doing good science look like?
- What have we learned from science?
- How can we apply science to solve human problems?
- What should we consider before we apply science to solve problems?
- How does science relate to me today and in the future?

Traditional content remains an integral part of this course but is viewed as the context through which science is learned. The three topics identified as context for grade nine are Biodiversity & Sustainability of Ecosystems (life science), Patterns in Atoms, Elements, and Compounds (physical science-chemistry), and Understanding Electricity (physical science-physics).

Social Studies

7SOCA Social Studies

The Grade 7 social studies course focuses on the theme of empowerment and disempowerment in Canada. Inquiry methods and geography skills are used to help students investigate the meaning of empowerment within five different contexts: economic, political, cultural, societal, and national. Students will explore the time period of 1830-1920, the empowerment issues and events of this era, and make comparisons and connections to today's local and global issues. Students will be encouraged to apply their knowledge of empowerment from a historical viewpoint to inform their actions as active citizens in today's society.

8SOCA Social Studies

The focus of the Grade 8 years study is Canadian identity and its varied cultural, political, and societal roots. The Grade 8 social studies course complements the Grade 7 program by continuing the study of Canada's post-war 1920s era up to present-day Canada. Students begin by examining the general concept of Canadian identity and then they explore this concept within the contexts of geographic influences, decades of change, and citizenship. The final unit, a project-based expression of their own understanding of Canadian identity, will be discussed in the earlier stages of the program, worked on over the course of study, and presented in the final weeks of the program as a culmination activity.

9SOCA Social Studies

The Grade 9 social studies program, *Interdependence: Atlantic Canada in the Global Community* examines the role of Atlantic Canada within a global context. The course emphasizes the interdependent nature of today's world and the balance of globalization with sustainability. Students will examine key issues within culture, trade, environment, and human rights in Atlantic Canada and the broader world. The culminating unit on global citizenship requires students to analyse an issue and develop a possible, age-appropriate plan of action to address the issue.

French Programs

Core French

The Grades 7-9 Core French Program is designed to empower students with confidence in learning and using French. The program is function-driven and based on purposeful, action-oriented tasks set in a variety of authentic contexts, which students face in the daily lives.

Course Outline Information

The Français de base 7^e, 8^e, 9^e programme d'études (Intermediate Core French 7-8-9 Curriculum Guide), 2017 is available from Department of Education and Lifelong Learning.

Time Allocation for Core French Programs

As outlined in a departmental directive, the time allotment for intermediate core French is 11-13%. This is the equivalent of 198-234 minutes in a 6-day cycle or 264-312 minutes in an 8-day cycle.

French Immersion Programs

At the intermediate level, three French immersion programs are available: the Continuing/Early French Immersion program (EFI) from kindergarten to Grade 9; the Middle Immersion program (MI) from Grades 4 to 9, and the Late Immersion program (LFI) from Grades 7 to 9. Please note that from Grades 10 to 12, all immersion students are enrolled in one single French immersion program (with no specific designation); by the end of Grade 9, late French immersion students as well as Middle Immersion are expected to perform at the same level of proficiency as their peers in early French immersion programs.

The Minister's Directive Concerning Intermediate School Subject Time Allotments is as follows:

Late French Immersion

Grades 7 and 8

French Language Arts	18-22%
Mathematics	18-22%
Social Studies	13-15%
Science	13-15%
Health Education	4-6%

* A minimum of 75% of courses in French must be provided to Late Immersion students.

Grade 9

French Language Arts	18-22%
Social Studies	13-15%
Science	13-15%

* A minimum of 50% of courses in French must be provided to Late Immersion students.

Continuing/Early and Middle French Immersion Grades 7, 8, and 9

French Language Arts	12-18%
Social Studies	13-15%
Math	13-15%
Science	13-15%
Health Education	4-6%

* A minimum of 50% of courses in French must be provided to Continuing/Early and Middle Immersion students.

Early French Immersion and Middle French Immersion (EFI & MI)

The Continuing or Early French Immersion program is a French-as-a-second-language program which offers instruction in French. The subjects available in French are French language arts, health education, mathematics, science, and social studies. All of these subjects are not taught in every immersion school. The French immersion courses offered in Grades 7, 8, and 9 are intended to ensure the reinforcement and development of language skills on a continuum, with the intent of bringing all students to the same level of proficiency at the end of Grade 9. Please note that French language arts curricula for the EFI program are currently being revised.

Late French Immersion (LFI)

Late French Immersion is a French-as-a-second-language program which offers instruction in French during a minimum 75% of the six day cycle in Grades 7 and 8 and 50% in Grade 9. Beginning in Grade 7, the program is intended for students who have had French in a core or intensive French program environment during the elementary school years. English language arts continues to be offered as in the regular English program.

Exposure to the French language continues through to the completion of high school but on a decreasing time basis. Those subjects that are offered in French at the various grade levels are as follows:

Grade 7 – 75 % in French through the following courses:
French, math, social studies, science, health education

Grade 8 – 75 % in French through the following courses:
French, math, social studies, science, health education

Grade 9 – 50% in French through the following courses:
French, social studies, science, health education

French Language Arts (French Immersion)

EFI/MI

Students participate in communicative tasks targeting the acquisition of four basic skills: reading, listening, writing, and speaking (in front of an audience or interrelationally). These tasks are contextualized to four or five themes and two projects during the year; they allow students to enhance and develop their skills in planned and spontaneous oral and written communicative situations by using the informative, narrative, expressive, persuasive, social, and poetic functions of the French language. Students also participate in activities aimed at understanding and appreciating prescribed literature and audio-visual materials. These language skills are part of a continuum of communication abilities and developed through an action-oriented approach.

LFI

A French second language methodology is used to develop the four basic communication skills: listening, speaking, reading, and writing in the Late Immersion Program. Due to the heavy concentration of time in French in all subjects, the students progress rapidly through the program, developing linguistic and communicative proficiency and confidence. The program also includes an introduction to literature, beginning with a collection of easy texts in Grade 7 and moving to more challenging ones in Grades 8 and 9. Throughout their intermediate years, late French immersion students are also exposed to a variety of audio-visual materials to develop their listening, speaking, and comprehension skills. These language skills are part of a continuum of communication abilities and developed through an action-oriented approach.

Health (French Immersion)

The aim of the intermediate health curriculum is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others, career development, and lifelong learning. Students also require a safe and caring school and community environment in which to explore ideas and issues surrounding personal choice, to seek accurate information, and to practise healthy behaviours.

The health curriculum framework is built around three general curriculum outcomes:

Wellness Choices: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Relationship Choices: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Life Learning Choices: Students will use resources effectively to manage and explore life roles, and career opportunities and challenges.

Additional Notes

1. Time allotment should be about 90 minutes per 6-day cycle.
2. Parental permission is required in order for students to take part in the study of human sexuality.

Mathematics (French Immersion)

The Prince Edward Island mathematics curriculum is shaped by a vision which fosters the development of mathematically literate students who can extend and apply their learning and who are effective participants in an increasingly technological society. The teaching and learning in mathematics classrooms should enable all students to

- use mathematics confidently to solve problems;
- communicate and reason mathematically;
- appreciate and value mathematics;
- make connections between mathematics and its applications;
- commit themselves to lifelong learning;
- become mathematically literate adults, using mathematics to contribute to society.

Fundamentally, mathematics is a set of ideas. The intent of the PEI mathematics curriculum is to ensure that students understand these ideas, not just master the rules and procedures. At the same time, it is essential that students accomplish a certain level of skill proficiency so that they have the tools to solve interesting and relevant problems. Practice of skills is usually more effective if the practice arises in meaningful contexts.

The outcomes for the mathematics curriculum are organized in terms of four content strands:

- number;
- patterns and relations;
- shape and space;
- statistics and probability.

In summary, instructional practices in mathematics should promote the following beliefs:

- Mathematics learning is an active and constructive process.
- Learners are individuals who bring a wide range of prior knowledge and experiences, and who learn via various styles and at different rates.
- Learning is most likely to occur when placed in meaningful contexts and in an environment that supports exploration, risk taking, and critical thinking and that nurtures positive attitudes and sustained effort.
- Learning is most effective when standards of expectation are made clear with on-going assessment and feedback.

The Prince Edward Island Mathematics Curriculum Guides for Grades 7, 8, and 9, based on the Western and Northern Canadian Protocol for Collaboration in Education, provide a philosophical and pedagogical underpinning for the mathematics education in our province.

Science (French Immersion)

The majority of our knowledge, one of our greatest resources, has a scientific basis. Technological advances have considerably changed or modified the quality of life on earth. We have learned over the years that it is not only important to understand the principles which guide these advances but also to weigh the possible goals and consequences of these scientific breakthroughs.

Science and technology will always play an integral role in our students' lives whatever path they decide to follow. It is essential that students learn more about the world around them so that they can take advantage of the scientific developments and technologies that will hopefully enhance their lives and their environment.

Our program takes on a very interactive approach to science, which promotes reflection on behalf of the student. The emphasis is placed on problem solving current and relevant issues, which, in turn, motivates the use of the scientific method. This includes questioning, formulating, predicting, imagining, organizing, making, verifying, observing, interpreting, inferring, and working together efficiently as a team.

Social Studies (French Immersion)

The notes that follow apply to early, middle, and late French immersion social studies programs; the courses and instructional materials are listed separately.

Learning social studies is an opportunity to understand the world in which one lives. Skills that students practise in social studies will serve for an entire academic career and beyond. They will develop the ability to think critically, to retrieve and process information, to apply knowledge, and continue to develop their French communication skills orally and on paper. These goals are reflected in the *Philosophy of Education for P.E.I.* and form the backbone of the French immersion social studies program.

With this in mind, the content of the social studies program is seen as a vehicle for developing skills related to social studies. By and large, the context for developing those skills in intermediate French immersion is ancient societies in Grade 7, societies of the past in Grade 8, and Atlantic Canada in the global community in Grade 9. However, in order to reflect the global community to which we belong, teaching strategies in all social studies courses include addressing current events at all levels, thus lending importance and relevance to student learning.

Since a goal of the French immersion program is to develop the full second language potential of students, this dimension of the social studies program presents a particular challenge for students and teachers. Consequently, teaching and learning strategies which enhance and encourage the development of written and oral skills with French language are also promoted.

Please note that all subjects include a language development component in addition to specific content components, and that the development of communication skills is as equally important as the content areas.

Social studies are introduced in Grade 4 but the foundation for a formal social studies program is laid in Grade 7 with a geography and history-centred curriculum.

According to Van Santbergen, the onset of adolescence is characterized by a curiosity about the past. This is borne out when students are asked to look at the past through an inquiry based approach, and when they demonstrate a curiosity about the way things were. A goal of the Grades 7 and 8 social studies courses is to develop skills which will allow students to understand the influence of people and events in the past so that they may better appreciate the realities of present-day Canada.

These realities, past and present, are largely the result of geographical and cultural considerations, such as terrain, climate, vegetation, natural resources, traditions, and lifestyles. For this reason, it is important for students in Grade 7 and 8 to see the inherent links between history and geography.

Van Santbergen goes on to suggest that at approximately age 14, with the expanding adolescent mind, comes a preoccupation with the present, especially surrounding social realities. This stage is ripe to develop critical thinking and the ability to analyse, synthesize, formulate, and justify opinions and draw conclusions.

The Grade 9 social studies course is an introduction to three social sciences, sociology, political science, and economics; however, since history and geography form the organizational base for all social sciences, a review of the history and geography of the Atlantic region is necessary to set the stage for examining cultural, social, political, and economic realities of the region in which we live.

This course also draws heavily from current events at the local, national, and international level. To isolate the Atlantic region in the classroom would be counter-productive to the goals of the course.

7SOCF Social Studies

The Grade 7 social studies program *Sociétés anciennes* (Ancient Societies) focuses on the development of human societies. In this activity-based course, students are asked to use an investigative approach to discover how humans lived as a group on a particular territory at a certain point in time. Major themes studied in this course include geography, social organization, political, and economic structures through three societies of classical antiquity highlighted by the Grade 7 social studies program: Ancient Egypt, Ancient Greece (Athens), and the Roman Empire. This course offers many opportunities for activities of comparison and connections with present-day Canada.

8SOCF Social Studies

The Grade 8 social studies program is a sequel to the Grade 7 program *Sociétés anciennes* (Ancient Societies) in the sense that it presents the same approach and structure. It begins with a look at the causes of the fall of the Roman Empire and a brief survey of the political and economic situation in Western Europe at the beginning of the Middle Ages. In the Grade 8 program *Sociétés du passé* (Societies of the Past), the same major themes (geography, social organization, political, and economic structures) are used to examine three new societies: medieval England and France, Renaissance Italy, and Atlantic Canada (*Acadie*) during the French Regime. As it is the case with the Grade 7 program, this course, based on an investigative approach, aims at giving students opportunities to work with many types of documents and sources (primary and secondary), and to make connections with present-day Canada.

9SOCF Social Studies

The Grade 9 social studies program is organized into three modules that offer students an opportunity to explore social sciences other than history. The titles of the modules are: 1) Politique (politics); 2) Géographie (geography), and 3) Éducation planétaire (the global classroom).

The politics module focuses on civics and aims at educating the citizens of tomorrow. The approach used in this module allows students to become familiar with our country's (and our province's) political issues

in order to be able to form their own opinion about a specific issue. The Canadian political system is also at the core of this module.

The geography module invites students to develop their geographical thinking skills by examining two “territoires types” (territories that are flash points of contemporary issues). The two “territoires types” are the urban territory and regional territory. These case studies highlight different types of territorial issues that can relate to issues such as the environment, standards of living, and sustainability.

The global classroom module explores the interconnectedness between the Atlantic region and the broader world. It provides opportunities to study different global issues and what they mean for Atlantic Canadians, and the ways in which our local, national, and global relationships continue to evolve and play important roles in our society today.

All three social studies programs have been developed on the six concepts of geographical and/or historical thinking to encourage students to reflect upon and investigate history and geography and not simply to remember facts.

Communication and Information Technology (CIT) Integration (French Immersion)

Rationale:

To focus on how communication and information technology can be used from Grades 7-9 and across all areas of the curriculum as part of a more global strategy that will contribute to the development of technologically competent and literate individuals graduating from our school system.

Advantages of Technology Integration:

Integration of technology into the curriculum

- ensures that curriculum is the principal focus, rather than technology;
- promotes the development of creative thinking, critical thinking, research, communication, and problem-solving skills;
- provides access to rich resources and learning experiences that can extend far beyond those offered in traditional classrooms;
- motivates students to complete learning tasks and become more readily engaged in their own learning;
- supports current research which suggests that people learn in a holistic fashion rather than in a compartmentalized manner;
- supports contemporary approaches to education such as cooperative learning, constructivism, resource-based learning, and individualized learning;
- provides teachers with an additional means to address multiple learning styles;
- provides students with the opportunity throughout their school career to expand and reinforce their repertoire of technology skills;
- enables students to acquire a better understanding of how to use technology in meaningful ways;
- ensures that all students have the opportunity to develop technological competencies;
- prepares students to select appropriate technologies to complete tasks;
- provides teachers with an opportunity to model lifelong learning as students witness teachers learning and using new skills for a purpose.

The documents *Working Toward Communication and Information Technology Literacy Grade 7 to Grade 9* were distributed and implemented. These documents contain descriptions of CIT Outcomes and lesson plans with links to specific curriculum outcomes. These documents are also available online at

<https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/communication-and-information-technology-curriculum>

Laptops and desktops:

- MS Office 2013 Plus (Word, Excel, Powerpoint, Access, Publisher)
- MS OneNote 2013
- Smart Notebook 11.4
- Smart Notebook Essentials Gallery
- Movie Maker for Win 7
- Movie Maker XP
- Adobe Reader XI
- Adobe Flash
- Adobe Flash Plugin for Firefox
- Quick Time Player 7.7.5
- Direct X Technology
- MS Net Framework 4 Client Profile
- Silverlight
- Shockwave Player
- Java Plugin
- Firefox Browser V19.08
- Chrome Browser V45
- MS Internet Explorer
- Kurzweil
- Win 7 – VLC
- Groupwise Client 8
- T1 Graphing
- Audacity 2.0.5
- Install LAME for Audacity
- Google Sketchup 2015
- Paint Shop Pro 9
- Stop Motion Animator
- Google Earth
- Stellarium
- Notepad
- Notepad++
- Calculator
- Windows Media Player
- ArcGIS
- 7-Zip
- AdobeConnect Plugin
- Photostory 3
- Scratch
- School Connect
- LAN School

Intermediate Level

- Type to Learn
- Math Trek
- Math Trek Teacher
- Inspiration 7.5
- Understanding Math Plus 2008
- Understanding Math Plus 2008 Tracking Utility
- Crocodile Clips
- InspireData

Access from @cloud.edu.pe.ca accounts on Chromebooks or Chrome browsers.

These applications are pushed out to users who log into their @cloud.edu.pe.ca accounts. These applications may be updated, changed, or added to without notice.

- VoiceNote II – Speech to text
- Google Drive
- Google Maps
- PDF Viewer
- Gmail
- Google Forms
- Google Sheets
- Adblock
- GeoGebra Math
- Evernote
- SPARKvue
- Mercury Reader
- Google Calendar
- Fusion Tables (experimental)
- Calculator
- YouTube
- Google Classroom
- Google Slides
- Read & Write for Google Chrome™
- Camera
- Google Dictionary (by Google)
- Google Docs

Chromebooks Webstore (PEI Education tab)

Currently there are 101 apps/extensions that are allocated to the PEI Education tab for student learning. This area is a living resource with app/extensions being added or removed as requested.

List of Authorized Materials

English Programs

Arts

Music

Instrumental Music Curriculum Guide (Intermediate and Senior High Band) PEI 1/t 107-7913
Atlantic Canada Arts Education Foundation Document PEI 1/t 101-1599

Theory Resources

333 Exercises L&M 1/p 107-7440

Software Resources

Breezin' Through Theory Site License

Vocal Instructional Material

Material for this course will be ordered by the Arts Leader in consultation with the teacher.

Instrumental Music

Teaching Music Through Performance in Beginning Band GIA 1/t 107-7746 **OP**
Teaching Music Through Performance in Band (volume 1) GIA 1/t 107-7747 **OP**
Teaching Music Through Performance in Beginning Band CD GIA 1/t 107-7937
Teaching Music Through Performance in Band (volume 1) CD GIA 1/t 108-8404

Sheet Music

Teachers may choose from the following three methods books:

Essential Elements Volume 1

Flute L&M 1/p 107-7443
Clarinet L&M 1/p 107-7444
Alto Saxophone L&M 1/p 107-7445
Tenor Saxophone L&M 1/p 107-7446
French Horn L&M 1/p 107-7447
Trumpet L&M 1/p 107-7448
Trombone L&M 1/p 107-7449
Baritone L&M 1/p 107-7450
Tuba L&M 1/p 107-7451
Percussion L&M 1/p 107-7452
Keyboard Percussion L&M 1/p 107-7453
Conductor's Score L&M 1/p 107-7455

Essential Elements Volume 2

Flute L&M 1/p 107-7456
Clarinet L&M 1/p 107-7457
Bass Clarinet L&M 1/p 107-7458
Alto Saxophone L&M 1/p 107-7459

Tenor Saxophone	L&M 1/p 107-7460
Baritone Saxophone	L&M 1/p 107-7461
French Horn	L&M 1/p 107-7462
Trumpet	HMS 1/p 107-7463
Trombone	L&M 1/p 107-7464
Baritone	HMS 1/p 107-7465
Tuba	L&M 1/p 107-7466
Percussion	L&M 1/p 107-7467
Keyboard Percussion	L&M 1/p 107-7468
Conductor's Score	HMS 1/p 107-7470
Yamaha Band Student Book 1 Conductors Score	L&M 1/p 115-15001
Yamaha Band Student Book 1 Flute	HMS 1/p 115-15002
Yamaha Band Student Book 1 Oboe	HMS 1/p 115-15003
Yamaha Band Student Book 1 Bassoon	HMS 1/p 115-15004
Yamaha Band Student Book 1 BB Clarinet	L&M 1/p 115-15005
Yamaha Band Student Book 1 EB Alto Sax	HMS 1/p 115-15006
Yamaha Band Student Book 1 BB Tenor Sax	HMS 1/p 115-15007
Yamaha Band Student Book 1 Trumpet/Coronet	HMS 1/p 115-15008
Yamaha Band Student Book 1 Horn In F	HMS 1/p 115-15009
Yamaha Band Student Book 1 Trombone	HMS 1/p 115-15010
Yamaha Band Student Book 1 Tuba	HMS 1/p 115-15011
Yamaha Band Student Book 1 Percussion	HMS 1/p 115-15012
Yamaha Band Student Book 1 Keyboard Percussion	HMS 1/p 115-15013
Yamaha Band Student Book 1 Baritone B.C.	HMS 1/p 115-15014
Yamaha Band Student Book 2 Conductors Score	HMS 1/p 115-15015
Yamaha Band Student Book 2 Flute	HMS 1/p 115-15016
Yamaha Band Student Book 2 Oboe	HMS 1/p 115-15017
Yamaha Band Student Book 2 Bassoon	HMS 1/p 115-15018
Yamaha Band Student Book 2 B.B. Clarinet	HMS 1/p 115-15019
Yamaha Band Student Book 2 E.B. Alto Sax	HMS 1/p 115-15020
Yamaha Band Student Book 2 B.B. Clarinet	HMS 1/p 115-15021
Yamaha Band Student Book 2 Trumpet/Coronet	HMS 1/p 115-15022
Yamaha Band Student Book 2 Horn In F	HMS 1/p 115-15023
Yamaha Band Student Book 2 Trombone	HMS 1/p 115-15024
Yamaha Band Student Book 2 Baritone B.C.	HMS 1/p 115-15025
Yamaha Band Student Book 2 Percussion	HMS 1/p 115-15026
Yamaha Band Student Book 2 Keyboard Percussion	HMS 1/p 115-15027
Yamaha Band Student Book 2 E.B. Baritone Sax	HMS 1/p 115-15028
Yamaha Band Student Book 2 Bass Clarinet	HMS 1/p 115-15029
Yamaha Band Student Book 2 Bass Tuba	HMS 1/p 115-15030

Standards of Excellence – Volume 1

Teacher's Guide	L&M 1/p 107-7352
Flute	L&M 1/p 107-7353
Clarinet	L&M 1/p 107-7354
Alto Saxophone	L&M 1/p 107-7355
Tenor Saxophone	L&M 1/p 107-7356
Trumpet	L&M 1/p 107-7357
Horn in F	L&M 1/p 107-7358
Trombone	L&M 1/p 107-7359
Baritone	L&M 1/p 107-7360

Tuba	L&M 1/p 107-7361
Electric Bass	L&M 1/p 107-7362
Percussion	L&M 1/p 107-7363
Oboe	L&M 1/p 107-7364
Bass Clarinet	L&M 1/p 107-7365
Baritone Saxophone	L&M 1/p 107-7366

Standards of Excellence – Volume 2

Teacher’s Guide	L&M 1/p 108-8180
Flute	L&M 1/p 108-8181
Clarinet	L&M 1/p 108-8182
Alto Saxophone	L&M 1/p 108-8183
Tenor Saxophone	L&M 1/p 108-8184
Trumpet	L&M 1/p 108-8185
Horn in F	L&M 1/p 108-8186
Trombone	L&M 1/p 108-8187
Baritone	L&M 1/p 108-8188
Tuba	L&M 1/p 108-8189
Electric Bass	L&M 1/p 108-8190
Percussion	L&M 1/p 108-8191
Oboe	L&M 1/p 108-8192
Bass Clarinet	L&M 1/p 108-8193
Baritone Saxophone	L&M 1/p 108-8194

Standards of Excellence – Volume 3

Teacher’s Guide	L&M 1/p 109-9206
Flute	L&M 1/p 109-9207
Clarinet	L&M 1/p 109-9208
Alto Saxophone	L&M 1/p 109-9209
Tenor Saxophone	L&M 1/p 109-9210
Trumpet	L&M 1/p 109-9211
Horn in F	L&M 1/p 109-9212
Trombone	L&M 1/p 109-9213
Baritone	L&M 1/p 109-9214
Tuba	L&M 1/p 109-9215
Electric Bass	L&M 1/p 109-9216
Percussion	L&M 1/p 109-9217
Oboe	L&M 1/p 109-9218
Bass Clarinet	L&M 1/p 109-9219
Baritone Saxophone	L&M 1/p 109-9220

In addition, the following may be provided at the ratio of 45 per School.

MacLeod-Staska Rhythm Etudes Conductor	L&M 45/s 116-16001
MacLeod-Staska Rhythm Etudes Flute B Oboe	L&M 45/s 116-16002
MacLeod-Staska Rhythm Etudes Clarinet	L&M 45/s 116-16003
MacLeod-Staska Rhythm Etudes Alto Sax B Ed Horn	L&M 45/s 116-16004
MacLeod-Staska Rhythm Etudes Tenor Sax	L&M 45/s 116-16005
MacLeod-Staska Rhythm Etudes Baritone Sax	L&M 45/s 116-16006
MacLeod-Staska Rhythm Etudes Cornet	L&M 45/s 116-16007
MacLeod-Staska Rhythm Etudes Horn in F	L&M 45/s 116-16008
MacLeod-Staska Rhythm Etudes Trombone	L&M 45/s 116-16009

MacLeod-Staska Rhythm Etudes Bar. TC B Bass Clarinet	L&M	45/s	116-16010
MacLeod-Staska Rhythm Etudes Bar. BC B Bassoon	L&M	45/s	116-16011
MacLeod-Staska Rhythm Etudes Tuba	L&M	45/s	116-16012
MacLeod-Staska Rhythm Etudes Percussion B Bells	L&M	45/s	116-16013
Russell Ensemble Drills Parts	L&M	45/s	116-16041

The following may be provided at the ratio of 1 score, 1 CD, and 20 parts per school.

Canadian Brass Quintets Beginning Conductor	L&M		119-19001
Canadian Brass Quintets Beginning Trumpet 1	L&M		119-19003
Canadian Brass Quintets Beginning Trumpet 2	L&M		119-19004
Canadian Brass Quintets Beginning Horn	L&M		119-19005
Canadian Brass Quintets Beginning Trombone	L&M		119-19006
Canadian Brass Quintets Beginning Tuba	L&M		119-19007
Canadian Brass Quintets Easy Conductor	L&M		119-19008
Canadian Brass Quintets Easy Trumpet 1	L&M		119-19010
Canadian Brass Quintets Easy Trumpet 2	L&M		119-19011
Canadian Brass Quintets Easy Horn	L&M		119-19012
Canadian Brass Quintets Easy Trombone	L&M		119-19013
Canadian Brass Quintets Easy Tuba	L&M		119-19014

66 Festive and Famous Chorals

Flute	L&M	1/p	107-7370
Clarinet 1	L&M	1/p	107-7371
Clarinet 2	L&M	1/p	107-7372
Clarinet 3	L&M	1/p	107-7373
Alto Saxophone 1	L&M	1/p	107-7374
Alto Saxophone 2	L&M	1/p	107-7375
Tenor Saxophone	L&M	1/p	107-7376
Baritone Saxophone	L&M	1/p	107-7377
Bass Clarinet	L&M	1/p	107-7378
French Horn 1	L&M	1/p	107-7379
French Horn 2	L&M	1/p	107-7380
French Horn 3	L&M	1/p	107-7381
Trumpet 1	L&M	1/p	107-7382
Trumpet 2	L&M	1/p	107-7383
Trumpet 3	L&M	1/p	107-7384
Trombone 1	L&M	1/p	107-7385
Trombone 2	L&M	1/p	107-7386
Trombone 3	L&M	1/p	107-7387
Tuba	L&M	1/p	107-7388
Conductor's Score	L&M	1/p	107-7389
Keyboard Percussion	L&M	1/p	107-7390

History Resources

Experiencing Music Text	HMS	5/s	107-7424
Experiencing Music Workbook	HMS	1/t	107-7425
Experiencing Music CD	L&M	1/t	107-7426

Rating System Key

100B = ½ - 1

200B = 1 ½ - 2 ½
300B = 2 ½ - 3 ½
400B = 3 ½ - 4 ½
500B = 4 ½ - 5 ½

Before placing an order, please contact the Arts Leader.

Grade 7

O Canada (Multo Level) By Calixa Lavallée / arr. David Marlatt

Contact Leader

Lyrical

Anasazi – Edmondson (1) Full Score

L&M 107-7598

Aztec Sunrise – Edmondson (1) Full Score

L&M 107-7599

A Song for Friends – Daehn (1) Full Score

L&M 107-7602

Three Chorales for Band – McGinty (½) Full Score

MUL 107-7614

Freedom Road – Paul Lavender (1) Full Score

L&M 107-7638

Simple Gifts – Jack Bullock (1) Full Score

L&M 107-7639

Lullaby for Wind (1) – Loest

Contact Leader

Gentle Winds (1)

Contact Leader

Ye banks and Braes O’Bonnie Doon – Sweeney (1), Music Work

Contact Leader

Be Still My Soul (1) – R. W. Smith

Contact Leader

Reflections on the Missouri River (1)

Contact Leader

Abide with Mer (1) – RW Smith

Contact Leader

Lullaby - Fisher (1)

Contact Leader

Soundscape (.5) – Calhoun

Contact Leader

March

Kittyhawk March – Edmondson (1) Full Score

L&M 107-7605

Diamond Ridge – McQuinty (½)

Contact Leader

Manhattan Beach– Edmondson

Contact Leader

Baywood March – Robert Lee (½)

Contact Leader

Other

Fantasy A French Song – Edmondson (1) Full Score

MUL 107-7640

Anthem and March – McGinty (1) Full Score

L&M 107-7610

Cumberland Gap – McGinty (¾ – 1) Full Score

L&M 107-7613

Nottingham Castle – Larry Daehn (1) Full Score

L&M 107-7642

Furioso – Robert W. Smith (1) Full Score

L&M 107-7643

Ayre and Dance –Bruce Pearson (1) Full Score

L&M 107-7644

Cardif Castle – Mark Williams (1) Full Score

L&M 107-7645

Bugler Dream – Lavender (½)

Contact Leader

Fanfare on Ode to Joy– Owens (½)

Contact Leader

Declarata – Neeck-Bernhouse (1)

Contact Leader

Shine – Rob Grice (½)

Contact Leader

Grade 8

Lyrical

Canticle – Wagner (1 ½) Full Score	L&M	108-8254
Kum Ba Yah – Anne McGinty Full Score	L&M	108-8302
Amazing Grace – Bullock (1 ½) Full Score	L&M	108-8303
Peace Is Like a River – R.W. Smith (1)	Contact Leader	
Endless Rainbow – Balmages (1)	Contact Leader	
The Water is Wide – Griffin (1)	Contact Leader	

March

March of the Irish Guard – Ployar (1 ½) Full Score	L&M	108-8258
Valley Forge March – Edmondson (1 ½) Full Score	L&M	108-8259
Swash Bucklers March –Mark Williams (1 ½) Full Score	L&M	108-8304
Advance Guard – Novak	Contact Leader	
National Emblem – Feldstein EEBAGLEY	Contact Leader	
New Century – Harris Stone (2)	Contact Leader	

Contemporary

Tempest – Robert W.Smith (1 ½ – 2) Full Score	L&M	108-8305
Imperium – M. Sweeney Full Score	L&M	108-8306
Serpent Mound – Loest (1)	Contact Leader	
Aztalan – Loest (1 ½)	Contact Leader	
Stormchaser – Marlett (1 ½)	Contact Leader	
Quest of the Knights’ Temple – Sheldon (1 ½)	Contact Leader	
Fires of Mazama – Sweeney (1)	Contact Leader	

Other

Celebration for Winds –Edmondson (1 ½) Full Score	L&M	108-8269
Cantebury Overture – McGinty (1 ½) Full Score	L&M	108-8270
Twin Oaks –Shaffer (1 ½ - 2) Full Score	L&M	108-8272
Silvergata Overture –Edmondson (1 ½) Full Score	L&M	107-7609
African Folk Trilogy –McGinty (1 ½) Full Score	L&M	108-8312
Celtic Air and Dance – Sweeney (1 ½)	Contact Leader	
Havasu Falls – Bell (1 ½)	Contact Leader	
English Folk Trilogy- McGinty (1 ½)	Contact Leader	
Distant Horizons – Sweeney (1 ½)	Contact Leader	

Grade 9

Lyrical

A Childhood Hymn – Holsinger (2) Full Score	L&M	109-9308
Newfoundland Folksong – Duff (2 – 2 ½) Full Score	L&M	109-9392
Gently Touch the Sky – Sheldon (2) Full Score	L&M	109-9273
Ave Verum Corpus – Mozart / Johnson (2 ½ +) Full Score	L&M	109-9393
Balladair – Erickson (2) Full Score	L&M	109-9277
Air For Band – Erickson (2 ½) Full Score	L&M	109-9280
Greenwillow Portrait – Williams (2 – 2 ½) Full Score	L&M	109-9281
Linden Lea –Vaughn Williams / Stout (2 ½ – 3) Full Score	L&M	109-9395
Down a Country Lane – Copeland / Patterson (2 ½ – 3) Full Score	L&M	109-9396
Provenance – Smith (2) Full Score	L&M	109-9397
Annabel Lee – Wagner (2 ½) Full Score	L&M	109-9398

Canto – W. Francis MacBeth (2 ½) Full Score	L&M	109-9399
As Torrents into the Summer – Elgar / Davis (2+) Full Score	L&M	109-9400
They Led My Lord Away – G. Adonarim (2+) Full Score	L&M	109-9401
Ashokan Farewell – arr. Custer (2)	Contact Leader	
Appalachian Morning – Sheldon	Contact Leader	
In This Quiet Place – Sheldon	Contact Leader	
Chorale From Jupiter – Curnow (2)	Contact Leader	
Colours of A New Day – Meacham (2)	Contact Leader	

March

His Honor – Fillmore / Balent (2) Full Score	L&M	109-9284
Omaha Beach – Edmondson (2) Full Score	L&M	109-9402
Normandy Beach – Edmondson (2) Full Score	L&M	109-9289
Host of Freedom B Karl King (2 ½) Full Score	L&M	109-9404
Unit March – Steve Hodges (2 ½) Full Score	L&M	109-9405

Contemporary

Peublo – Higgins (2) Full Score	L&M	109-9290
Red Balloon – McGinty (2) Full Score	L&M	109-9294
Ancient Voices – Sweeney (1 ½ – 2) Full Score	L&M	108-8266
Jungle Dance – Brian Balmages (2)	Contact Leader	
Iron Clad – O’Loughlin (2)	Contact Leader	

Other

Fanfare Ode and Festival – B. Margolis (2 ½) Full Score		109-9297
Battle Pavane – B. Margolis (2 ½ – 3) Full Score		109-9298
Donkey Riding – Donald Croakley (2 – 2½) Full Score		109-9302
Music For The Royal Fireworks – Handel/ Pearson – Bardon (2 – 2 ½) Full Score		109-9303
Creed – Himes (2 ½) Full Score		109-9306
Early English Suite – Duncombe / Finlayson (2) Full Score		109-9307
At the Crossroads – Robert W. Smith (2 – 2 ½) Full Score		109-9406
The Great Steamboat Race – Robert W. Smith (2 ½) Full Score		109-9407
Contrasto Grozso – Jacob DeHahn (2) Full Score		109-9408
Rhythm Machine – T. Broege (2 ½) Full Score		109-9409
Suite in Minor Mode – Kabalevsky / Siekmamin (2 ½) Full Score		109-9410
Suite From Bohemia – Nehlybel (2 ½) Full Score		109-9411
Arrowhead Overture – Williams (2) Full Score		109-9412
Barbarossa – Hines (2) Full Score		109-9413
French Canadian Suite – MacLaughlan (2) Full Score		109-9414
With Trumpets Sounding – Holtgrin Full Score		109-9415
Three Czech Folk Songs – Vinson (2 ½) Full Score		109-9416
Fanfare for the Unsung Hero – Conaway (2)	Contact Leader	
Black Forest Overture – Sweeney (2)	Contact Leader	
Fanfare and Flourishes II – Curnow (2 ½)	Contact Leader	
Velocity – Neeck (2)	Contact Leader	
Korean Folks Rhapsody – Curnow (2)	Contact Leader	
Into the Light – Schaffer (2 ½)	Contact Leader	

Strings Instructional Material

If string instruction is offered, books selected from the list below may be provided. The number to be allotted will be decided by the teacher and the Arts Leader.

Bornoff B Finger Pattern B Violin	HMS	118-18001	OP
Bornoff B Finger Pattern B Viola	HMS	118-18002	
Bornoff B Finger Pattern B Cello	HMS	118-18003	
Bornoff B Finger Pattern B Bass	HMS	118-18004	
Bornoff B Fun For Fiddle Fingers Violin	HMS	118-18005	
Bornoff B Fun For Fiddle Fingers Viola	HMS	118-18006	
Bornoff B Fun For Fiddle Fingers Cello	HMS	118-18007	
Bornoff B Fun For Fiddle Fingers Bass	HMS	118-18008	
Mueller-Rusch-String Method 1 B Violin	HMS	118-18009	
Mueller-Rusch-String Method 1 B Viola	HMS	118-18010	
Mueller-Rusch-String Method 1 B Cello	HMS	118-18011	
Mueller-Rusch-String Method 1 B Bass	HMS	118-18012	
Mueller-Rusch-String Method 2 B Violin	HMS	118-18013	
Mueller-Rusch-String Method 2 B Viola	HMS	118-18014	
Mueller-Rusch-String Method 2 B Cello	HMS	118-18015	
Mueller-Rusch-String Method 2 B Bass	HMS	118-18016	
Mueller-Rusch-String Method 3 B Violin	HMS	118-18017	
Mueller-Rusch-String Method 3 B Viola	HMS	118-18018	
Mueller-Rusch-String Method 3 B Cello	HMS	118-18019	
Mueller-Rusch-String Method 3 B Bass	HMS	118-18020	
Frost-All For Strings B Book 1 Conductor	HMS	118-18021	
Frost-All For Strings B Book 1 B Violin	HMS	118-18022	
Frost-All For Strings B Book 1 B Viola	HMS	118-18023	
Frost-All For Strings B Book 1 B Cello	HMS	118-18024	
Frost-All For Strings B Book 1 B Bass	HMS	118-18025	
Frost-All For Strings B Book 2 Conductor	HMS	118-18026	
Frost-All For Strings B Book 2 B Violin	HMS	118-18027	
Frost-All For Strings B Book 2 B Viola	HMS	118-18028	
Frost-All For Strings B Book 2 B Cello	HMS	118-18029	
Frost-All For Strings B Book 2 B Bass	HMS	118-18030	
Frost-All For Strings B Book 3 Conductor	HMS	118-18031	
Frost-All For Strings B Book 3 B Violin	HMS	118-18032	
Frost-All For Strings B Book 3 B Viola	HMS	118-18033	
Frost-All For Strings B Book 3 B Cello	HMS	118-18034	
Frost-All For Strings B Book 3 B Bass	HMS	118-18035	
Essentials for Strings B Score	HMS	118-18036	
Essentials for Strings B Violin	HMS	118-18037	
Essentials for Strings B Viola	HMS	118-18038	
Essentials for Strings B Cello	HMS	118-18039	
Essentials for Strings B Bass	HMS	118-18040	
Applebaum-Orchestral Bowing Etudes B Violin	HMS	118-18042	
Applebaum-Orchestral Bowing Etudes B Viola	HMS	118-18043	
Applebaum-Orchestral Bowing Etudes B Cello	HMS	118-18044	
Applebaum-Orchestral Bowing Etudes B Bass	HMS	118-18045	

Intermediate Fiddling

Method Book

The Townsend Old Time Fiddle Method by Eleanor Townsend
1994 House of Townsend Publishing Ltd. NAM 107-7703

Sheet Music

Jerry Holland's Collection of Fiddle Tunes by Jerry Holland
2000 Cranford Publications, Cape Breton, Nova Scotia NAM 107-7704

Fiddle Primer For Beginners by Jim Tolles
1998 Cassette and Video Learning System NAM 107-7705

The fiddle Music of Prince Edward Island by Ken Perlman
1996 Mel Bay Productions, Pacific, Mo. NAM 107-7706

You Can Teach Yourself Fiddling 1990 Mel Bay Productions, Pacific, Mo. NAM 107-7707

The Fiddling Club Volume 1994, Marshall Crozman Music Ltd NAM 107-7708

The Fiddling Club Volume 2 2000 Marshall Crozman Music Ltd. NAM 107-7709

Folk and Country Waltzes For fiddling Miles Coutiere
2001 ADG. Publications Lawndale, Ca. NAM 107-7710

Co-Chruinneachadh MhicChoinnich - Volume 1
Allan J. MacKenize, Cape Breton, Nova Scotia Publisher - Allan MacKenize NAM 107-7711

Tin Whistle Songbook Irish Ballads and Music Patrick Conway
Mel Bay Publications, Pacific, Mo. NAM 107-7712

Soodlums Irish Tin Whistle Tutor Irish music and Ballads for Tin Whistle –
Volume 2 Pat Conway Walton Manufacturing Ltd., Dublin, Ireland NAM 107-7713

Soodlums Irish Tin whistle Tutor Ballads, Slowairs, Dance Music and
Popular Tunes Pat Conway Walton Manufacturing Ltd., Dublin, Ireland NAM 107-7714

Queens County Fiddlers Repertoire Queens County Fiddlers
Charlottetown, PEI NAM 107-7715

***Please note that each school should have nine pieces per grade level (which should have been ordered during the implementation stage). These pieces are listed for replacement purposes of already existing pieces that are in each school or for new music programs that are being started in the Intermediate Schools. If classes have expanded in size, schools are able to order more of what they already have. Please contact the Arts Leader to do this.**

Visual Arts

Atlantic Canada Arts Education Foundation Document	PEI	1/t	101-1599
Visual Arts Intermediate Level (1 and 2)	PEI	1/t	107-7912
Art Focus	MHR	1/t	107-7930
Art from Many Hands	DAV	1/t	107-7737
Art Talk	MHR	1/t	107-7686 OP
Beginning Sculpture	DAV	1/t	107-7728
Exploring Art Student Text	MHR	15/cs	107-7788
Exploring Art Transparencies	MHR	1/c	107-7790
Exploring Art Teacher=s Edition	MHR	1/t	107-7789
Exploring Coloured Pencils	DAV	1/t	107-7739
Exploring Drawing	DAV	1/t	107-7721
Exploring Painting	DAV	1/t	107-7647 OP
Visual Experience	DAV	1/t	107-7929
Narratives of Nationhood B Grade 8 Social Studies and Visual Arts			
Narratives of Nationhood Student Text	PEI	1/p	108-8285
Narratives of Nationhood Teacher’s Manual	PEI	1/t	108-8321

English Language Arts

7ENGA English Language Arts

Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005
Atlantic Canada English Language Arts Curriculum Guide (Grade 7-9)	PEI	1/t	107-7743
Achievement Standards for Reading and Writing, Grade 7	PEI	1/t	107-7967

Nelson 7

The Nelson Literacy 7 Resource includes five instructional components. There are six themes and four of the components support all themes while the fifth component, the student texts, supports two individual themes per text.

• Magazines for Independent and Guided Practice (GIRK)	NEL	1/2t	107-7919
• Media Package	NEL	1/t	107-7918
• Teacher’s Resource	NEL	1/t	107-7920
• Selections for Modelling and Demonstration (Transparencies)	NEL	1/t	107-7917
• Student Texts Themes:			
– Step Up (Student Book A)	NEL	1/p	107-7914
– Tech Effects (Student Book A)	NEL	1/p	107-7914
– Mysteries (Student Book B)	NEL	1/p	107-7915
– Fears and Phobias (Student Book B)	NEL	1/p	107-7915
– Send a Message (Student Book C)	NEL	1/p	107-7916
– Make an Impression (Student Book C)	NEL	1/p	107-7916

The digital components of Nelson Literacy 7 are as follows:

- Teacher Component: My Nelson Literacy 7 Online Teaching Center
- Student Component: eBook Extra A, eBook Extra B, and eBook Extra C

Contact the 7-12 Language Arts Leader for further details.

Scholastic Book Club: This Is Who I Am

Teacher’s Guide	SCH	1/club
Audio CD (Fluent Reading)	SCH	1/club
Discussion Dice Pack	SCH	1/club
Fire Girl (Realistic Novel)	SCH	1/club
Poet’s Corner (E-zine on CD)	SCH	1/club
Know Yourself and Others (Magazine Article)	SCH	16/club
Marked (Realistic Novel)	SCH	6/club
Brendan Buckley’s Universe and Everything in It (Realistic Novel)	SCH	8/club
Rules (Realistic Novel)	SCH	12/club
Chu Ju’s House (Realistic Novel)	SCH	6/club

Additional Scholastic Book Club: Follow the Evidence

Available at Little Red School House (6 Copies)

Teacher’s Guide	SCH	1/club
Audio CD (Fluent Reading)	SCH	1/club
Roll Call (Science Fiction Novel)	SCH	1/club
FI Case Report (Procedural Report)	SCH	16/club

Reality Check (Digital Blog on CD)	SCH 1/club
Dusted and Busted: The Science of Finger Printing (Non-Fiction Book)	SCH 6/club
Have You Seen This Face? (Non-Fiction Book)	SCH 8/club
Killer Wallpaper: True Cases of Deadly Poisoning (Non-Fiction Book)	SCH 12/club
Guilty by a Hair: Real Life DNA Matches! (Non-Fiction Book)	SCH 6/club

Novels Grade 7

<i>Who is Francis Rain?</i> by Margaret Buffie	UTP 1/3p 107-7055
<i>Summer of Fear</i> by Lois Duncan	ATL 1/3p 107-7014
<i>The Other Side of Dark</i> by Joan Lowry Nixon	ATL 1/3p 107-7013
<i>The Brighter Shadow</i> by Avi	ATL 1/5p 107-7057
<i>Wind Catcher</i> by Avi	ALT 1/5p 107-7059
<i>Underground to Canada</i> by Barbara Smucker	PBC 1/3p 107-7075

Additional Resources

Language and Writing 7 B Text	NEL 1/p 107-7031
Language and Writing 7 B Teacher Edition	NEL 1/t 107-7032
Gage Intermediate Dictionary	NEL 1/5p 107-7008 OP
Roget's Student Thesaurus	PEB 6/t 107-7009

SENGA English Language Arts

Atlantic Canada English Language Arts Foundation Document	PEI 1/t 101-1005
Atlantic Canada English Language Arts Curriculum Guide (Grade 7-9)	PEI 1/t 107-7743
Achievement Standards for Reading and Writing, Grade 8	PEI 1/t 108-8408

Nelson 8

Nelson 8 Literacy Implementation Kit	NEL 1/t 108-8396
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The Nelson Literacy 8 Resource contains six themes. Each of the student texts includes two individual themes.

- Magazines for Independent and Guided Practice NEL 1/t 108-8398
- Media Package NEL 1/t 108-8400
- Teacher's Resource NEL 1/t 108-8399
- Selections for Modelling and Demonstration
- Student Texts Themes:
 - Global Citizens (Student Book A) NEL 1/p 108-8401
 - Tech Then and Now (Student Book A) NEL 1/p 108-8401
 - Secrets (Student Book B) NEL 1/p 108-8402
 - No Limits (Student Book B) NEL 1/p 108-8402
 - Reality Check (Student Book C) NEL 1/P 108-8403
 - Chasing a Dream (Student Book C) NEL 1/p 108-8403

The digital components of Nelson Literacy 8 are as follows:

- Teacher Component: My Nelson Literacy8 Online Teaching Center
- Student Component: eBook Extra A, eBook Extra B, and eBook Extra C

Scholastic Book Club: History Comes Alive

Teacher's Guide	SCH 1/c 108-8420
Audio CD (Fluent Reading)	SCH 1/club
The True Confessions of Charlotte Doyle (Historical Novel)	SCH 1/club
Orphan Story Research Notes (Primary Documents)	SCH 16/club
Wharf Watch (web page on CD)	SCH 1/club
Camp X (Historical Novel)	SCH 6/club
The Wadjet Eye (Historical Novel)	SCH 8/club
Elephant Run (Historical Novel)	SCH 12/club
A Circle of Silver (Historical Novel)	SCH 6/club

Novels Grade 8

<i>Lisa</i> by Carol Mathas	FEN 1/6p 108-8024 OP
<i>The True Confessions of Charlotte Doyle</i> by Avi	NIM 1/3 108-8003 OP
<i>Paradise Café and Other Stories</i> by Kevin Majoor	PEC 1/3p 108-8041 OP
<i>The Unseen</i> by Janet Lunn	NIM 1/3p 108-8042 OP
<i>Ultimate Sports</i> by Donald R. Gallo, Ed.	NIM 6/t 108-8058
<i>The Outsiders</i> by S.E. Hinton	CDS 1/3p 108-8032
<i>Blood Red Ochre</i> by Kevin Major	PEC 1/3p 108-8031
<i>Hatchet</i> by Gary Paulsen	ATL 1/3p 108-8001
<i>Silverwing</i> by Kenneth Oppel a recommended read aloud	

Replacement Novels for Action 2000 Series

<i>Skateboard Shakedown</i> by Lesley Choyce	FMC 1/10p 107-7004 OP
<i>Tuesday Café</i> by Don Trembath	RAB 1/10p 108-8217
<i>Freak the Mighty</i> by Rodman Philbrick	SCH 1/10p 108-8218

Additional Resources

Language and Writing 8 -Text	NEL 1/p 108-8048
Language and Writing 8 - Teacher Edition	NEL 1/t 108-8049
Roget=s Student Thesaurus	PEB 6/t 107-7009

9ENGA English Language Arts

Atlantic Canada English Language Arts Foundation Document	PEI 1/t 101-1005
Atlantic Canada English Language Arts Curriculum Guide (Grade 7-9)	PEI 1/t 107-7743
Achievement Standards for Reading and Writing, Grade 9	PEI 1/t 109-9551

Nelson 9

The Nelson Literacy 9 Resource includes

• Magazines for Independent and Guided Practice (see below)	NEL 1/t
• Media Package (see below)	NEL 1/t
• EBook (see below)	NEL 1/p
• Teacher's Resource Unit 1	NEL 1/t 109-9556
• Teacher's Resource Unit 2	NEL 1/t 109-9556
• Teacher's Resource Unit 3	NEL 1/t 109-9556
• Teacher's Resource Unit 4	NEL 1/t 109-9556
• Selections for Modelling and Demonstration	NEL 1/t

- Student Texts Themes:
 - It Takes Courage (Student Book A) NEL 1/p 109-9554
 - Turning Points (Student Book B) NEL 1/p 109-9555

The digital components of Nelson Literacy 9 are as follows:

- Teacher Component: My Nelson Literacy 9 Online Teaching Center (this includes the Magazines for Guided and Independent Practice (GIRK), the Selections for Modelling and Demonstration, the Media Package and eBook Components.

Scholastic Book Club: Stand Up for Human Rights (Digital Book Club)

Teacher's Guide	SCH 1/club
Web Magazine	SCH 1/p
Right to Freedom from Discrimination (Shared)	SCH 1/p
Right to Food and Shelter (Below Level)	SCH 1/p
Right to Education (Approaching Level)	SCH 1/p
Right to Participate in Government (On Level)	SCH 1/p
Right to Nationality (Above Level)	SCH 1/p

Additional Scholastic Book Club: Future Worlds

Teacher's Guide	SCH 1/s 109-9578
Audio CD (Fluent Reading)	SCH 1/club
The Hunger Games (Science Fiction Novel)	SCH 1/club
They're Made out of Meat (Short Story)	SCH 16/club
Robots Among Us (digital web article)	SCH 1/club
Take Over (Science Fiction Novel)	SCH 9/club
Invitation (Science Fiction Novel)	SCH 8/club
Dark Life (Science Fiction Novel)	SCH 12/club
The Other Side of the Island (Science Fiction Novel)	SCH 6/club

Available at Little Red School House (3 Copies)

Novels (up to 2/p) Special Materials 9ENGA

Novels can be selected for Grade 9 from the list below. The novels marked with an asterisk are available in one of the MultiSource themes. A class study of one or more of these novels provides a useful class activity.

<i>Banner in the Sky</i> by Ullman	LJK	109-9004
<i>Cue for Treason</i> by Trease	PEC	109-9005
<i>Hunter in the Dark</i> by Hughes	FWH	109-9043

Classroom Library Selections

Boy in the Striped Pajamas by John Boyn	4/c
Pandemonium by Lauren Oliver	4/c
Sweetness at the Bottom of the Pie by Alan Bradley	4/c
Delirium by Lauren Oliver	4/c
Requiem by Lauren Oliver	4/c
Home Child by Barbara Haworth-Attard	4/c
Salt to the Sea by Ruta Sepetys	4/c
Long Walk to Water by Linda Sue Park	4/c
Kira Kira by Cynthia Kadohata	4/c

So B. It by Sarah Weeks	4/c
A Mango Shaped Space by Wendy Mass	4/c
Silent to the Bone by E. L. Konigsburg	4/c
Prisoner B-3087 by Alan Gratz	4/c
The Princess Bride by William Goldman	4/c
Bomb by Steve Sheinkin	4/c
Projekt 1065 by Alan Gratz	4/c
We all Fall Down by Eric Walters	4/c
Bifocal by Deborah Ellis and Eric Walters	4/c
I am Malala by Malala Yousatzai	4/c
The Rule of Three by Eric Walters	4/c
Bruiser by Neal Shusterman	4/c
Boy 21 by Matthew Quick	4/c
Fight for Power by Eric Walters	4/c
Harry Potter and the Deathly Hollows by J. K. Rowling	4/c
Cinder by Marissa Meyer	4/c
Will to Survive by Eric Walters	4/c
Parvana’s Journey by Deborah Ellis	4/c
Counting By 7s by Holly Goldberg Sloan	4/c
Within Reach by Barbara Delinsky	4/c
A Northern light by Jennifer Donnelly	4/c
A Great and Terrible Beauty by Libba Bray	4/c
The Red Queen by Victoria Aveyard	4/c
Finding Gobi by Dion Leonard	4/c
The Fifth Wave by Rick Yancey	4/c

Orca Currents

121 Express	1/t
Ace’s Basement	1/t
Facespace	1/t
Queen of the Toilet Bowl	1/t
Cabin Girl	1/t
Chat Room	1/t
Disconnect	1/t
Oracle	1/t
Blob	1/t
Mirror Image	1/t
Perfect Revenge	1/t
Skate Freak	1/t
Explore	1/t
Living Rough	1/t
Rebel’s Tag	1/t
Sewer Rats	1/t
Stuck	1/t
Sudden Impact	1/t
Camp Wild	1/t
Out of Season	1/t
Maxed Out	1/t
Shade	1/t
Spoiled Rotten	1/t
Pyro	1/t

Benched	1/t
See no Evil	1/t
Caught in the Act	1/t
Big Dip	1/t
Finding Elmo	1/t
Agent Angus	1/t
Wired	1/t
Bio-pirate	1/t
Caching In	1/t
High Wire	1/t
Marked	1/t
Bones	1/t
Stolen	1/t
Swiped	1/t
Vanished	1/t
Tampered	1/t
Junkyard Dog	1/t
Bear Market	1/t
Branded	1/t
Flower Power	1/t
Horse Power	1/t
In a Flash	1/t
Slick	1/t
Windfall	1/t
Fast Slide	1/t
Watch Me	1/t
Reckless	1/t
Dog Walker	1/t
Farmed Out	1/t
Hold the Pickles	1/t
Hypnotized	1/t
Nine Doors	1/t
Pigboy	1/t
Snowball Effect, The	1/t
Destination Human	1/t
Power Chord	1/t
Daredevil Club	1/t

Additional Resources

Language and Writing 9 B Student Text	NEL 1/p 109-9427
Language and Writing 9 B Teacher Resource	NEL 1/t 109-9428
Wordpower Advanced A	MHR 1cs/t109-9049 OP
Wordpower Advanced B	MHR 1/t 109-9050 OP
Wordpower Answer Key	MHR 1/t 109-9051 OP
Young Canada Thesaurus	NEL 6/t 109-9052

Health

7HEAA Health

7HEAA Curriculum Guide
Health For Life 1 – Student Text
Health For Life 1 – Teacher Resource
Career Cruising (Software)

PEI 1/t 107-7906
PEC 1/p 107-7792
PEC 1/t 107-7793
Contact Leader

8HEAA Health

8HEAA Curriculum Guide
Health For Life 2 – Student Text
Health For Life 2 – Teacher Resource
Career Cruising (Software)

PEI 1/t 108-8384
PEC 1/p 108-8352
PEC 1/t 108-8353
Contact Leader

9HEAA Health

9HEAA Curriculum Guide
Smart Start, Binder
Choices For Positive Youth Relationships, Instructional Guide/Video
Career Cruising (Software)
myBlueprint (Software)

PEI 1/t 109-9525
PEI 1/t 109-9499
NFB 1/t 109-9310
Contact Leader
Contact Leader

Home Economics

Home Economics Curriculum Guide

PEI 1/t 107-7595

Discovering Food and Nutrition B – Teacher Resource Book

MHR 1/t 107-7336 **OP**

Food Nutrition and Wellness – Student Text

Contact Leader

Teen Living

PEC cs/s 107-7339 **OP**

Teen Living – Teacher Resource

PEC 1/t 107-7340 **OP**

Career and Technical Education

CTE – Intermediate Technology Education Curriculum Guide
Please contact the Career Technology Leader for resources.

PEI 1/t 110-10956

Mathematics

7MATA Mathematics

7MATA Curriculum Guide	PEI 1/t	107-7568
MathLinks 7, Adapted Program – Student Text	MHR 1/s	107-7867
MathLinks 7, Adapted Program – Teacher Resource	MHR 1/s	107-7868
MathLinks 7, Computer Assessment Bank	MHR 1/s	107-7892
MathLinks 7, Solutions CD ROM	MHR 1/s	107-7891
MathLinks 7 – Student Text	MHR 1/p	107-7869
MathLinks 7 – Teacher Resource Binder	MHR 1/t	107-7890
Math on Call (Mathematics Handbook)	MHR 1/t	107-7551

8MATA Mathematics

8MATA Curriculum Guide	PEI 1/t	108-8237
MathLinks 8, Adapted Program – Student Text	MHR 1/s	108-8385
MathLinks 8, Adapted Program Teacher Resource	MHR 1/s	108-8386
MathLinks 8, Computer Assessment Bank	MHR 1/s	108-8378
MathLinks 8, Solutions CD ROM	MHR 1/s	108-8377
MathLinks 8 – Student Text	MHR 1/p	108-8375
MathLinks 8 – Teacher Resource Binder	MHR 1/t	108-8376
Math on Call (Mathematics Handbook)	MHR 1/t	107-7551

9MATA Mathematics

9MATA Curriculum Guide	PEI 1/t	109-9255
MathLinks 9, Adapted Program – Student Text	MHR 1/s	109-9546
MathLinks 9, Computer Assessment Bank	MHR 1/s	109-9530
MathLinks 9, Solutions CD ROM	MHR 1/s	109-9529
MathLinks 9 – Student Text	MHR 1/p	109-9527
MathLinks 9 – Teacher Resource Binder	MHR 1/t	109-9528
Math on Call (Mathematics Handbook)	MHR 1/t	107-7551

Physical Education

PEI Physical Education Curriculum Guide, Grades 7-9	PEI	1/t	107-7784
Physical Education Curricular Intramural, Interschool Safety Guidelines (K-12)	PEI	1/s	100-492
Teaching Personal and Social Responsibility through Physical Activity – 3 rd ed.	HUK	1/s	107-7669
Physical Education Assessment Toolkit	HUK	1/s	107-7611
Student-Designed Games	HUK	1/s	107-7665
Transforming Play: Teaching Tactics and Game Sense	HUK	1/s	107-7616
Complete PE Plans for Grades 5-12, 2 nd ed.	HUK	1/s	107-7615
Teaching Yoga for Life	HUK	1/s	107-7612
Play Practice, A Games Approach	HUK	1/s	107-7606

Science

7SCIA Science

7SCIA Curriculum Guide
Science Safety Resource Manual
Discovering Science 7, 2008 – Student Edition
Discovering Science 7, 2008 – Teacher Resource

Contact Leader
PEI 1/t 101-1587
MHR 1/p 107-7999
MHR 1/t 107-7029

8SCIA Science

8SCIA Curriculum Guide
Science Safety Resource Manual
Discovering Science 8, 2009 – Student Edition
Discovering Science 8, 2009 – Teacher’s Resource

Contact Leader
PEI 1/t 101-1587
MHR 1/p 108-8418
MHR 1/t 108-8421

9SCIA Science

Learning Resources

Scholastic Issues21 Series

- Biodiversity*
- Overpopulation*
- Climate Change*
- Energy*

Pearson Investigating Science 9

Pearson Big Idea High-Low Reader Series

- Diversity of Life*
- Habitats and Communities*
- Chemistry*
- Our Healthy World*

SCH 1/p 109-9598 (6 pkg)
SCH 1/p 109-9601 (6 pkg)
SCH 1/p 109-9597 (6 pkg)
SCH 1/p 109-9599 (6 pkg)
PEC 1/cs/t 109-9588

PEC 1-2/c 109-9596 (6 pkg)
PEC 1-2/c 109-9593 (6 pkg)
PEC 1-2/c 109-9594 (6 pkg)
PEC 1-2/c 109-9595 (6 pkg)

Professional Resources

PEI Science Curriculum Guide (2018)

Science³: A Science Student’s Success Guide by Rawle et. al.

Science Surprise and TEACH Science Surprise (pdf) by Lawrence Flammer

Curriculum support materials

PEI 1/t
PEI 1/s 107-7022
Contact Leader
Contact Leader

Social Studies

Foundation for the Atlantic Canada Social Studies Curriculum

PEI 1/t 101-1598

7SOCA Social Studies

7SOCA Curriculum Guide

PEI 1/t 107-7772

Changing Your World: Investigating Empowerment

OUP 1/p 107-7716

Changing Your World: Investigating Empowerment Teacher Resource

OUR 1/t 107-7717

Classroom Atlas of Canada and the World Teacher Resource

107-7777 **OP**

8SOCA Social Studies

8SOCA Curriculum Guide

PEI 1/t 108-8348

Canadian Identity

NEL 1/p 108-8346

Canadian Identity Teacher Resource

NEL 1/t 108-8347

Classroom Atlas of Canada and the World Teacher Resource

RAM 1/s 107-7777 **OP**

Narratives of Nationhood* Teacher's Manual

PEI 1/t 108-8321

Narratives of Nationhood* Student Text

PEI 1/p 108-8285

9SOCA Social Studies

9SOCA Curriculum Guide

Contact Leader

Fair Trade – Teacher Resource Binder

Contact Leader

100 Years of Loss: The Residential School System in Canada (Edukit)

Contact Leader

Global Classroom Initiative (Supplement)

Contact Leader

Classroom Atlas of Canada and the World Teacher Resource

RAM 1/s 107-7777 **OP**

French Programs

Core French

The new Core French program is taught using a literacy approach, and also reflects the influence of the action-oriented approach presented in the Common European Framework of Reference for Languages. The program focuses on the development of all four communication skills – listening, speaking, reading, and writing – in French, with particular emphasis on spoken interaction. As well, the program contributes significantly to the general education of the learner. The program is organized around modules that reflect the interests and experiences of the intermediate student. Throughout each module, students are actively involved in a variety of activities and tasks that are authentic and pertinent to the learner and to the world beyond the classroom.

7FREA Core French

Mon réseau Ma Vie

*Professional Bundle 1 (digital access and teacher's guide)	1/t	Contact Leader
On est capable	1/p	107-7062
On est en forme	1/p	107-7061
La Roue 7 ^e (French version)	1/p	107-7141
La Roue 7e (English Version)	1/p	107-7142
La Roue A1 (to be used as review beginning of the year)	1/t	104-4590

***Please note: the professional bundle is used by grade 7 and 8 teachers as it contains materials for both grade levels.**

8FREA Core French

Mon réseau Ma Vie

*Professional Bundle (see grade 7)	1/t	Contact Leader
On part à l'aventure	1/p	Contact Leader
On se débrouille	1/p	Contact Leader
La Roue 7 ^e (Sept review)	1/t	107-7141
La Roue 8 ^e (French version)	1/p	108-8459
La Roue 8e (English version)	1/p	108-8460

Please note: Grade 7/8 split classes are to contact leader.

9FREA Core French

In September 2018, new grade 8 resources will be authorized.

Mon réseau Ma Vie 2

Professional bundle 2 (digital access and teacher's guide)	1/t	Contact Leader
On s'informe	1/p	Contact Leader
On se prépare pour l'avenir	1/p	Contact Leader
On s'organise (for split classes only)	1/p	Contact Leader
La Roue 8 ^e (to be used for review)	1/t	109-8459
La Roue 9e (French version)	1/p	Contact leader
La Roue 9e (English version)	1/p	Contact leader

Reference Materials for Teachers 7-8-9

La Communication Orale - Une compétence à développer
Leader

1/t Contact

Ma roue de cheminement personnelle

1/t Contact leader

Principal's booklet

1/t Contact leader

Middle and Early French Immersion Language Arts (EFI & MI)

Resources for Early and Middle French Immersion Classes, Grades 7, 8, and 9

French Writing Portfolio (consumable)	PEI	1/p	107-7958
Dossier pédagogique de littérature 7e-8e-9e	PEI	1/t	107-7100
Le métaguide	PEI	1/t	107-7698
Mes ateliers d'écriture	PEI	1/s	107-7700
Franfolies	PEI	1/t	107-7831
L'exploitation des films en classe	PEI	1/t	107-7911
La poésie, des jeux, des sons et des images	PEI	1/t	107-7694
Ma trousse d'écriture 7	TCM	1/t	107-7826
40 exercices d'improvisation au théâtre	TCM	1/t	107-7994
Recueil d'activités de lecture	TCM	1/t	106-6349
Exercices de styles	REN	1/t	107-7926
Chester	REN	1/t	107-7996
Leon et les expressions			
Le chandail de hockey	REN	1/t	112-12565
Le chandail de hockey DVD			
La belle lisse poire du prince de Motordu	REN	1/t	110-10849
Une histoire à 4 voix	REN	1/t	107-7135
Affiches Les Classes de Mots	SCO	1/t	107-7035
Activités Motivantes de Communication Orale	CHN	1/t	107-7990
Ensemble Stratégies de Lecture de Textes Courants Lecteurs Engagés, Cerveaus Branchés (This title is separate from previous. Please place on the next line and keep).			
Dictionnaire Le Robert Collège	REN	33/t	107-7989 OP
L'immersion en français au Canada: Guide pratique d'enseignement	CHE	1/t	
Grammar Resources			
La grammaire de base, Guide d'enseignement (teacher's guide)	ERPI	1/t	107-7570
La grammaire de base student text	ERPI	1/p	107-7569 OP
Clé pour la grammaire	GUE	33/t	107-7197
Le Bescherelle	REN	1/t	111-11213 OP

7FREF French Language Arts (EFI)

Français-immersion précoce-Programme d'études 7e année

PEI 1/t 107-7098

Literature Resources

Aller-Retour	REN 1/p 107-7118
Tintin au Tibet	REN 1/p 107-7120
Les yeux noirs	REN 1/p 107-7754
Le complot	REN 1/p 108-8074 OP
L'oeil du loup	REN 1/p 107-7825
L'oeil du loup (CD)	
Le Petit Prince	REN 1/p 107-7594
Le petit prince (CD)	REN 1/t 107-7924
Le loup sentimental	

Reference Materials and literacy support resources 7 (EFI)

Contes traditionnels du Canada	REN 1/t 105-5328 OP
L'amour et l'amitié en poésie	
Le grand Quiz - rouge et or	
La rumeur	REN 1/t 109-9572 OP
Le CD de Michel Fugain	REN 1/t 107-7136
Coffret Globe-Trotter Mauve Science	ERPI 1/c 107-7991
Coffret Globe-Trotter Mauve Science Humaines	ERPI 1/c 107-7992

Boîte de littérature 7e année (EFI) - Titres variés

- L'oncle américain
- Contes du monde
- Question réponse
- Le pirate Safran Grelotte
- Les voyages
- Monopoly
- Paris-Beijing
- Les explorateurs
- Les merveilles du monde
- Le soccer
- Le surf des neiges extrême
- La planche à roulettes
- Le ski alpin
- Les arts martiaux
- Le hockey

8FREF French Language Arts (EFI)

Français Immersion précoce programme d'études 8e année	PEI	1/t	108-8415
Tête d'affiche	CEC	1/p	108-8345
French Writing Portfolio (consumable)	PEI	1/p	107-7958

Literature Resources

Le visiteur du soir	REN	1/p	108-8073
35 kgs d'espoir	REN	1/p	108-8336
Lygaya	REN	1/p	108-8340
Carmen en fugue mineur	REN	1/p	109-9067

Reference Materials and literacy support resources 8 (EFI)

Clé de l'orthographe des verbes français	MOD	6/t	107-7173
Répertoire des anglicismes	GUE	1/p	107-7196
Les mots à la bouche			
Les pommes de M. Peabody	REN	1/t	107-7152 OP
Rien à porter			
Une soupe au caillou			
Le CD de Michel Fugain	REN	1/t	107-7136

Boîte de littérature – 8e année - Titres variés

- L'art à travers les âges
- Racket non
- Notre nourriture
- Acimboldo
- Max ne respect rien
- Larousse Junior de la mythologie
- La mythologie et ses supers héros
- La mythologie Japonaise
- Mythologies
- La mythologie novago
- La mythologie Chinoise
- Contes et légendes héros de la mythologie
- Il ne faut pas habiller les animaux
- 50 gestes pour sauver la Terre
- Aliments sang et os
- Les vêtements recyclés
- Les civilisations du soleil
- Les aliments
- La mode, des métiers, une passion
- La gestion des déchets
- Une histoire fabuleuse du vêtement
- Dokéo, protéger la Terre
- Les momies d'Égypte et du monde
- Archéologie
- Le soccer
- Le surf des neiges extrême
- La planche à roulettes
- Le ski alpin
- Les arts martiaux
- Le hockey
- Nomme-moi

9FREF French Language Arts (EFI)

French Writing Portfolio (consumable)

PEI 1/p 107-7958

Literature Resources

Parallèles celestes

LGH 1/p 109-9064 **OP**

Placide, l'homme mystérieux à New York

BOU 1/p 109-9247

Le petit Nicolas a des ennuis

REN 1/p 109-9481

Les vacances du petit Nicolas

REN 1/p 109-9482

La fille parfaite

REN 1/p 109-9484

L'encyclopédie junior des sports

QUA 1/t 109-9387 **OP**

L'encyclopédie visuelle des sports

QUA 1/t 109-9382

Reference Materials and literacy support resources 9 (EFI)

Le petit Nicolas CD

REN 1/t 109-9577

CD – Nino Ferrer

REN 1/t 107-7137 **OP**

Dokéo, découvrir les métiers

REN 1/t 109-9575

Les trois loups

REN 1/t 107-7150

La guerre des cloches

REN 1/t 109-9573 **OP**

Un coquelicot pour se souvenir

REN 1/t 109-9576

Boîte de littérature – 9e année

- Enfants en guerre
- Violence non
- La télé en famille
- Violence et non-violence
- L'art moderne
- Le mystère de la terre
- [L'imagerie](#) des arts
- Inventions
- Les espions
- Monts à mots
- Brin de jasette
- Invente-moi une histoire
- Marie-Antoinette
- Jeu de Scrabble

Late French Immersion

Resources for Late and Middle French Immersion, Grades 7, 8, and 9

French Writing Portfolio (consumable)	PEI	1/p	107-7958
La grammaire de base – Guide d’enseignement	ERPI	1/t	107-7570
La grammaire de base – texte	ERPI	1/p	107-7569 OP
Le métaguide	TCM	1/t	107-7698
L’exploitation des films en classe	PEI	1/t	107-7911
La poésie, des jeux, des sons et des images	PEI	1/t	
Franfolies	PEI	1/t	107-7831
Exercices de styles	REN	1/t	107-7926
Comment lui dire adieu	REN	1/t	107-7925
Affiches Les Classes de Mots	SCO	1/t	107-7035
Activités Motivantes de Communication Orale	CHN	1/t	107-7990
Ensemble Stratégies de Lecture de Textes Courants Lecteurs Engagés, Cerveaus Branchés	MOD	1/t	107-7993
Recueil d’activités de lecture	TCM	1/t	106-6349
L’immersion en français au Canada: Guide pratique d’enseignement	CHE	1/t	
J’ai beaucoup à dire (livre plus disque d’images)	PEI	1/t	contact leader

7FREG French Language Arts (LFI)

Français Immersion Tardive – Programme d’études 7e année	PEI	1/t	107-7021
La rentrée en français – cahier de l’enseignant	PEI	1/t	107-7596
La rentrée en français – cahier de l’élève (consumable – x)	PEI	1/p	107-7597
On y va! Guide d’enseignement – (teacher’s guide)	PEC	1/t	107-7586
On y va! (student text)	PEC	1/p	107-7585
On y va! Cahier d’activités (consumable student workbook – x)	PEC	1/p	107-7587
On y va! series of CDs	PEC	1/t	107-7588
Petit Prince folio Junior Edition Speciale	REN	1/p	107-7594
Littératie en Action 4 ^e année – Guide d’enseignement	ERPI	1/t	107-7987
Littératie en Action 4 ^e année – Manuel de l’élève	ERPI	1/p	107-7986

Reference materials and literacy support resources Gr. 7 (LFI)

La grammaire de base – Guide d’enseignement	ERPI	1/t	107-7570
Stratégies pour écrire un texte d’opinion			107-7775
Casse-toi la tête Élisabeth	REN	1/t	107-7960 OP
Po-Paul et le nid de poule	REN	1/t	107-7961
Le cadeau oublié	REN	1/t	107-7964
Coffret Globe-Trotter Mauve Science	ERPI	1/c	107-7991
Coffret Globe-Trotter Mauve Science Humaines	ERPI	1/c	107-7992

Boîte de littératie – 7e année (LFI) - Titres variés

- French building photo library (Flash)
- Tonnère sur les Caraïbes
- Tremblez, carcasses
- Au zoo, les zozos

- Lilou déménagement
- Viggo le viking
- Clarice Bean
- Moyen-Orient
- Spirou et Fantasio en Tokyo
- Lili se fait piéger sur Internet
- Kerri et Megane l'enfant tattooé
- L'appelle de la forêt
- Fruits et légumes
- Sur les chemins du monde
- Écoles du monde
- Merveilles du monde

7FREF French Language Arts (MI)

Français Immersion-Précoce programme d'études 7e année	PEI	1/t	107-7098
Littératie en Action 4 ^e année – Guide d'enseignement	ERPI	1/t	107-7987
Littératie en Action 4 ^e année – Manuel de l'élève	ERPI	1/p	107-7986

Reference Materials and literacy support resources 7 (MI) - titres variés

[contact leader](#)

Le chandail de hockey	REN	1/t	112-12565
Le chandail de hockey DVD			

Boîte de littératie – 7e année (MI) - Titres variés

- Les explorateurs
- Les merveilles du monde
- Le soccer
- Le surf des neiges extrême
- La planche à roulettes
- Le ski alpin
- Les arts martiaux
- Le hockey

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8FREG French Language Arts (LFI)

Français Immersion Tardive – Programme d'études 8e année	PEI	1/t	108-8455
Littératie en Action 6e Année Guide d'enseignement	ERPI	1/t	108-8428
Littératie en Action 6e Année Manuel de l'élève	ERPI	1/p	108-8429
Ma trousse d'écriture 7	TCM	1/t	107-7826
Aller – Retour	REN	1/p	107-7118
Le Complot	REN	1/p	108-8074 OP
French reading comprehension kit – d'élève			
French map-a-story pocket program – d'élève			
Coffret Globe-Trotter Mauve Science	ERPI	1/c	108-8416
Coffret Globe-Trotter Mauve Science Humaines	ERPI	1/c	108-8417

Boîte de littératie – 8e année (LFI) - Titres variés

- À la découverte des côtes canadiennes
- Ailes et pattes et nageoires
- L'arctique le pays du soleil de minuit
- Les araignées
- La boisson des champions
- Les caméléons
- La construction d'un hotel de glace
- Les coquerelles
- Les grands voyageurs
- Les carcajous
- Les coyotes
- Les crapauds
- D'ou vient ton déjeuner
- Des bons légumes
- Des inventions
- Des jeux d'autres pays
- Des oiseaux bien adaptés
- Des ponts spectaculaires
- Des trésors sous-marins
- Les drapeaux
- Encyclopédie des sports
- L'antartique désert de glace

8FREF French Language Arts (MI)

Français Immersion-Précoce programme d'études 8e année	PEI	1/t	107-7098
Littératie en Action 6e Année Guide d'enseignement	ERPI	1/t	108-8428
Littératie en Action 6e Année Manuel de l'élève	ERPI	1/p	108-8429

Reference Materials and literacy support resources 8 (MI) - titres variés contact leader

Boîte de littératie – 8e année (MI) - Titres variés contact leader

9FREG French Language Arts (LFI)

Français Immersion Tardive – Programme d'études 9e année	PEI	1/t	109-9592
Littératie en Action 7e (Manuel A) – Manuel De L'élève			

Littératie en Action 7e (Manuel B) – Manuel De L’élève	
Littératie en Action 7e – Guide D’enseignement	
Le visiteur du soir	REN 1/p 108-8073
Carmen en fugue mineure	REN 1/p 109-9067
Placide, l’homme mystérieux à New York	BOU 1/p 109-9247

Reference materials and literacy support resources Gr. 9 (LFI)

Guide de littérature pour la 9e année – immersion tardive	PEI 1/t 109-9161
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9FREF French Language Arts (MI)

Français Immersion-Précoce programme d’études 9e année	PEI 1/t 107-7098
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Littératie en Action 7e (Manuel A) – Manuel De L’élève

Littératie en Action 7e (Manuel B) – Manuel De L’élève

Littératie en Action 7e – Guide D’enseignement

Reference Materials and literacy support resources 9 (MI) - titres variés	contact leader
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Boîte de littératie – 9e année (MI) - Titres variés	contact leader
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Health (French Immersion)

7HEAF Health

Programme d'études – La formation personnelle et sociale 7e année	PEI	1/t	107-7633
Objectif Santé 1 – livre de l'élève	TCM	1/p	107-7794
Objectif Santé 1 – Guide d'enseignement	TCM	1/t	107-7795

8HEAF Health

Programme d'études – La formation personnelle et sociale 8e année	PEI	1/t	108-8299
Objectif Santé 2 – livre de l'élève	TCM	1/p	108-8355
Objectif Santé 2 – Guide d'enseignement	TCM	1/t	108-8356

9HEAF Health

Programme d'études – La formation personnelle et sociale 9e année	PEI	1/t	109-9312
Choix pour des relations positives entre les jeunes – Guide pédagogique et film	ONF	1/t	109-9526
La santé et la sécurité dans le lieu de travail: Ce qu'il faut savoir myBlueprint (software)	Contact Leader		Contact Leader

Mathematics (French Immersion)

7MATF Mathematic

Programme d'études – Mathématiques 7e	PEI	1/t	107-7067
Chenelière Mathématiques 7 - Manuel de l'élève	TCM	1/p	107-7750
Chenelière Mathématiques 7 - Guide de l'enseignant	TCM	1/t	107-7751
Chenelière Mathématiques 7 - Cahier d'activités et d'exercices	TCM	1/t	107-7764
Chenelière Mathématiques 7 - Cahier d'activités (corrigé)	TCM	1/t	107-7776

8MATF Mathematics

Programme d'études – Mathématiques 8e	PEI	1/t	108-8451
Chenelière Mathématiques 8 - Manuel de l'élève	TCM	1/p	108-8343
Chenelière Mathématiques 8 - Guide de l'enseignant	TCM	1/t	108-8344
Chenelière Mathématiques 8 - Cahier d'activités et d'exercices	TCM	1/t	108-8354
Chenelière Mathématiques 8 - Cahier d'activités (corrigé)	TCM	1/t	108-8349

9MATF Mathematics

Programme d'études – Mathématiques 9e	PEI	1/t	109-9590
Liens mathématiques 9 – Manuel de l'élève	TCM	1/p	109-9547
Liens mathématiques 9 - Guide de l'enseignant	TCM	1/t	109-9548
Liens mathématiques 9 – Banque d'évaluation informatisée	TCM	1/t	109-9557

Science (French Immersion)

7SCIF Science

Programme d'études - Sciences 7^e année

Univers l'Essentiel 1 – Cahier numérique

Univers l'Essentiel 1 – Guide d'enseignement (numérique)

Explorations – Manuel A

Explorations – Manuel B

PEI 1/t 107-7066

ERPI 1/p 107-7015

ERPI 1/t 107-7017

Contact Leader

Contact Leader

8SCIF Science

Programme d'études - Sciences 8^e année

Univers l'Essentiel 2 – Cahier numérique

Univers l'Essentiel 2 – Guide d'enseignement (numérique)

Explorations – Manuel A

Explorations – Manuel B

PEI 1/t 108-8453

ERPI 1/p 108-8446

ERPI 1/t 108-8447

Contact Leader

Contact Leader

9SCIF Science

Programme d'études - Sciences 9^e année

Observatoire l'Essentiel 3 – Cahier numérique

Observatoire l'Essentiel 3 – Guide d'enseignement (numérique)

Synergie (2^e cycle, 1^{ère} année)

PEI 1/t 109-9591

ERPI 1/p 109-9584

ERPI 1/t 109-9585

TCM 1/t 109-9587

Social Studies (French Immersion)

7SOCF Social Studies

Horizons 7: L'Antiquité	TCM 1/4p 107-7922
Réalités 1A	ERPI 1cs/t 107-7939
Réalités 1B	ERPI 1/4p 107-7940
Je découvre les civilisations anciennes	TCM 1/4p 107-7957
Les Égyptiens	TCM 1/4p 107-7954
Les Grecs	TCM 1/4p 107-7955
Les Romains	TCM 1/4p 107-7956
Civilisations anciennes	MOD 1/4p 107-7941
Le Journal de l'Histoire : L'Égypte	LGO 1/4p 107-7950 OP
L'Égypte des pharaons (Collection Enquête)	TCM 1/4p 107-7984
Au temps des Romains (Collection Enquête)	TCM 1/4p 107-7985

Reference Materials

Programme d'études – Sciences humaines 7e	PEI 1/t 107-7101
Vivre comme...les Égyptiens	LGO 1/t 107-7953 OP
Vivre comme...les Grecs	LGO 1/t 107-7951 OP
Vivre comme...les Romains	LGO 1/t 107-7952 OP
L'Égypte des Pharaons (Encyclopes)	LGO 1/t 107-7944
La Grèce ancienne (Encyclopes)	LGO 1/t 107-7945
Rome et l'Empire romain (Encyclopes)	LGO 1/t 107-7946
Atlas atlantique Beauchemin	TCM 1/t 109-9378
Le métaguide	TCM 1/t 107-7698

8SOCF Social Studies

Réalités 1B	ERPI 1cs/t 107-7940
Réalités 2A	ERPI 1cs/t 108-8405
Reference Materials	
Programme d'études – Sciences humaines 8e	PEI 1/t 108-8298
L'époque médiévale	MOD 1/t 108-8387
L'encyclopédie jr : Le Moyen âge	LGO 1/t 108-8412
Atlas atlantique Beauchemin	TCM 1/t 109-9378
Le métaguide	TCM 1/t 107-7698

9SOCF Social Studies

Programme d'études – Sciences humaines 9e année	PEI 1/t 109-9170
Territoires 2 – Manuel de l'élève	ERPI 1cs/t 109-9561
Territoires 2 – Guide de l'enseignant	Contact Leader
Atlas atlantique Beauchemin	TCM 30/t 109-9378
Reference Materials	
Agissez! Guide pour une citoyenneté active	MOD 1/t 109-9571
DVD – Si la Terre était un village de 100 personnes	VEC 1/t 109-9570
L'étude de l'actualité en salle de classe	PEI 1/t 101-1022
Le métaguide	TCM 1/t 107-7698
Carte murale (éducative) de l'Î.-P.-É	Contact Leader