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Public School Education

In Prince Edward Island, the public school system embodies kindergarten through grade 12. For program planning purposes, four Key Stages categorize grades as follows:

- Key Stage 1 - Primary grades of K-3
- Key Stage 2 - Elementary grades of 4-6
- Key Stage 3 - Intermediate grades of 7-9
- Key Stage 4 - Senior high grades of 10-12

The provincial public education program is taught in schools 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. Second language courses are available in all schools, with instruction beginning no later than grade four. Early French immersion and late French immersion programs are available in some English language Schools.

Additional information on public education is available on the Department of Education and Early Years website <https://www.princeedwardisland.ca/en/topic/education-and-lifelong-learning>

Philosophy of Public Education

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 public education system programs reflect a current view of the knowledge, skills, attitudes, and competencies of most worth to the individual and 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 use leisure time creatively;
- 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; and
- develop an understanding of fundamental human rights and an appreciation for the worth of all individuals.

The provincial curriculum is of prime importance in addressing the goals. The curriculum may be defined as all of the experiences, formal and informal, which the student encounters under the school's guidance. This document, Program of Studies and List of Authorized Materials, outlines the formal school program.

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 concerning the curriculum outcomes.

English Programs

Mandate

The English Education, Programs and Services Division provides quality English language curriculum and support services to teachers and students. It provides leadership and coordination in the development of quality learning opportunities for all students.

There are more than 200 courses in the public school curriculum. With such a large number of courses, course development and renewal are continuous. The procedures for conducting such work are described below.

Program and 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 competencies. 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, everyone involved in Prince Edward Island students' education must 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; and
- promoting a contextualized and constructivist approach to instruction and learning.

Teachers and Department leaders collaborate in evaluating and selecting appropriate student and teacher resources to support the curriculum with consideration for the following six actions:

1. The Department of Education and Early Years assesses the effectiveness of existing programs and school courses in consideration of the province's educational goals and the students' needs. The following information is used as part of the assessment process:
 - a. reports from teachers;
 - b. submissions from school authorities;
 - c. submissions from community groups;
 - d. government studies and initiatives;
 - e. academic and professional literature in education; and
 - f. results of provincial, national and international assessments.

2. The decision to proceed, or not, with the development of a revision project is made by the Department based upon:
 - a. the result of the assessment;
 - b. the impact on other existing courses/programs;
 - c. recommendations from appropriate curriculum committees; and
 - d. fiscal considerations.

3. The curriculum development work is carried out by an ad hoc curriculum committee in conjunction with a Department of Education and Early Years leaders. Nominations to a committee are requested from education authorities, and, if appropriate, from educational partners, such as Holland College or the University of Prince Edward Island. The committee
 - a. assesses strengths and weaknesses of the present course or program;
 - b. determines, with reference to provincial education goals and any appropriate foundation documents, the outcomes for the new or revised course;
 - c. evaluates instructional materials;
 - d. outlines a course of studies; and
 - e. makes recommendations on pilot projects and in-service training for pilot teachers.

4. Based on recommendations from the ad hoc committee, the leader
 - a. submits a request to the Director for final approval;

- b. consults with education authorities to identify pilot schools and teachers; and
 - c. ensures that pilot materials are ordered and that appropriate in-service training is carried out.
5. The Department of Education and Early Years monitors the progress of each pilot project and
- a. recommends discontinuing the project, continuing the project, or proceeding to implement a new or revised course;
 - b. revises, as needed, the course of study to reflect any course changes; and
 - c. makes provision for in-service training and other supports which will ensure effective implementation.
6. The Department of Education and Early Years will prioritize the following areas of learning for program and course renewal;
- a. essential graduation competencies
 - b. inquiry-based learning
 - c. project-based learning
 - d. experiential learning

Position Statements

Education for Reconciliation

The English Education, Programs and Services Division is committed to meeting the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action. Sections 62 and 63 deal with education, specifically the development of curriculum and the building of student capacity for intercultural understanding, empathy, and mutual respect. Education has played a role in the past regarding Indigenous Peoples and understand that education is the way forward.

**“Education got us into this mess
and education will get us out of it.”
~The Honorable Justice
Murray Sinclair**

While reconciliation may take on many meanings, the TRC defines it as “...establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, an acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behaviour.” Truth must come before reconciliation.

Teaching Education for Reconciliation within the provincial curriculum relates to what is taught in schools in the form of its various subject-area programs, but also to how it is taught. Meaningful reconciliation must engage students in learning about Canada’s history of colonization, thinking creatively about the future, and providing them with opportunities to make a difference through active citizenship. As the Kindergarten to Grade 12 curriculum is renewed, the new curriculum must enable students to develop an understanding of - and respect for - the histories, contributions, and perspectives of Indigenous peoples in Prince Edward Island and Canada.

The English Education, Programs and Services Division would like to thank the Indigenous Education Advisory Committee for its guidance as we continue on our path to reconciliation. Their unique perspectives, voices and experiences are very much appreciated. The English Education, Programs and Services Division acknowledges that there are other perspectives and voices still to be heard and encourages teachers to seek out local knowledge keepers in their communities to further their understanding of Indigenous culture, knowledge and ways of knowing.

The English Education, Programs and Services Division recognizes that many teachers will be learning alongside their students. Teachers are encouraged to seek opportunities to educate themselves on matters of Indigenous culture in order to teach from a place of empathy and knowledge and to become effective allies in reconciliation education. This learning can take the form of formal learning experiences such as professional development opportunities, courses focused on First Peoples’ cultures, or other learning experiences such as engaging in professional discussions with colleagues or connecting with local First Nations communities or Indigenous organizations.

¹Honouring the Truth, Reconciling for the Future Summary of the Final Report of the Truth and Reconciliation Commission of Canada, The Truth and Reconciliation Commission of Canada, 2015, p. 6

Education for Sustainable Development

The English Education, Programs and Services Division is committed to identifying and supporting entry points to the topics of sustainability in existing programs and explicitly including specific curriculum outcomes and achievement indicators in newly developed curricula.

Education for Sustainable Development (ESD) is critical to addressing the global challenges facing humanity today. ESD is transdisciplinary and holistic. ESD plays an important role in engaging learners in an understanding of the interconnectedness of social, economic, and environmental issues, and how their actions impact the world around them.



ESD is a way to empower learners to take individual and collective action towards sustainability. It equips learners with the “knowledge, skills, values, and agency to address interconnected global challenges” in the hopes of “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

²“What you need to know about education for sustainable development.” UNESCO, 14 March 2023, <https://www.unesco.org/en/education-sustainable-development/need-know>. Accessed 6 October 2023.

³“Sustainability | United Nations.” the United Nations, <https://www.un.org/en/academic-impact/sustainability>. Accessed 6 October 2023.

Fair Presentation of Cultural and Other Groups

The Department of Education and Early Years recognizes that fair comment respecting any group is to be assured in school. Furthermore, stereotypes are to be avoided, whether in association with gender or any other characteristic. Therefore, in the curriculum planning process, curriculum committees, curriculum specialists, and the coordinator are directed as follows:

- a. To evaluate aims, instructional materials, and courses of study to ensure fair and reasoned comment upon the characteristics or practices of any cultural group. Fair and reasoned comment is characterized by, for example, providing clear and reasonably complete explanations of characteristics and practices, distinguishing between facts and inferences or value judgements in discussions of characteristics and practices, and discouraging students from making hasty value judgments about characteristics and practices of specific cultures.
- b. To evaluate educational aims, instructional materials, and courses of study to ensure that people's generalizations are based upon reasonable evidence and that stereotypes are avoided.

The resource called *Evaluation and Selection of Learning Resources: A Guide* is used to evaluate instructional materials.

The following guidelines apply in evaluating instructional materials:

1. Texts and other instructional materials should portray a wide variety of occupations, activities, and interests as being equally suitable for diverse gender identities.
2. Human experiences presented in textbooks should include references to diverse gender identities.
3. Messages about society and an individual's place in it should imply equality of diverse gender identities.
4. The resource can be accessed at www.gov.pe.ca/photos/original/ed_ESLR_08.pdf

Intermediate School

In Key Stage Three, Grades 7 to 9 are treated as a unit for program planning purposes. The courses that make up the program are designed to meet students' needs, interests, and intermediate school age skills.

The intermediate school program is a broad one intended to foster students' intellectual, physical, emotional, and cultural growth and development. 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 suitable for the students' abilities. The school atmosphere must be one in which students feel that they are liked and supported, achievements and shortcomings are recognized, and individual improvements and abilities are encouraged. Comparisons with others should not be over-stressed.

The intermediate school and its program should encourage students to broaden their interests by exploring and expand their opportunities through programs such as art, music, career and technical education, a second language and many other courses' broadened nature. 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 leadership are to be encouraged. Students should have occasions to discuss the responsibilities and the discipline needed for independence and effective leadership. Furthermore, those opportunities for independence and leadership that the school provides to students should always be responsible for the consequences. Outside of the instructional program, student government, student librarians, student assistants concerning sports, music, drama, or a school newspaper are examples of areas in which increased student responsibility and leadership are appropriate.

The Department of Education and Early Years has renewed the intermediate program using the following guiding principles:

- engage in relevant and meaningful curriculum with a focus on experiential learning,
- enhance relationships,
- reduce transitions,
- provide equity across programs, and
- provide daily opportunities for movement and/or experiential learning.

Intermediate students will have opportunities to:

- explore interests;
- develop skills in the Arts, CTE and technology; and
- explore CAMET competencies.

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		Provincially Developed Exploratory Courses
7EXPB		Provincial Developed Exploratory Modules
7EXPX		Locally Developed Exploratory Modules
7FREA		Core French
7LSFA		Life Skills – Foods (level 1)
7LSFB		Life Skills – Foods (level 2)
7CTEA		Technology Education (level 1)
7CTEB		Technology Education (level 2)
7MATA	7MATF 7MATG	Mathematics Mathematics (EFI) Mathematics (LFI)
7MUSA		Music Instrumental
7MUSB		Music Vocals
7MUSK		Styles of Musical Performance (StoMP)
7PHEA		Physical and Health Education

7SCIA	7SCIF 7SCIG	Science Science (EFI) Science (LFI)
7SOCA	7SOCF 7SOCG	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		Provincially Developed Exploratory Courses
8EXPB		Provincial Developed Exploratory Modules
8EXPX		Locally Developed Exploratory Modules
8FREA		Core French
8LSFA 8LSFB		Life Skills – Foods (level 1) Life Skills – Foods (level 2)
8CTEA 8CTEB		Technology Education (level 1) Technology Education (level 2)
8MATA	8MATF 8MATG	Mathematics Mathematics (EFI) Mathematics (LFI)
8MUSA 8MUSB 8MUSK		Music Instrumental Music Vocal Styles of Musical Performance (StoMP)
8PHEA		Physical and Health Education
8SCIA	8SCIF 8SCIG	Science Science (EFI) Science (LFI)
8SOCA	8SOCF 8SOCG	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		Provincially Developed Exploratory Courses
9EXPB		Provincial Developed Exploratory Modules
9EXPX		Locally Developed Exploratory Modules
9FREA		Core French
9LSFA 9LSFB		Life Skills – Foods (level 1) Life Skills – Foods (level 2)
9CTEA 9CTEB		Technology Education (level 1) Technology Education (level 2)
9MATA	9MATF	Mathematics Mathematics (EFI)

	9MATG	Mathematics (LFI)
9MUSA 9MUSB 9MUSK		Music Instrumental Music Vocal Styles of Musical Performance (StoMP)
9PHEA		Physical and Health Education
9SCIA	9SCIF 9SCIG	Science Science (EFI) Science (LFI)
9SOCA	9SOCF 9SO CG	Social Studies Social Studies (EFI) Social Studies (LFI)

Time on Task for Intermediate Subjects

Intermediate Time on Task

For French Immersion (continuing, mid and late) and English programs, Intermediate Program of Studies, Time on Task will reflect the following values:

Language Arts	20%
Mathematics	20%
Social Studies	10%
Science	10%
PHE	10%
Exploratory Cluster	20%
Second Language (Core French or English) or PSB SS approved, Literacy Intervention	10%
Total	100% (300 min/day)

Programming notes:

Language Arts (1 hour/day; semestering is not permitted)

Math (1 hour/day all year; semestering is not permitted)

Exploratory (1 hour/day)

PHE (1 hour/scheduled day; semestering is not permitted) delivered in one hour blocks

The province implemented the revised intermediate program in 2023-2024. Any school not able to schedule all components to meet the Time on Task outlined above must advise the Director of English Education, Programs and Services.

Where Exploratory Cluster Time on Task is unable to be met for French Immersion students, schools are encouraged to focus the additional time on English Language Arts courses. Teachers of ELA for FI students will consult with the Secondary ELA Leader regarding curriculum amendments.

The province recognizes that some students would benefit from an approved literacy intervention. In lieu of the 10% core French or English Language Arts, schools can apply to PSB Student Services for an approved literacy intervention on behalf of a student. The school must demonstrate the need through a combination of Academic Learning Plans and/or Individualized Education Plans.

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

RGR	Rae Graphics	TBE	Toronto Board of Education
RKP	RK Publishing	TCM	TC Media Livres Inc.
RNV	Éditions Renouveau Ped.	TRA	Tralco Lingo Fun
SBF	School Book Fairs	UTP	University of Toronto Press
SCH	Scholastic Book Service	WEP	West Publishing
SCM	Scholars Choice	WHF	WH Freeman
SER	Servidec	WIC	Williams and Crew
SES	Spectrum Educ. Supplies	WLL	E F Williams (Now EFW)
SIE	Science Inquiry Enterprises	WLM	Wintergreen Myosotis Press
SOL	Le Soleil (Newspaper)		

Intermediate Program of Studies

English Programs

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 will read independent books daily and engage in 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. There are a variety of novels and reading materials available to all students in the form of book club selections, classroom libraries, and audiobook applications.

Exploratory Cluster

The following descriptions outline the cluster of provincially developed exploratory curriculum. Schools may develop local exploratory options that extend provincial offerings, or provide local, relevant experience for their students. Schools creating local exploratory modules are required to complete the *Exploratory Competencies Framework: Module Planning Form* located on the PEI Learn Platform for teachers.

Over the course of the three years of Key Stage 3 programming, students are expected to have experienced at least four out of the five exploratory categories.

*** The availability and/or content of Exploratory Modules may vary from school-to-school.**

Music

Arts – Music

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

- develop performance skills through composition, spontaneous music-making, and engagement in the creative process;
- develop a love and enjoyment of music as a lifelong activity;
- respond intellectually and emotionally to music;
- 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 musical techniques and skills and reinforce them through practice,
- explore and develop an understanding of cultural competencies;
- develop collaborative skills and demonstrate consideration of others.

The music education courses also provide experiences that will develop positive attitudes and effective strategies of learning in music. Learners will engage in socio-emotional learning (the development of self-awareness, self-control, and interpersonal skills) which is essential for school and life success. Learners are encouraged and supported to:

- enhance their self-esteem and self-confidence through 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 concentration and problem solving skills;
- develop self-evaluation and peer-evaluation skills;

- develop organizational skills;
- develop effective leadership skills; and
- develop physical skills (e.g., fine-motor skills, breathing, posture).

Instrumental Courses	Vocal Courses	StoMP Courses
7MUSA	7MUSB	7MUSK
8MUSA	8MUSB	8MUSK
9MUSA	9MUSB	9MUSK

Music A – Instrumental

This course will build musical concepts, skills, and knowledge in the instrumental music (band) setting. There will be a strong emphasis placed on performing in small and large ensembles. Topics include performing a wide variety of music from different styles and time periods, technical skill and fluency, ear training, music literacy, composition, and spontaneous music-making.

Music B – Vocal

This course is designed for the learner who has an interest in singing and performing choral music. Learners will develop confidence and performance skills through the exploration of the fundamentals of singing. Concepts and skills can be developed in a variety of musical settings; large group, small ensemble, solo, and collaborative music-making.

Music K – Styles of Musical Performance

Styles of Musical Performance is a learner-driven course that encourages learners to explore and develop their own musical interests. Learners are encouraged to work towards goals they have designed themselves. There is a strong focus on essential musical skills and knowledge, leading to engagement in the creative process. A wide variety of musical styles and ensembles are possible. Concepts and skills can be developed in a variety of settings; large group, small ensemble, solo, and collaborative music-making.

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*.)

Visual Arts

The emphasis for learning in Intermediate Visual Arts, Level 1 and 2 is on the creation of images. The historical content (Prehistoric, Indigenous, 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 intercultural 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.

Life Skills - Foods

Intermediate Life Skills - Foods is designed as an exploratory option for students. Rooted in a food literacy framework, this curriculum will incorporate food preparation, safety skills, and nutrition. It also focuses on the interconnectedness of sustainable development, marketing, culture, and other influences on food choices. The concept of Netukulimk (neh-DOO-goo-limgp) is introduced in this curriculum, recognizing the Mi'kmaw cultural value and respect extended to food, and the resources necessary to produce it. This course is offered at two levels. Each level is designed to be delivered in sequence within 18 - 25 hours of instruction. Specific curriculum outcomes at each level are organized into the following five strands:

- Kitchen and Food Safety
- Food Preparation and Kitchen Basics
- Food Choices
- Food Systems; and
- Food Related Career Awareness

Level 1 focuses on basic kitchen and food preparation skills using a variety of equipment and ingredients. Students will learn through experience to widen their personal food preferences, acquire safe and sanitary food preparation techniques, and understand the influences on their food choices. Students will be expected to work safely and responsibly by engaging with the work in a spirit of collaboration, communication, critical thinking, and personal development. With the introduction of food systems, students will begin to see their place in food environments, local and global influences on sustainability, and food-related career and employment opportunities.

Level 2 will both broaden the abilities and further develop attitudes toward healthy, sustainable food choices and eating habits. Students should have a variety of diverse, positive food experiences that support a greater sense of their connection to food systems, employment opportunities, and healthy living.

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.

Technology

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; and
- 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>

Software, Applications, and Extensions

Approved software, applications, and extensions for student learning can be found by using the following link : <http://bit.ly/peiapps>

This is a living resource, software, application, and extension are added or removed on an ongoing basis based on an evaluation process.

Exploratory Modules (Provincially Developed)

Provincially Developed Exploratory Modules are units of exploration in various areas that are aligned with the guiding principles of the Intermediate Curriculum Delivery Renewal; experiential learning and, engaging and relevant curriculum.

Experiences within the various exploratory options will place greater ownership of learning with the student pushing themselves to take risks, reflect on successes and failures, and determine new goals. Instructional practices will take on a more facilitated and consultative approach, with teachers providing guidance and timely feedback. Direct instruction to the whole class, small groups, or individuals may be utilized more effectively in response to students' needs as they progress through their experiential learning opportunity. Through co-constructed criteria, self-assessment tools, and reflective dialogue and activities, students should feel supported and encouraged to set demanding, attainable goals for themselves in relation to competency and personal-career development and their learning efficacy.

Through this lens of competency development, students will develop meta-cognitive skills in assessing their growth and demonstration of these competencies. As such, these modules will not be evaluated on the traditional 100 point scale but rather as complete or incomplete.

The following modules are available on the PEI Learn Platform for teachers:

- Allyship through Mi'kmaw Language and Culture:
 - **Objectives:** As part of the 94 Calls to Action in the Truth and Reconciliation Commission, this module allows students to reflect on the meaning and actions of respect as they gain an awareness and understanding of the Indigenous People of Epekwitk, the Mi'kmaq. Students will investigate who they are and where they are from connecting similarities and differences in their identity to the identity of the Mi'kmaw people. They will gain understanding of the Mi'kmaw language and culture, and move forward as a respectful ally by developing and delivering a project to educate others in order to "build student capacity for intercultural understanding, empathy, and mutual respect." The focus for development of essential competencies include citizenship, critical thinking, and communication.
- Beauty of Nature: Just Get Outside
 - **Objectives:** Respect and responsibility begins with awareness and appreciation. Rooted in the Mi'kmaq world view of Netuklumink (neh-DU-guh-limk), students will get outside of the classroom and into nature based learning. This module will ask students to consider the reciprocal relationship they have with nature, reminding them that humans are animals too, share the important lessons of not taking more than you need, giving back what you take, and leaving a place the same or even a little better than you found it. By getting outside to observe, reflect, and play in nature, students will begin to develop an appreciation of its beauty and wonder. They will be encouraged to get curious about the language of nature and experience nature with all their senses. They will explore Mi'kmaq names for plants and animals, and be challenged to interact and explore

different perspectives. A final project will focus on finding fallen materials to create a collaborative piece of art or sculpture that represents their feelings about nature.

- Community Service Learning:
 - **Objectives:** Through observation and investigation, students will connect topics of their learning and interest to community challenges and problems. In response to this investigation, students will develop a service learning action project to address this problem or concern. Using a design thinking approach, project management skills and graduation competencies will be developed as students make real world connections through these experiential learning opportunities.

- Digital Photography
 - **Objectives:** Digital photography is a valuable skill, especially in a creator economy. Learning skills in digital photography can be rewarding and profitable, especially if creating content for a career in marketing, social media, or the arts. Learning photography concepts can open doors and capture moments that are meaningful, moving, and memorable. It is a way to communicate with self, connect with others, and influence learning. This module provides an introduction to basic photography and allows students to experiment with communication through pictures. Students will learn how to frame a picture using the rule of thirds, use different perspectives and focal points, and play with light and shadows. This module will continue to support the development of competencies primarily in Technological Fluency, Communication, Personal and Career Development and Creativity and Innovation.

- Exploring Possibilities: Looking Ahead at Careers
 - **Objectives:** Exploring careers is a valuable learning process that connects strengths and interests to the future world of work and careers. Career exploration during the intermediate school years coincides with expanding worldviews of this age. It can assist students in developing short and long term goals towards a potential occupational identity. Students will identify 16 Career Clusters to expand present occupational ideas, and analyze various labor market information to consider for future planning. Connecting entrepreneurship with career planning opens new possibilities to career futures as well. Throughout this module, students will have opportunity to focus the development of their personal and career development, creativity and innovation, and critical thinking competencies.

- Financial Literacy: Getting a Smart Start
 - **Objectives:** Learning financial literacy and developing good habits at an early age shows benefits throughout one's life. Students understanding basic money concepts can start them off in having a sound financial knowledge base. This better enables them to make important decisions for their future. Students will have opportunities to learn about assets, liabilities, spending influences, interest rates, credit and debit cards, bank accounts, income, budgeting, savings and investments through a variety of simulations, role plays and interactive

discussions. Personal and career development competencies, along with critical thinking and technological fluency competencies are foci as students move through this module.

- Game Makers
 - **Objectives:** Game Makers introduces students to systems thinking where they recognize that small positive changes can have a significant impact on the overall behavior and impact of that system. In this module, students design video game ideas. Using online coding programs, students develop and test their games, seeking feedback from test players and peers. Game design is an active, engaging process that allows students to experience the rewards and challenges of design. Students will work collaboratively, supporting the development of ideas, prototypes, and finished products. Game design relies on a cyclic process of observing, defining, ideating (forming an idea), prototyping, playtesting, and refining. Using this process, students consider a game as a complex system and learn to problem solve by looking at how all its parts work together. They learn to seek areas that will improve their game as a whole. Competencies that are of focus in this module include Communication, Creativity and Innovation, and Technological Fluency.
- Genius Hour:
 - **Objectives:** This student directed/managed work is based on the adolescent learners' need to be personally associated with the topics and tasks in their learning. It allows students to pursue an interest or passion that ends in a culminating project of their choosing that best represents their learning journey. One of the main competencies of this module will be developing critical thinking skills as they direct and manage their learning. Students will be making decisions about what to pursue, create, and show evidence of their progress. Two other competencies to focus on should be determined by the student. These may include communication, citizenship, technology fluency, personal-career development, and creativity-innovation.
- Interactive Art
 - **Objectives:** The Interactive Art exploratory module is a hands-on experience combining artistic self-expression with technology. Students explore creativity using tools and skills that are important in an increasingly digital world. The Interactive Art module challenges students to create something for people to engage with and explore. Interactive art provides opportunities for a wider range of students to be artists and creators. In this module, students embed technology into unique art pieces that respond to the audience. This feature further develops technological skills for the artist and engages them as they look to create something that is unique and innovative. Students will build on their Communication, Creativity and Innovation, and Technological Fluency competencies while creating an interactive art piece that classmates can explore and experience through a gallery walk.
- Introduction to Engineering Design with STEAM
 - **Objectives:** The engineering design process is an important process utilized in many learning and work situations. Through the investigation of each step of the design process, students will develop and understand the value of engineering design. Understanding and engaging in this process will assist students with creativity and Innovation, critical thinking, and effective communication. Through the disciplines of

STEAM (Science, Technology, Engineering, Art, and Mathematics), challenges will be presented that require students to collaborate and create solutions related to sustainable development goals.

- Introduction to Micro:bits Technology
 - **Objectives:** The ability to understand, participate and work in a digital world is vital to the success of a student's future. The micro:bit is a handheld computer that shows a student how hardware and software work together to create technological responses that utilize LED displays, buttons, sensors, radio, microphone, speakers and various input/output functions. Students will be provided with opportunities to incorporate microprocessors and code in response to various social and environmental challenges. Ultimately, becoming more familiar with coding language and programmable technology in a fun and easy way, students will develop technological fluency, critical thinking and communication competencies.
- Stop Motion Animation
 - **Objectives:** With a focus on Youth Advocacy, students will select a topic important to them in order to create a stop motion animation video. Working in groups, students will brainstorm ideas, research details, and develop a storyboard to communicate their ideas centered around one of the 17 UN Sustainable Goals. Through the work, a focus on Citizenship, Communication, Technological Fluency, Critical Thinking, and Creativity and Innovation competencies will be the focus of development.

*** The availability and/or content of English Exploratory Modules may vary from school-to-school.**

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; and
- 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; and
- 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 & Health Education

The aim of the physical & health education curriculum is to provide opportunities for learners to develop knowledge, skills, and positive attitudes to engage in healthy behaviours, healthy decision making and lead a physically active lifestyle. The curriculum will support learners in acquiring the understandings and skills to be physically literate, health literate and contribute to a healthy community.

The goals of physical & health education are integrated and are of equal importance. The three goals for learners from Grades 7-9 are the following:

- *Physical Literacy* – developing the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. Enjoying and engaging in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- *Health Literacy* – developing the cognitive and emotional skills which determine the motivation and ability of learners to gain access to, understand and use information in ways which promote and maintain good health. Including developing healthy *relationships* by balancing self through safe and respectful personal, social, cultural, and environmental interactions.
- *Healthy Community* - connecting our learners to their communities inside and outside of the school to improve their own health and the health of others. Learners will develop goal setting skills, social skills, career development skills and engage in service learning opportunities in their communities.

Programming Notes for 7-9 Physical and Health Education

- PHE will have no less than 60 minute blocks to meet the curriculum and instruction requirement.
- Due to the sensitive nature of some outcomes and the importance placed on quality conversations, PHE will not be taught in French.

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 attitudes that enables an individual to inquire, problem solve, critically evaluate and make well-informed decisions, and maintain a sense of wonder about the world around them. 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 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 curriculum draws largely on the discipline of history, but it includes elements of other social studies disciplines including economics, geography, and political science. While the historical focus for grade 7 is the evolution of the Canadian nation from time immemorial to 1900, the curriculum is built on the premise that a historical study is not limited to one time period and the events of the past have shaped the present. The application of historical thinking concepts will engage students in the historical inquiry process as they investigate and communicate informed opinions about issues of historical importance and the growth of the Canadian nation.

8SOCA Social Studies

The grade 8 social studies curriculum draws largely on the discipline of history, but it includes elements of other social studies disciplines including economics, geography, and political science. The historical focus for grade 8 is the evolution of the Canadian nation through the 20th Century. 8SOCA encourages inquiry-based learning, inviting students to pose thoughtful questions, investigate historical events, and connect the past to the present. From the impact of world wars to pivotal social and cultural changes, students will gain an appreciation of Canada's complex history while thinking critically about the factors that have shaped the nation's identity.

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 taught using a literacy approach, which focuses on the development of all four communication skills – listening, speaking, reading, and writing – in French, with particular emphasis on spoken interaction and is designed to empower students with confidence in learning and using French.

The Core French Program reflects the influence of the action-oriented approach presented in the *Common European Framework of Reference for Languages*. Learning is organized around modules that reflect the interests and experiences of the intermediate student with each module culminating in the completion of a final task. Throughout each module, students are actively involved in a variety of activities and tasks which allow for meaningful, authentic communication to occur in French; consequently, students acquire knowledge and language skills through their use of the vocabulary and sentence structures needed to complete various activities and tasks.

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 the Department of Education and Early Years and on the Learn platform (learn.edu.pe.ca)

Time Allocation for Core French Programs

As outlined in a departmental directive, the time allotment for intermediate core French is 10%. Classes of 60 minutes every other day provide students with a more authentic and intensive language learning experience. It not only maximizes the opportunities for students to develop their French skills but also for teachers to teach using the literacy-based approach of the Core French program.

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. **Regardless of program, students develop language skills and move along the continuum of the CEFR (Common European Framework of Reference for Languages) at their own pace. Language development is a highly individualized process and the programs are designed to be flexible enough to engage learners throughout their development.**

Intermediate School Subject Time Allotments is as follows:

Intermediate Curriculum Delivery Renewal

For the French Immersion (continuing, mid and late) Intermediate Program of Studies, Time on Task will reflect the following values:

French Language Arts	20% (1 hour/day)
English Language Arts	10%
Mathematics	20% (1 hour/day)
Social Studies	10%
Science	10%
PHE	10% (1 hour/scheduled day)
Exploratory Cluster	20% (1 hour/day)
Total	100% (300 min/day)

Block scheduling - 30 minutes combinations to allow scheduling/assignment flexibility with the exception of LA, Mathematics and PHE - these will be no less than 60 minute blocks to meet the curriculum and instruction requirements.

PHE will not be taught in French.

Exploratory Cluster 20% (10% of which should be offered in French Exploratory Modules)

Exploratory Cluster curriculum includes the following:

- Music
- Art
- Technology
- Resistant Materials (Woods and Metals)
- Life Skills (Foods/Clothing)
- Provincial Exploratory Modules (competency-based)
- Locally developed exploratory units

Schools unable to meet these expectations must advise the Director of French Education, Programs and Services.

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 for a minimum of 50% in grades 7, 8 and 9. The subjects available in French are French language arts, mathematics, science, social studies and exploratory modules (provincially or locally-developed). All of these subjects are not taught, in French, 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.

Grade 7 50% in French through the following courses:	Grade 8 50% in French through the following courses:	Grade 9 50% in French through the following courses:
French Social Studies Science Exploratory modules*	French Social Studies Science Exploratory modules*	French Social Studies Science Exploratory modules*

* The availability and/or content of French Exploratory Modules may vary from school-to-school.

Late French Immersion (LFI)

Late French Immersion is a French-as-a-second-language program which offers instruction in French for a minimum 70% 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.

Exposure to the French language continues through to the completion of high school, but over time, the time per day spent in French decreases. Those subjects that are offered in French at the various grade levels are as follows:

Grade 7 70 % in French through the following courses:	Grade 8 70 % in French through the following courses:	Grade 9 50% in French through the following courses:
French Math Social Studies Science Exploratory modules*	French Math Social Studies Science Exploratory modules*	French Social Studies Science Exploratory modules*

* The availability and/or content of French Exploratory Modules may vary from school-to-school.

French Language Arts (French Immersion)

Early French Immersion/Middle Immersion

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.

Late French Immersion

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.

French Exploratory Modules (Provincially Developed)

Provincially Developed French Exploratory Modules are units of exploration in various areas that are aligned with the guiding principles of the Intermediate Curriculum Delivery Renewal; experiential learning, exploring interests, and developing skills in the Arts, CTE, and technology areas.

Experiences within the various exploratory options will place greater ownership of learning with the student pushing themselves to take risks, reflect on successes and failures, and determine new goals. Instructional practices will take on a more facilitated and consultative approach, with teachers providing guidance and timely feedback. Direct instruction to the whole class, small groups, or individuals may be utilized more effectively in response to students' needs as they progress through their experiential learning opportunity. Through co-constructed criteria, self-assessment tools, and reflective dialogue and activities, students should feel supported and encouraged to set demanding, attainable goals for themselves in relation to competency and personal-career development and their learning efficacy.

Through this lens of competency development, students will develop meta-cognitive skills in assessing their growth and demonstration of these competencies. As such, these modules will not be evaluated on the traditional 100 point scale but rather a complete or incomplete.

The following modules are available in French. Please refer to the Learn site for access to the following modules:

- Genius Hour:
 - **Objectives:** This student directed/managed work is based on the adolescent learners' need to be personally associated with the topics and tasks in their learning. It allows students to pursue an interest or passion that ends in a culminating project of their choosing that best represents their learning journey. One of the main competencies of this module will be developing critical thinking skills as they direct and manage their learning. Students will be making decisions about what to pursue, create, and show evidence of their progress. Two other competencies to focus on should be determined by the student. These may include communication, citizenship, technology fluency, personal-career development, and creativity-innovation.
- Community Service Learning:
 - **Objectives:** Through observation and investigation, students will connect topics of their learning and interest to community challenges and problems. In response to this investigation, students will develop a service learning action project to address this problem or concern. Using a design thinking approach, project management skills and graduation competencies will be developed as students make real world connections through these experiential learning opportunities.
- Digital Photography
 - **Objectives:** Through the creation of a Photo Essay, students will continue to develop competencies primarily in Technological Fluency, Communication, Personal and Career Development and Creativity and Innovation.
- Interactive Art
 - **Objectives:** Students will build on their Communication, Creativity and Innovation, and Technological Fluency competencies while creating an interactive art piece that classmates can experience through a gallery walk.
- Stop Motion Animation
 - **Objectives:** With a focus on Youth Advocacy, students will select a topic important to them in order to create a stop motion animation video. Through the work, a focus on Citizenship, Communication, Technological Fluency, Critical Thinking, and Creativity and Innovation competencies will be the focus of development.
- Game Makers
 - **Objectives:** Students will create a game development company, complete with a logo, and learn basic coding skills to design a video game. Competencies that are of focus in this module include Communication, Personal - Career Development, Creativity and Innovation, and Technological Fluency.
- Défis STIAMs (Introduction to Engineering Design with STEAM)
 - **Objectives:** The engineering design process is an important process utilized in many learning and work situations. Understanding this process will assist students to help them solve problems, think critically, and communicate effectively. Through the disciplines of STEAM (science, technology, Engineering, Art, and Mathematics) challenges will be presented that require students to collaborate and create solutions to various social, environmental, or

sustainable development goals. Investigating each step of the design process allows students to fully understand the value of each step involved, and the importance of prototyping. Creativity and Innovation, communication, and critical thinking will be the focus of competency development in this hands on module.

- Programmons un meilleur monde (Introduction to Micro:bits Technology)

- **Objectives:** The ability to understand, participate and work in a digital world is vital to the success of a student's future. The micro:bit is a handheld computer that shows a student how hardware and software work together to create technological responses that utilize LED displays, buttons, sensors, radio, microphone, speakers and various input/output functions. Students will understand the opportunities to incorporate microprocessors and code in response to various social and environmental challenges. Ultimately, becoming more familiar with coding language and programmable technology in a fun, and easy way will develop technological fluency, critical thinking and communication competencies.

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; and
- 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; and
- 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 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 attitudes that enables an individual to inquire, problem solve, critically evaluate and make well-informed decisions, and maintain a sense of wonder about the world around them.

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.

The Grade 7 and 8 science program's learning objectives are divided into four themes: *the material universe, the living universe, Earth and space and the technological universe.*

The Grade 9 science program's learning objectives are divided into four themes: *the material universe, the living universe, Earth and space and procedural knowledge.*

Since a goal of the French immersion program is to develop the full second language potential of students, teaching and learning strategies that enhance and encourage the development of written and oral skills in French are also utilized.

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.

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

Chromebooks Webstore (PEI Education tab)

Approved applications and extensions for student learning are available in the PEI Education tab of the Chrome Webstore (<https://chrome.google.com/webstore>). This is a living resource. Apps/extensions are added or removed on an ongoing basis through an evaluation process.

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

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/Cornet	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 OP
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 OP
Experiencing Music Workbook	HMS	1/t	107-7425 OP
Experiencing Music CD	L&M	1/t	107-7426 OP

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 Education Leader.**Grades 7-9 Sheet Music from Long & Mcquade****Trios For All**

Trios For All (Flute/Piccolo)- Belwin Alfred	L&M	1/S
Trios For All (Clarinet/Bass Clarinet)- Belwin Alfred	L&M	1/S
Trios For All (Trumpet)- Belwin Alfred	L&M	1/S
Trios For All (Alto Sax)- Belwin Alfred	L&M	1/S
Trios For All (French Horn)- Belwin Alfred	L&M	1/S
Trios For All (Trombone/Bari Bc/Tuba)- Alfred	L&M	1/S
Trios For All (Tenor Sax/Baritone Tc)- Belwin Alfred	L&M	1/S
Trios For All (Violin)- Belwin Alfred	L&M	1/S
Trios For All (Viola)- Belwin Alfred	L&M	1/S
Trios For All (Cello/Bass)- Belwin Alfred	L&M	1/S
Trios For All (Piano/Conductor/Oboe)- Belwin Alfred	L&M	1/S

Quartets For All

Quartets For All (C Instruments)- Belwin Alfred	L&M	1/S
Quartets For All (B-Flat Instruments)- Belwin Alfred	L&M	1/S
Quartets For All (E-Flat Instruments)- Belwin Alfred	L&M	1/S
Quartets For All (F Instruments)- Belwin Alfred	L&M	1/S
Quartets For All (Bass Clef Instruments)- Belwin Alfred	L&M	1/S
Quartets For All (Violin)- Belwin Alfred	L&M	1/S
Quartets For All (Viola)- Belwin Alfred	L&M	1/S
Quartets For All (Cello/Bass)- Belwin Alfred	L&M	1/S
Quartets For All (Piano/Conductor/Oboe/Mal)- Belwin Alfred	L&M	1/S

Easy Quintets, Beginning Quintets, Favourite Quintets and Advanced Quintets

Canadian Brass Book Of Easy Quintets (Fr Horn)- Schirm	L&M	1/S
Canadian Brass Book Of Easy Quintets (Trombone)- Schirm	L&M	1/S
Canadian Brass Book Of Easy Quintets (Trumpet I)- Schirm	L&M	1/S
Canadian Brass Book Of Easy Quintets (Trumpet II)- Schirm	L&M	1/S
Canadian Brass Book Of Easy Quintets (Tuba)- Schirm	L&M	1/S
Canadian Brass Book Of Easy Quintets (Conductor)- Schirm	L&M	1/S
Canadian Brass Book Of Beginning Quintets (Cond)- Schirm	L&M	1/S
Canadian Brass Book Of Beginning Quintets (Trp I)- Schirm	L&M	1/S
Canadian Brass Book Of Beginning Quintets (Trp II)- Schirm	L&M	1/S
Canadian Brass Book Of Beginning Quintets (Tbn)- Schirm	L&M	1/S
Canadian Brass Book Of Beginning Quintets (Tuba)- Schirm	L&M	1/S
Canadian Brass Book Of Beginning Quintets (Fhor)- Schirm	L&M	1/S

Canadian Brass Book Of Book Of Favorite Quintets (Trumpet I)- Schirm	L&M	1/S
Canadian Brass Book Of Book Of Favorite Quintets (Trumpet II)- Schirm	L&M	1/S
Canadian Brass Book Of Book Of Favorite Quintets (French Horn)- Schirm	L&M	1/S
Canadian Brass Book Of Book Of Favorite Quintets (Trombone)- Schirm	L&M	1/S
Canadian Brass Book Of Book Of Favorite Quintets (Tuba)- Schirm	L&M	1/S
Canadian Brass Book Of Book Of Favorite Quintets (Conductor)- Schirm	L&M	1/S
Canadian Brass Book Of Advanced Quintets (Trp I)- Schirm	L&M	1/S
Canadian Brass Book Of Advanced Quintets (Trp II)- Schirm	L&M	1/S
Canadian Brass Book Of Advanced Quintets (Fhrn)- Schirm	L&M	1/S
Canadian Brass Book Of Advanced Quintets (Tbon)- Schirm	L&M	1/S
Canadian Brass Book Of Advanced Quintets (Tuba)- Schirm	L&M	1/S
Canadian Brass Book Of Advanced Quintets (Cond) - Schirm	L&M	1/S

Standard of Excellence: Festive Solos, Books 1 - 3

SOE Festival Solos – Baritone (BC) -Neil A. Kjos	L&M	1/S
SOE Festival Solos – Bassoon -Neil A. Kjos	L&M	1/S
SOE Festival Solos – Tuba -Neil A. Kjos	L&M	1/S
SOE Festival Solos – Clarinet-Neil A. Kjos	L&M	1/S
SOE Festival Solos – Bass Clarinet-Neil A. Kjos	L&M	1/S
SOE Festival Solos – Flute -Neil A. Kjos	L&M	1/S
SOE Festival Solos – French Horn -Neil A. Kjos	L&M	1/S
SOE Festival Solos – Oboe --Neil A. Kjos	L&M	1/S
SOE Festival Solos – Piano Accompaniment -Neil A. Kjos	L&M	1/S
SOE Festival Solos – Snare Drum/Mallets -Neil A. Kjos	L&M	1/S
SOE Festival Solos – Complete Assessment Manual-Neil A. Kjos	L&M	1/S
SOE Festival Solos – Trombone-Neil A. Kjos	L&M	1/S
SOE Festival Solos – Baritone (TC)-Neil A. Kjos	L&M	1/S
SOE Festival Solos – Trumpet-Neil A. Kjos	L&M	1/S
SOE Festival Solos – Tenor Saxophone-Neil A. Kjos	L&M	1/S
SOE Festival Solos – Alto Saxophone-Neil A. Kjos	L&M	1/S
SOE Festival Solos – Baritone Saxophone-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Baritone (Bc)-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Bassoon-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Tuba-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Clarinet-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Bass Clarinet-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Flute-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – French Horn-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Oboe-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Piano Accompaniment-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Snare Drum/Mallets-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Trombone-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Baritone (Tc)-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Trumpet-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Tenor Saxophone-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Alto Saxophone-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 2 – Baritone Saxophone-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Baritone (BC)-Neil A. Kjos	L&M	1/S

SOE Festival Solos Bk 3 – Bassoon-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Tuba-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Clarinet-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Bass Clarinet-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Flute-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – French Horn-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Oboe-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Piano Accompaniment-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Percussion-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Trombone-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Baritone (TC)-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Trumpet-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Tenor Saxophone-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Alto Saxophone-Neil A. Kjos	L&M	1/S
SOE Festival Solos Bk 3 – Baritone Saxophone-Neil A. Kjos	L&M	1/S

Standard of Excellence: Festival Ensembles, Book 1 - 2

SOE Festival Ensembles Bk 1 - Clarinet -Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 – Alto Clarinet -Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 - Conductor-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 - Drums -Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 - Flute-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 - French Horn-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 - Mallet Percussion-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 - Oboe-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 – Alto/Baritone Sax-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 - Tenor Saxophone-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 - Trumpet-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 – Trombone/Bassoon/Baritone(Bc)-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 - Tuba-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 – Piano/Guita-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 – Electric Bass-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 1 – Drumset-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 – Clarinet/Bass Clarinet-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 – Alto Clarinet-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 - Conductor-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 - Flute-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 - French Horn-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 - Mallet Percussion-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 - Oboe-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 – Alto/Baritone Sax-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 - Tenor Saxophone-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 - Trumpet-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 – Baritone (Tc)-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 – Trombone/Bassoon/Baritone(Bc)-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 - Tuba-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 – Piano Accompaniment-Neil A. Kjos	L&M	1/S
SOE Festival Ensembles Bk 2 – Electric Bass-Neil A. Kjos	L&M	1/S

SOE Festival Ensembles Bk 2 – Drums/Timp/Aux.Perc -Neil A. Kjos L&M 1/S

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– Edmundson	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
Canterbury Overture – McGinty (1 ½) Full Score	L&M	108-8270
Twin Oaks –Shaffer (1 ½ - 2) Full Score	L&M	108-8272
Silvergate 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
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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 OP

***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 OP
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 OP
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 Both 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

Teacher Resources

7ENGA Curriculum Guide	PEI	1/t	107-7538
7ENGA Curriculum Support Document	PEI		learn.edu.pe.ca
Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005
Achievement Standards for Reading and Writing, Grade 7	PEI	1/t	107-7967
Book Love by Penny Kittle	PEC	1/t	110-10921
Write Beside Them by Penny Kittle	PEC	1/t	110-10922
I Read It, But I Don't Get It by Cris Tovani	PEM	1/s	110-10080

Whole Class Anthologies & Modules

Nelson Language & Writing 7 Student Text	NEL	1/p	107-7031
Nelson Language & Writing 7 Teacher Resource	NEL	1/t	107-7032
Nelson Literacy 7 Resource			
• Magazines for Independent and Guided Practice (GIRK)	NEL	1/2t	107-7919 OP
• Media Package	NEL	1/t	107-7918
• Teacher's Resource	NEL	1/t	107-7920 OP
• Selections for Modelling and Demonstration (Transparencies)	NEL	1/t	107-7917
• Student Texts Themes:			
Step Up & Tech Effects (Student Book A)	NEL	1/p	107-7914
Mysteries & Fears and Phobias (Student Book B)	NEL	1/p	107-7915
Send a Message & Make an Impression (Student Book C)	NEL	1/p	107-7916
Nelson Literacy 7 (Digital Copy) Subscription:			
• Teacher: My Nelson Literacy 7 Online Teaching Center	Contact Leader		
• Student: eBook Extra A, eBook Extra B, and eBook Extra C	Contact Leader		
Subscription to Scholastics Scope Magazine (Hard Copy version)	SCH	1/p	110-10101
Subscription to Scholastics Scope Magazine (Online version)	SCH	1/p	111-11807

Scholastic Book Club: This Is Who I Am	Contact Leader		
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	
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
Language and Writing 7 B Text	NEL 1/p 107-7031
Language and Writing 7 B Teacher Edition	NEL 1/t 107-7032
Collins Gage Dictionary 2006	1/5p 107-7045 OP
Roget's Student Thesaurus	PEB 6/t 107-7009

Whole Class Novels & Dramas

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

Book Club Selections

Book club titles are a part of the regular classroom library. Students may select to read book club titles for independent reading.

Book club titles are available in larger quantities to allow multiple students to read the same title and work together to construct meaning in a group setting. Student choice when participating in book clubs is strongly encouraged.

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End of the Line by Sharon McKay	4/c 107-70006
Game Changer by Tommy Greenwald	4/c 107-70015
I Survived the Sinking of the Titanic, 1912 by Lauren Tarshis	4/c 107-70021
Insignificant Events In The Life of a Cactus by Dusti Bowling	4/c 107-70022
Lifeboat 12 by Susan Hood	4/c 107-70023
New Kid by Jerry Craft	4/c 107-70027
Other Words for Home by Jasmine Warga	4/c 107-70032
Remarkable Journey of Coyote Sunrise, The Dan Gemeinhart	4/c 107-70035
Statistical Probability of Love at First Sight, The by Jennifer E. Smith	4/c 107-70040
Storm Too Soon, A by Michael J. Tougias	4/c 107-70041
Three Pennies by Melanie Crowder	4/c 107-70044

Classroom Library Selections

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Amal Unbound by Aisha Saeed	2/c 107-70000
American Ace by Marilyn Nelson	2/c 107-70002
Awkward by Sverlana Chmakova	2/c 107-70003

Booked by Kwame Alexander	2/c	107-70004
Chase by Linwood Barkley	2/c	107-70005
Effren Divided by Ernesto Cisneros	2/c	107-70055
Escape by Linwood Barkley	2/c	107-70007
Estranged (Book 1) by Ethan M. Aldridge	2/c	107-70008
False Prince (Book 1), The by Jennifer A. Nielson	2/c	107-70009
Fever 1793 by Laurie Halse Anderson	2/c	107-70010
Finding Mighty by Sheela Chari	2/c	107-70011
Finding Perfect by Elly Swartz	2/c	107-70012
Focused by Alyson Gerber	2/c	107-70013
Framed! By James Ponti	2/c	107-70014
Garvey's Choice by Nikki Grimes	2/c	107-70016
Geography of You and Me, The by Jennifer E. Smith	2/c	107-70017
Greetings From Witness Protection by Jake Burt	2/c	107-70018
Hawk by Jennifer Dance	2/c	107-70019
How I Became a Ghost by Tim Tingle	2/c	107-70020
Locomotion by Jacqueline Woodson	2/c	107-70024
Loot (Book 1) How To Steal a Fortune by Jude Watson	2/c	107-70025
Lost in the Amazon:A Battle for Survival in the Heart of the Rainforest By Tod Olson	2/c	107-70026
Maybe He Just Likes You by Barbara Dee	2/c	107-70073
No Summit Out of Sight by Jordan Romero	2/c	107-70028
Once (Book 1) by Morris Gleitzman	2/c	107-70029
One and Only Ivan, The by Katherine Applegate	2/c	107-70030
One For Sorrow by Mary Downing Hahn	2/c	107-70031
Pants Project, The by Cat Clarke	2/c	107-70033
Pashmina by Nidhi Chanani	2/c	107-70034
Rising Sea: Flooding, Climate Change and Our New World By Keltie Thomas, Belle Wuthrich, et al.	2/c	107-70036
Rising Water: the Story of the Thai Cave Rescue by Marc Aronson	2/c	107-70037
Ruins of Gorlan: Ranger's Apprentice (Book 1), The by John Flanagan	2/c	107-70038
Skin I'm in, The by Sharon G. Flake	2/c	107-70054
Something Rotten: A Fresh Look at Roadkill by Heather L. Montgomery	2/c	107-70039
Stormbreaker (Book 1 in the Alex Rider series) by Anthony Horowitz	2/c	107-70042
Swindle by Gordon Korman	2/c	107-70043
Took: A Ghost Story by Mary Downing Hahn	2/c	107-70045
Truth as Told by Mason Buttle, The by Leslie Connor	2/c	107-70046
Unwanted (Book 1), The by Lisa McMann	2/c	107-70047
What Was D Day? By Patricia Brennan Demuth	2/c	107-70048
Where is Alcatraz? Nico Medina	2/c	107-70049
Whiteout by W.C. Mack	2/c	107-70051
Wilder Boys (Book 1) by Brandon Wallace	2/c	107-70052
Witch Boy (Book 1), The by Molly Knox Ostertag	2/c	107-70053
Orca Currents		
121 Express	1/t	108-8461
Ace's Basement	1/t	108-8462
Agent Angus	1/t	108-8489
Bear Market	1/t	108-8501

Benched	1/t	108-8484
Big Dip	1/t	108-8487
Bio-pirate	1/t	108-8491
Blob	1/t	108-8469
Bones	1/t	108-8495
Branded	1/t	108-8502
Cabin Girl	1/t	108-8465
Caching In	1/t	108-8492
Camp Wild	1/t	108-8479
Caught in the Act	1/t	108-8486
Chat Room	1/t	108-8466
Daredevil Club	1/t	108-8520
Destination Human	1/t	108-8518
Disconnect	1/t	108-8467
Dog Walker	1/t	108-8511
Explore	1/t	108-8473
Facespace	1/t	108-8463
Farmed Out	1/t	108-8512
Fast Slide	1/t	108-8508 OP
Finding Elmo	1/t	108-8488
Flower Power	1/t	108-8503
High Wire	1/t	108-8493
Hold the Pickles	1/t	108-8513
Horse Power	1/t	108-8504
Hypnotized	1/t	108-8514
In a Flash	1/t	108-8505
Junkyard Dog	1/t	108-8500
Living Rough	1/t	108-8474
Marked	1/t	108-8494
Maxed Out	1/t	108-8521
Mirror Image	1/t	108-8470 OP
Nine Doors	1/t	108-8515
Oracle	1/t	108-8468
Out of Season	1/t	108-8480
Perfect Revenge	1/t	108-8471
Pigboy	1/t	108-8516
Power Chord	1/t	108-8519
Pyro	1/t	108-8483
Queen of the Toilet Bowl	1/t	108-8464
Rebel's Tag	1/t	108-8475
Reckless	1/t	108-8510 OP
See no Evil	1/t	108-8485 OP
Sewer Rats	1/t	108-8476
Shade	1/t	108-8481
Skate Freak	1/t	108-8472
Slick	1/t	108-8506
Snowball Effect, The	1/t	108-8517
Spoiled Rotten	1/t	108-8482
Stolen	1/t	108-8496

Struck	1/t	108-8477
Sudden Impact	1/t	108-8478
Swiped	1/t	108-8497
Tampered	1/t	108-8499
Vanished	1/t	108-8498
Watch Me	1/t	108-8509
Windfall	1/t	108-8507
Wired	1/t	108-8490

8ENGA English Language Arts

Teacher Resources

8ENGA Curriculum Guide	PEI	1/t	108-8604
8ENGA Curriculum Support Document	PEI		learn.edu.pe.ca
Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005
Achievement Standards for Reading and Writing, Grade 8	PEI	1/t	108-8408
Book Love by Penny Kittle	PEC	1/t	110-10921
Write Beside Them by Penny Kittle	PEC	1/t	110-10922
I Read It, But I Don't Get It by Cris Tovani	PEM	1/s	110-10080

Whole Class Anthologies & Modules

Nelson Literacy 8 Kit	NEL	1/t	108-8396 OP
The Nelson Literacy 8 Resource			
<ul style="list-style-type: none"> • Magazines for Independent and Guided Practice • Media Package • Teacher's Resource • Selections for Modelling and Demonstration 	NEL	1/t	108-8398
<ul style="list-style-type: none"> • Student Texts Themes: <ul style="list-style-type: none"> ○ Global Citizens (Student Book A) ○ Tech Then and Now (Student Book A) ○ Secrets (Student Book B) ○ No Limits (Student Book B) ○ Reality Check (Student Book C) ○ Chasing a Dream (Student Book C) 	NEL	1/p	108-8401
	NEL	1/p	108-8401
	NEL	1/p	108-8402
	NEL	1/p	108-8402
	NEL	1/P	108-8403
	NEL	1/p	108-8403
The digital components of Nelson Literacy 8 are as follows:			
<ul style="list-style-type: none"> • Teacher Component: My Nelson Literacy8 Online Teaching Center • Student Component: eBook Extra A, eBook Extra B, and eBook Extra C 	Contact Leader		
Subscription to Scope Magazine (Hard Copy version)	SCH	1/p	110-10101
Subscription to Scholastics Scope Magazine (Online version)	SCH	1/p	111-11807
Scholastic Book Club: History Comes Alive	SCH	1/c	108-8420
Teacher's Guide	SCH	1/club	
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
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

Whole Class Novels & Dramas

Lisa by Carol Mathas	FEN 1/6p 108-8024 OP
The True Confessions of Charlotte Doyle by Avi	NIM 1/3 108-8003 OP
Paradise Café and Other Stories by Kevin Majoer	PEC 1/3p 108-8041 OP
The Unseen by Janet Lunn	NIM 1/3p 108-8042 OP
Ultimate Sports by Donald R. Gallo, Ed.	NIM 6/t 108-8058 OP
The Outsiders by S.E. Hinton	CDS 1/3p 108-8032
Blood Red Ochre by Kevin Major	PEC 1/3p 108-8031 OP
Hatchet by Gary Paulsen	ATL 1/3p 108-8001
Silverwing by Kenneth Oppel	
Skateboard Shakedown by Lesley Choyce	FMC 1/10p 107-7004 OP
Tuesday Café by Don Trembath	RAB 1/10p 108-8217
Freak the Mighty by Rodman Philbrick	SCH 1/10p 108-8218

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Day the World Came to Town, The by Jim Defede	6/c 108-8564
Fish in a Tree by Lynda Mullaly Hunt	6/c 108-8560
Front Desk by Kelly Yang	6/c 108-8568
Ghost by Jason Reynolds	6/c 108-8576
Greater Than Angels by Carol Matas	6/c 108-8531
House Arrest by K.A. Holt	6/c 108-8545 OP
Jeremy Fink and the Meaning of Life by Wendy Mass	6/c 108-8591
Mask That Sang, The by Susan Currie	6/c 108-8566
No Fixed Address by Susin Nielsen	6/c 108-8574
Refugee by Alan Gratz	6/c 108-8580
Restart by Gordon Korman	6/c 108-8589
Selection, The by Kiera Cass	6/c 108-8547
Wave by Eric Walters	6/c 108-8552
We Are All Made of Molecules by Susin Nielsen	6/c 108-8553

Classroom Library

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Al Capone Does My Shirts by Gennifer Choldenko	2/c 108-8522
Among the Hidden by Margaret Peterson Haddix	2/c 108-8523
Amulet: The Stonekeeper by Kazu Kibuishi	2/c 108-8524
Anne of Green Gables by L.M. Montgomery	2/c 108-8525
Anne of Green Gables: A Graphic Novel by Mariah Marsden	2/c 108-8588
Artemis Fowl: The Graphic Novel by Eoin Colfer	2/c 108-8526
Blackthorn Key by Kevin Sands	2/c 108-8573
Blended by Sharon M. Draper	2/c 108-8572
Breadwinner, The by Deborah Ellis	2/c 108-8593
Brian's Winter by Gary Paulsen	2/c 108-8578
City of Ember, The by Jeanne DuPrau	2/c 108-8527
Coraline by Neil Gaiman	2/c 108-8558
Crazy Man, The by Pamela Porter	2/c 108-8528
Diary of a Young Girl by Anne Frank	2/c 108-8606
Dog's Life: The Autobiography of a Stray, A by Ann M. Martin	2/c 108-8563
Drama by Raina Telgemeier	2/c 108-8577
Elite, The by Kiera Cass	2/c 108-8581
Fatty Legs by Christy Jordan-Fenton	2/c 108-8592
Flipped by Wendelin Van Draanen	2/c 108-8529
Forget Me Not by Ellie Terry	2/c 108-8571
George by Alex Gino	2/c 108-8562
Ghost Boys by Jewell Parker Rhodes	2/c 108-8605
Gravesavers, The by Sheree Fitch	2/c 108-8530
Graveyard Book, The by Neil Gaiman	2/c 108-8557
Harry Potter and the Goblet of Fire by J.K. Rowling	1/c 108-8584
Harry Potter and the Philosopher's Stone by J.K. Rowling	2/c 108-8532
Harry Potter and the Half-Blood Prince by J.K. Rowling	1/c 108-8586
Harry Potter and the Prisoner of Azkaban by J.K. Rowling	2/c 108-8583
Harry Potter and the Chamber of Secrets by J.K. Rowling	2/c 108-8582
Harry Potter and the Order of the Phoenix by J.K. Rowling	1/c 108-8585
Homeless Bird by Gloria Whelan	2/c 108-8533
Inkheart by Cornelia Funke	2/c 108-8534
Inkling by Kenneth Oppel	2/c 108-8556
Invention of Hugo Cabret, The by Brian Selznick	2/c 108-8535
Letters to a Bullied Girl by Olivia Gardner	2/c 108-8536
Life on the Refrigerator Door by Alice Kuipers	2/c 108-8537
Lightning Thief, The by Rick Riordan	2/c 108-8538
Love That Dog by Sharon Creech	2/c 108-8539
Maximum Ride by James Patterson	2/c 108-8575
Middle School: The Worst Years of My Life by James Patterson	2/c 108-8540
Momentum by Hannah Alper	2/c 108-8599
Mud City by Deborah Ellis	2/c 108-8594

Night Divided, A by Jennifer A Nielsen	2/c 108-8569
Nine Lives of Travis Keeting, The by Jill MacLean	2/c 108-8541
One For the Murphys by Lynda Mullaly Hunt	2/c 108-8561
Pax by Sara Pennypacker	2/c 108-8542
Petey by Ben Mikaelson	2/c 108-8600
Prince and the Dressmaker, The by Jen Wang	2/c 108-8567
River, The by Gary Paulsen	2/c 108-8601
Rocket Blues by David Skuy	2/c 108-8544 OP
Schooled by Gordon Korman	2/c 108-8590
Sea of Monsters, The by Rick Riordan	2/c 108-8602
Seedfolks by Paul Fleischman	2/c 108-8546
Skellig by David Almond	2/c 108-8551
Thing About Leftovers, The by C.C. Payne	2/c 108-8570
Tracker by Gary Paulsen	2/c 108-8579
We Are Displaced by Malala Yousafzai	2/c 108-8587
Wednesday Wars, The by Gary D. Schmidt	2/c 108-8559
When Zachary Beaver Came to Town by Kimberly Willis Holt	2/c 108-8603
Wild Robot, The by Peter Brown	2/c 108-8565
Wonder by R. J. Palacio	2/c 108-8554
Year in the Life of a Total and Complete Genius, A by Stacey Matson	2/c 108-8555

Orca Currents

121Express	1/t 108-8461
Ace's Basement	1/t 108-8462
Agent Angus	1/t 108-8489
Bear Market	1/t 108-8501
Benched	1/t 108-8484
Big Dip	1/t 108-8487
Bio-pirate	1/t 108-8491
Blob	1/t 108-8469
Bones	1/t 108-8495
Branded	1/t 108-8502
Cabin Girl	1/t 108-8465
Caching In	1/t 108-8492
Camp Wild	1/t 108-8479
Caught in the Act	1/t 108-8486
Chat Room	1/t 108-8466
Daredevil Club	1/t 108-8520
Destination Human	1/t 108-8518
Disconnect	1/t 108-8467
Dog Walker	1/t 108-8511
Explore	1/t 108-8473
Facespace	1/t 108-8463
Farmed Out	1/t 108-8512
Fast Slide	1/t 108-8508
Finding Elmo	1/t 108-8488
Flower Power	1/t 108-8503
High Wire	1/t 108-8493
Hold the Pickles	1/t 108-8513

Horse Power	1/t	108-8504
Hypnotized	1/t	108-8514
In a Flash	1/t	108-8505
Junkyard Dog	1/t	108-8500
Living Rough	1/t	108-8474
Marked	1/t	108-8494
Maxed Out	1/t	108-8521
Mirror Image	1/t	108-8470 OP
Nine Doors	1/t	108-8515
Oracle	1/t	108-8468
Out of Season	1/t	108-8480
Perfect Revenge	1/t	108-8471
Pigboy	1/t	108-8516
Power Chord	1/t	108-8519
Pyro	1/t	108-8483
Queen of the Toilet Bowl	1/t	108-8464
Rebel's Tag	1/t	108-8475
Reckless	1/t	108-8510
See no Evil	1/t	108-8485 OP
Sewer Rats	1/t	108-8476
Shade	1/t	108-8481
Skate Freak	1/t	108-8472
Slick	1/t	108-8506
Snowball Effect, The	1/t	108-8517
Spoiled Rotten	1/t	108-8482
Stolen	1/t	108-8496
Stuck	1/t	108-8477
Sudden Impact	1/t	108-8478
Swiped	1/t	108-8497
Tampered	1/t	108-8499
Vanished	1/t	108-8498
Watch Me	1/t	108-8509
Windfall	1/t	108-8507
Wired	1/t	108-8490

9ENGA English Language Arts

Teacher Resources

9ENGA Curriculum Guide	PEI	1/t	109-9657
9ENGA Curriculum Support Document	PEI		learn.edu.pe.ca
Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005
Achievement Standards for Reading and Writing, Grade 9	PEI	1/t	109-9551
Book Love by Penny Kittle	PEC	1/t	110-10921
Write Beside Them by Penny Kittle	PEC	1/t	110-10922
I Read It, But I Don't Get It by Cris Tovani	PEM	1/s	110-10080
Quickwrite Handbook, The by Linda Rief	BOK	1/t	109-9696

Whole Class Anthologies & Modules

Nelson Literacy 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. Contact Leader

Subscription to Scope Magazine (Hard Copy version) SCH 1/p 110-10101

Subscription to Scholastics Scope Magazine (Online version) SCH 1/t 111-11807

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 SCH 1/s 109-9578

Teacher’s Guide SCH 1/club

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)

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

Whole Class Novels & Dramas

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

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5th Wave, The by Rick Yancey	4/c	109-9608
Bifocal by Deborah Ellis and Eric Walters	4/c	109-9609
Bomb by Steve Sheinkin	4/c	109-9610
Boy 21 by Matthew Quick	4/c	109-9611
Boy in the Striped Pajamas by John Boyne	4/c	109-9612
Bruiser by Neal Shusterman	4/c	109-9614
Cinder by Marissa Meyer	4/c	109-9613
Counting By 7s by Holly Goldberg Sloan	4/c	109-9615
Delirium by Lauren Oliver	4/c	109-9616
Fight for Power by Eric Walters	4/c	109-9617
Finding Gobi by Dion Leonard	4/c	109-9618
Great and Terrible Beauty, A by Libba Bray	4/c	109-9619
Harry Potter and the Deathly Hollows by J. K. Rowling	4/c	109-9620
Home Child by Barbara Haworth-Attard	4/c	109-9621
I am Malala by Malala Yousatzai	4/c	109-9622
Kira Kira by Cynthia Kadohata	4/c	109-9623
Long Walk to Water by Linda Sue Park	4/c	109-9624
Mango Shaped Space, A by Wendy Mass	4/c	109-9625
Northern light, A by Jennifer Donnelly	4/c	109-9627
Pandemonium by Lauren Oliver	4/c	109-9628
Parvana's Journey by Deborah Ellis	4/c	109-9629
Princess Bride, The by William Goldman	4/c	109-9630
Prisoner B-3087 by Alan Gratz	4/c	109-9631
Projekt 1065 by Alan Gratz	4/c	109-9632
Red Queen, The by Victoria Aveyard	4/c	109-9633
Requiem by Lauren Oliver	4/c	109-9634
Rule of Three, The by Eric Walters	4/c	109-9635
Salt to the Sea by Ruta Sepetys	4/c	109-9636
Silent to the Bone by E. L. Konigsburg	4/c	109-9637
So B. It by Sarah Weeks	4/c	109-9638
Sweetness at the Bottom of the Pie by Alan Bradley	4/c	109-9639
We all Fall Down by Eric Walters	4/c	109-9640
Will to Survive by Eric Walters	4/c	109-9641

Within Reach by Barbara Delinsky

4/c 109-9642

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Bloom by Kenneth Oppel	2/c 109-9673
Boys Who Challenged Hitler, The by Phillip Hoose	2/c 109-9665
Broken Strings by Eric Walters	2/c 109-9668
Brown Girl Dreaming by Jacqueline Woodson	2/c 109-9686
Canada at War by Paul Keery	2/c 109-9662
Carey Price: How a First Nations Kid became a Superstar by Catherine Rondina	2/c 109-9674
Distance Between Us by Reyna Grande	2/c 109-9687
Ghost Collector, The by Allison Mills	2/c 109-9660
Ground Zero by Alan Gratz	2/c 109-9678
Illegal by Eion Colfer	2/c 109-9658
Legend (Book 1) by Marie Lu	2/c 109-9667
Long Way Down by Jason Reynolds	2/c 109-9663
Masterminds by Gordon Korman	2/c 109-9675
Masterminds: Criminal Destiny by Gordon Korman	2/c 109-9676
Masterminds: Payback by Gordon Korman	2/c 109-9677
Nimona by Noelle Stevenson	2/c 109-9694
One by Sarah Crossan	2/c 109-9679
On the Fence by Kasie West	2/c 109-9671
Paper Hearts by Meg Wiviott	2/c 109-9664
Piecing Me Together by Renee Watson	2/c 109-9685
P.S. I like You by Kasie West	2/c 109-9672
Pumpkinheads by Rainbow Rowell	2/c 109-9659
Refugee 87 by Ele Fountain	2/c 109-9682
Shelter (Book 1) by Harlan Coben	2/c 109-9666
Shoe Dog: A Young Reader's Edition by Phil Knight	2/c 109-9681
Snow Soccer by David Trifunov	2/c 109-9683
Sugar Falls: A Residential Story by David A. Robertson	2/c 109-9661
Very Large Expanse of Sea, A by Tehereh Mafi	2/c 109-9670
Warcross by Marie Lu	2/c 109-9670

Orca Currents

121Express	1/t 108-8461
Ace's Basement	1/t 108-8462
Agent Angus	1/t 108-8489
Bear Market	1/t 108-8501
Benched	1/t 108-8484
Big Dip	1/t 108-8487
Bio-pirate	1/t 108-8491
Blob	1/t 108-8469

Bones	1/t	108-8495
Branded	1/t	108-8502
Cabin Girl	1/t	108-8465
Caching In	1/t	108-8492
Camp Wild	1/t	108-8479
Caught in the Act	1/t	108-8486
Chat Room	1/t	108-8466
Daredevil Club	1/t	108-8520
Destination Human	1/t	108-8518
Disconnect	1/t	108-8467
Dog Walker	1/t	108-8511
Explore	1/t	108-8473
Facespace	1/t	108-8463
Farmed Out	1/t	108-8512
Fast Slide	1/t	108-8508
Finding Elmo	1/t	108-8488
Flower Power	1/t	108-8503
High Wire	1/t	108-8493
Hold the Pickles	1/t	108-8513
Horse Power	1/t	108-8504
Hypnotized	1/t	108-8514
In a Flash	1/t	108-8505
Junkyard Dog	1/t	108-8500
Living Rough	1/t	108-8474
Marked	1/t	108-8494
Maxed Out	1/t	108-8521
Mirror Image	1/t	108-8470
Nine Doors	1/t	108-8515
Oracle	1/t	108-8468
Out of Season	1/t	108-8480
Perfect Revenge	1/t	108-8471
Pigboy	1/t	108-8516
Power Chord	1/t	108-8519
Pyro	1/t	108-8483
Queen of the Toilet Bowl	1/t	108-8464
Rebel's Tag	1/t	108-8475
Reckless	1/t	108-8510
See no Evil	1/t	108-8485
Sewer Rats	1/t	108-8476
Shade	1/t	108-8481
Skate Freak	1/t	108-8472
Slick	1/t	108-8506
Snowball Effect, The	1/t	108-8517
Spoiled Rotten	1/t	108-8482
Stolen	1/t	108-8496
Stuck	1/t	108-8477
Sudden Impact	1/t	108-8478
Swiped	1/t	108-8497
Tampered	1/t	108-8499

Vanished	1/t 108-8498
Watch Me	1/t 108-8509
Windfall	1/t 108-8507
Wired	1/t 108-8490

Home Economics

Home Economics Curriculum Guide

Discovering Food and Nutrition B – Teacher Resource Book

Food Nutrition and Wellness – Student Text

Teen Living

Teen Living – Teacher Resource

PEI 1/t 107-7595

MHR 1/t 107-7336 OP

Contact Leader

PEC cs/s 107-7339 OP

PEC 1/t 107-7340 OP

Career and Technical Education

CTE – Intermediate Technology Education Curriculum Guide

PEI 1/t 110-10956

Please contact the Career and Technology Education Leader for resources.

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 OP
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 OP
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

7-9 Physical and Health Education Curriculum Guide	PEI	1/t	
Physical Education Curricular Intramural, Interschool Safety Guidelines (K-12)	PEI	1/s	100-492
Teaching Personal and Social Responsibility through Physical Activity – 3rd ed.	HUK	1/s	107-7669
Physical Education Assessment Toolkit	HUK	1/s	107-7611 OP
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, 2nd ed.	HUK	1/s	107-7615
Teaching Yoga for Life	HUK	1/s	107-7612 OP
Play Practice, A Games Approach	HUK	1/s	107-7606 OP
Healthy Active Living 2.0	Online	Contact Leader	
Teen Mental Health Literacy	Online	Contact Leader	

Science

7SCIA Science

7SCIA Curriculum Guide	PEI 1/t
Science Safety Resource Manual	PEI 1/t 101-1587
Discovering Science 7, 2008 – Student Edition	MHR 1/p 107-7999
Discovering Science 7, 2008 – Teacher Resource	MHR 1/t learn.edu.pe.ca

8SCIA Science

8SCIA Curriculum Guide	PEI 1/t
Science Safety Resource Manual	PEI 1/t 101-1587
Discovering Science 8, 2009 – Student Edition	MHR 1/p 108-8418
Discovering Science 8, 2009 – Teacher’s Resource	MHR 1/t learn.edu.pe.ca

9SCIA Science

PEI Science Curriculum Guide (2018)	PEI 1/t
Scholastic Issues21 Series	
-Biodiversity	SCH 1/p 109-9598
-Overpopulation	SCH 1/p 109-9601
-Climate Change	SCH 1/p 109-9597 OP
-Energy	SCH 1/p 109-9599
Pearson Investigating Science 9	PEC 1/cs/t 109-9588
Pearson Big Idea High-Low Reader Series	
-Diversity of Life	PEC 1-2/c 109-9596
-Habitats and Communities	PEC 1-2/c 109-9593
-Chemistry	PEC 1-2/c 109-9594
-Our Healthy World	PEC 1-2/c 109-9595

Social Studies

Foundation for the Atlantic Canada Social Studies Curriculum

PEI 1/t 101-1598

7SOCA Social Studies

History 7 Student Book

NEL cs/t 107-70065

History 7 Teacher Resource

NEL 1/s 107-70066

History 7 Enhancements

NEL cs/t 107-70067

History 8 Student Book

NEL cs/t 107-70069

History 8 Teacher Resource

NEL 1/s 107-70070

History 8 Enhancements

NEL cs/t 107-70068

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

9SOCA Social Studies

9SOCA Curriculum Guide

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.

Please see the following page for additional resources for grades 7-9.

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 7 ^e (English Version)	1/p	107-7142
La Roue A1 (to be used as review beginning of the year)	1/t	104-4590
Portfolio d'apprentissage	1/t	107-7023

***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	108-8595
On se débrouille	1/p	108-8596
La Roue 7 ^e (Sept review)	1/t	107-7141
La Roue 8 ^e (French version)	1/p	108-8459
La Roue 8 ^e (English version)	1/p	108-8460
Portfolio d'apprentissage	1/t	107-7023

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

9FREA Core French

Mon réseau Ma Vie 2

Professional bundle 2 (digital access and teacher's guide)	1/t	Contact Leader
On s'informe	1/p	109-9643

On se prépare pour l'avenir	1/p 109-9644
La Roue 8 ^e (to be used for review)	1/t 108-8459
La Roue 9 ^e (French version)	1/p 109-9650
La Roue 9 ^e (English version)	1/p 109-9651
Portfolio d'apprentissage	1/t 107-7023

Please note: Grade 8/9 split classes are to contact the curriculum leader.

Reference Materials for Teachers 7-8-9

La Communication Orale - Une compétence à développer	1/t 109-9652
Ma roue de cheminement personnelle	1/t 109-9653
Le continuum en communication orale spontanée	1/t 109-9655

Early French Immersion Language Arts (EFI)

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

Le métaguide	PEI	1/t	107-7698
Mes ateliers d'écriture	PEI	1/s	107-7700
Ma trousse d'écriture 7	TCM	1/t	107-7826
Recueil d'activités de lecture	TCM	1/t	106-6349
Une histoire à 4 voix	REN	1/t	107-7135
Activités Motivantes de Communication Orale	CHN	1/t	107-7990
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
Clé pour la grammaire	GUE	33/t	107-7197

Core resources for all French Immersion Programs (EFI, LFI, MI)

Grade 7

#Laclasse A1, Manuel de l'élève (numérique seulement)	CLE	1/s	112-12667
#Laclasse A1, cahier de l'élève (numérique seulement)	CLE	1/s	112-12668
#Laclasse A1, guide du professeur (numérique)	CLE	1/t	Contact Leader

Grade 8

#Laclasse A2, Manuel de l'élève (numérique seulement)	CLE	1/s	112-12669
#Laclasse A2, cahier de l'élève (numérique seulement)	CLE	1/s	112-12670
#Laclasse A2, guide du professeur (numérique)	CLE	1/t	Contact Leader

Grade 9

#Laclasse B1, Manuel de l'élève (numérique seulement)	CLE	1/s	112-12671
#Laclasse B1, cahier de l'élève (numérique seulement)	CLE	1/s	112-12672
#Laclasse B1, guide du professeur (numérique)	CLE	1/t	Contact Leader

7FREF French Language Arts (EFI)

Français-immersion précoce-Programme d'études 7 ^e année	PEI	1/t	107-7098
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Literature Resources

Aller-Retour	REN	1/p	107-7118
Le Petit Prince	REN	1/p	107-7594

Reference Materials and literacy support resources 7 (EFI)

L'amour et l'amitié en poésie			
Le grand Quiz - rouge et or			
Coffret Globe-Trotter Mauve Science Humaines	ERPI	1/c	107-7992

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

8FREF French Language Arts (EFI)

Français Immersion précoce programme d'études 8^e année PEI 1/t 108-8415
Tête d'affiche CEC 1/p 108-8345

Literature Resources

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

Boîte de littérature – 8^e année - Titres variés

9FREF French Language Arts (EFI)

Français Immersion précoce programme d'études 9^e année PEI 1/t

Literature Resources

Placide, l'homme mystérieux à New York BOU 1/p 109-9247
L'encyclopédie visuelle des sports QUA 1/t 109-9382

Reference Materials and literacy support resources 9 (EFI)

Les trois loups REN 1/t 107-7150
Un coquelicot pour se souvenir REN 1/t 109-9576

Boîte de littérature – 9^e année - Titres variés

Late French Immersion & Middle Immersion

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

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
Activités Motivantes de Communication Orale	CHN 1/t 107-7990
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 7 ^e année	PEI 1/t 107-7021
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Reference materials and literacy support resources Gr. 7 (LFI)

La grammaire de base – Guide d’enseignement	ERPI 1/t 107-7570
Le cadeau oublié	REN 1/t 107-7964
Coffret Globe-Trotter Mauve Science Humaines	ERPI 1/c 107-7992

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

7FREF French Language Arts (MI)

Français Immersion-Précoce programme d’études 7 ^e année	PEI 1/t 107-7098
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Reference Materials and literacy support resources 7 (MI) - titres variés

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

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

Contact Leader

8FREG French Language Arts (LFI)

Français Immersion Tardive – Programme d'études 8 ^e année	PEI	1/t	108-8455
Ma trousse d'écriture 7	TCM	1/t	107-7826
Aller – Retour	REN	1/p	107-7118
Coffret Globe-Trotter Mauve Science Humaines	ERPI	1/c	108-8417

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

8FREF French Language Arts (MI)

Français Immersion-Précoce programme d'études 8 ^e année	PEI	1/t	107-7098
Reference Materials and literacy support resources 8 (MI) - titres variés			Contact Leader
Boîte de littérature – 8 ^e année (MI) - Titres variés			Contact Leader

9FREG French Language Arts (LFI)

Français Immersion Tardive – Programme d'études 9 ^e année	PEI	1/t	109-9592
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 9 ^e année – immersion tardive	PEI	1/t	109-9161

9FREF French Language Arts (MI)

Français Immersion-Précoce programme d'études 9 ^e année	PEI	1/t	107-7098
Reference Materials and literacy support resources 9 (MI) - titres variés			Contact Leader
Boîte de littérature – 9 ^e année (MI) - Titres variés			Contact Leader

Mathematics (French Immersion)

7MATF Mathematic

Programme d'études – Mathématiques 7 ^e	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 8 ^e	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 9 ^e	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	PEI	1/t	107-7066
Univers l'Essentiel 1 – Cahier numérique	ERPI	1/p	107-7015
Univers l'Essentiel 1 – Guide d'enseignement (numérique)	ERPI	1/t	107-7017

8SCIF Science

Programme d'études - Sciences 8 ^e année	PEI	1/t	108-8453
Univers l'Essentiel 2 – Cahier numérique	ERPI	1/p	108-8446
Univers l'Essentiel 2 – Guide d'enseignement (numérique)	ERPI	1/t	108-8447

9SCIF Science

Programme d'études - Sciences 9 ^e année	PEI	1/t	Communique avec le Ministère
Observatoire l'Essentiel 3 – Cahier numérique	ERPI	1/p	109-9584
Observatoire l'Essentiel 3 – Guide d'enseignement (numérique)	ERPI	1/t	109-9585
Synergie (2 ^e cycle, 1 ^{ère} année)	TCM	1/t	109-9587

Social Studies (French Immersion)

7SOCF Social Studies

Histoire à la carte (1 ^{er} cycle du secondaire)	CEC 1/p Contact Leader
Géo à la carte-Cartes et croquis (1 ^{er} cycle du secondaire)	CEC 1/cs/t Contact Leader
Horizons 7 : L'Antiquité	TCM 1/4p 107-7922
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 SP (special print)
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 7 ^e	PEI Contact Leader
Les six concepts de la pensée historique	MOD 1/t 107-70077
Affiches de la pensée historique (6 affiches laminées)	PEI 1/t Contact Leader
Enseigner la pensée géographique	CTC 1/t 107-70001
Leçons modèles de la pensée géographique	CTC 1/t 107-70078
Les sept enseignements sacrés (album de David Bouchard)	PLA 1/t 107-70076
Étrangère chez moi (roman de Margaret Pokiak-Fenton)	SCH 1/t 107-70075
Ligne de temps-époques historiques (bannière laminée)	PEI 1/t Contact Leader
Carte Equal earth	PEI 1/t Contact Leader
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 OP
Moyen Âge	1/5p 102-2708 OP
Mayas, Incas et Aztèques	1/5p 102-2710 OP

Reference Materials

Programme d'études – Sciences humaines 8 ^e	PEI 1/t 108-8298
L'époque médiévale	MOD 1/t 108-8387
L'encyclopédie jr : Le Moyen âge	LGO 1/t 108-8412
Enseigner la pensée géographique	CTC 1/t 107-70001
Atlas atlantique Beauchemin	TCM 1/t 109-9378
Le métaguide	TCM 1/t 107-7698
Trésors de la Renaissance	1/t 108-8411 OP

Les sentiers de la civilisation

5/c 108-8389 OP

9SOCF Social Studies

Programme d'études – Sciences humaines 9^e année

PEI 1/t 109-9170

Territoires 2 – Manuel de l'élève

ERPI 1cs/t 109-9561

Territoires 2 – Guide de l'enseignant

TCM 1/t 109-9606

Enseigner la pensée géographique

CTC 1/t 107-70001

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