



Education and Early  
Childhood Development

# *Intermediate Program of Studies and Authorized Materials 2009-2010*



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# Intermediate School

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

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

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

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

# Intermediate Course Codes

The unique course code is composed of five characters. Each course code has 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, HIS = History
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

Course Code (E)	Course Code (FI)	Title
7ARTA		Art
7ENGA	7FREF 7FREG	Language Arts French Language Arts (EFI) French Language Arts (LFI)
7EXPA 7EXPX		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Industrial Technology) (consisting of provincial and local modules)
7FREA		French (core)
7HECAF 7HECAC		Home Economics (Foods) Home Economics (Clothing)
7HEAA	7HFLF 7HFLG	Health Health and Family Life Education (EFI) Health and Family Life Education (LFI)
7INDAW 7INDAT		Industrial Technology (woods, metals, plastics and ceramics) Industrial Technology (graphics, electricity, power, computer)
7MATA	7MATF 7MATG	Mathematics Mathematics (EFI) Mathematics (LFI)
7MUSA		Music
7PEDA		Physical Education

<b>Course Code (E)</b>	<b>Course Code (FI)</b>	<b>Title</b>
7SCIA	7SCIF 7SCIG	Science Science (EFI) Science (LFI)
7SOCA	7SOCF 7SOCG	Social Studies Social Studies (EFI) Social Studies (LFI)
8ARTA		Art
8ENGA	8FREF 8FREG	Language Arts French Language Arts (EFI) French Language Arts (LFI)
8EXPA 8EXPX		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Industrial Technology) (consisting of provincial and local modules)
8FREA		French (core)
8HECAF 8HECAC		Home Economics (Foods) Home Economics (Clothing)
SHEAA	8HFLF 8HFLG	Health Health and Family Life Education (EFI) Health and Family Life Education (LFI)
8INDAW 8INDAT		Industrial Technology (woods, metals, plastics and ceramics) Industrial Technology (graphics, electricity, power, computer)
8MATA	8MATF 8MATG	Mathematics Mathematics (EFI) Mathematics (LFI)
8MUSA		Music
8PEDA		Physical Education
8SCIA	8SCIF 8SCIG	Science Science (EFI) Science (LFI)
8SOCA	8SOCF 8SOCG	Social Studies Social Studies (EFI) Social Studies (LFI)
9ARTA		Art
9ENGA	9FREF 9FREG	Language Arts French Language Arts (EFI) French Language Arts (LFI)

<b>Course Code (E)</b>	<b>Course Code (FI)</b>	<b>Title</b>
9EXPA 9EXPX		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Industrial Technology) (consisting of provincial and local modules)
9FREA		French (Core)
9HECA		Home Economics
9HEAA	9HFLF 9HFLG	Health Health and Family Life Education (EFI) Health and Family Life Education (LFI)
9HISA		History
9INDAW 9INDAM 9INDAT		Industrial Technology (woods, metals, plastics and ceramics) Industrial Technology (manufacturing technology module) Industrial Technology (graphics, electricity, power, computer)
9MATA	9MATF 9MATG	Mathematics Mathematics (EFI) Mathematics (LFI)
9MUSA		Music
9PEDA		Physical Education
9SCIA	9SCIF 9SCIG	Science Science (EFI) Science (LFI)
9SOCA	9SOCF 9SOCG	Social Studies Social Studies (EFI) Social Studies (LFI)

<b>Course Code (F)</b>	<b>Title</b>
7ANGM	Anglais
7ARTM	Arts plastiques
7EDPM	Éducation physique
7FPSM	Formation personnelle et sociale
7FRAM	Français
7MATM	Mathématiques
7MUSM	Musique
7SCHM	Sciences humaines



<b>Course Code (F)</b>	<b>Title</b>
7SCIM	Sciences naturelles
7TECM	Technologie et carrières
8ANGM	Anglais
8ARTM	Arts plastiques
8EDPM	Éducation physique
8FPSM	Formation personnelle et sociale
8FRAM	Français
8INFM	Clavigraphie
8MATM	Mathématiques
8MUSM	Musique
8SCHM	Sciences humaines
8SCIM	Sciences naturelles
8TECM	Technologie et carrières
9ANGM	Anglais
9ARTM	Arts plastiques
9EDPM	Éducation physique
9FPSM	Formation personnelle et sociale
9FRAM	Français
9INFM	Clavigraphie
9MATM	Mathématiques
9MUSM	Musique
9SCHM	Sciences humaines
9SCIM	Sciences naturelles
9TECM	Technologie et carrières

## Time on Task for Intermediate Subjects

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

Language Arts	18 - 22%
Mathematics	18 - 22%
Social Studies	13 - 15%
Science	13 - 15%
Second official language	11 - 13%
Physical Education	4 - 6%
Health Education	4 - 6%

### *Exploratory Programs*

Art, Music, Industrial Technology, Home Economics, etc.	7 - 13%
Locally Determined Time	1 - 3%

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

### **Late French Immersion**

#### **Grades 7 and 8**

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

#### **Grade 9**

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

### **Continuing French Immersion**

#### **Grades 7, 8, 9**

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

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

## Abbreviations

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

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

***Please note:***

1. The publisher abbreviations and the publishers they refer to are listed on the following pages.
2. The ratios at which instructional materials are provided have meanings as indicated by the following examples:
  - 1/p - one per pupil
  - 1/10p - one per 10 pupils
  - 1/t - one per teacher
  - 1/c - one per class
  - 1/s - one per school
  - 1/u - one per school board
  - 1/ws - one per work station
  - cs/s - class set per school
  - cs/t - 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

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

REI	Reidmore Books
REN	Renaud-Bray
RES	The Resource Centre
REV	Revenue Canada
RGR	Rae Graphics
RNV	Éditions Renouveau Ped.
SBF	School Book Fairs
SCH	Scholastic Book Service
SCL	Scholars Choice
SER	Servidec
SES	Spectrum Educ. Supplies
SIE	Science Inquiry Enterprises
SOL	Le Soleil (Newspaper)
TBE	Toronto Board of Education
UTP	University of Toronto Press
WEP	West Publishing
WHF	WH Freeman
WIC	Williams and Crew
WIL	John Wiley & Sons (Now Nelson)
WLL	E F Williams (Now EFW)

### ***Information on Publishers***

For current information on English and French publishers, including publishers of audio visual materials, consult *The Canadian Publishers Directory*. The directory is revised annually, and may be obtained by writing:

Quill and Quire Magazine  
 70 The Esplanade, 4th Floor  
 Toronto, ON M5E 1R2

The cost of the directory is \$15.

## **Public School Education**

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In Prince Edward Island the public school system embodies grades 1-12. For program planning purposes, grades 1-6 are the elementary grades, 7-9 are the intermediate grades and 10-12 the senior high grades. The program is taught in schools which are organized within the Western School Board, the Eastern School District 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 not later than grade four. Early French Immersion and late French Immersion programs are available in some English language schools.

Other general information on public education is available in the following documents:

- (a) School Act and Regulations
- (b) Annual Report of Department of Education
- (c) A Philosophy of Public Education for Prince Edward Island schools.

## **Philosophy of Public Education**

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In 1989 the aims of public education were reviewed. The resulting document, *A Philosophy of Public Education for Prince Edward Island Schools*, was adopted in March 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 may take a meaningful place in society.

### ***Basic Principles***

Public education in P.E.I. 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 P.E.I. Human Rights Act.

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

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

## ***Goals***

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 of one's community, province, and country;
- develop a sense of stewardship for the environment;
- develop creative skills, including those in the arts, and an appreciation of creativity in others;
- develop skills and attitudes related to the workplace;
- develop good mental and physical health and the ability to creatively use leisure time;
- acquire knowledge of the second official language and an understanding of the bilingual nature of the country;
- develop an understanding of gender equity issues and of the need to provide equal opportunities for all; and,
- develop an understanding of fundamental human rights and an appreciation for the worth of all individuals.

Although the family and the community have important roles to play in public education, the school's curriculum is of prime importance in addressing the goals. The curriculum may be defined as all the experiences, formal and informal, which the student encounters under the guidance of the school. The present document, *Program of Studies and List of Authorized Materials*, outlines the formal part of the school's program.

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# English Programs

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## **Mandate**

The English Programs Divisions provides quality English language curriculum and support services to teachers and students and 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, the process of course development, replacement, updating or other types of revisions is a continuous one. The procedures for conducting such work are described below.

## **Course Development/update Procedure**

1. The Department of Education and Early Childhood Development assesses the effectiveness of existing school courses in consideration of the Province's educational goals and the needs of students. The following information is used as part of the assessment process:
  - a. reports from teachers
  - b. submissions from school boards/district
  - c. submissions from community groups
  - d. government studies and initiatives
  - e. academic and professional literature in education
  - f. the results of provincial testing programs.
2. The decision of whether or not to proceed with 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
  - d. approval of the appropriate Standing Committee if major changes are involved
  - e. 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 Childhood Development Specialist. Nominations to a committee are requested from each school board/district, and, if appropriate, from 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
  - e. makes recommendations on pilot projects and in-service training for pilot teachers.



4. Based on recommendations from the Ad Hoc Committee and the Specialist, the appropriate Department of Education and Early Childhood Development Coordinator:
  - a. submits a request to the appropriate Standing Committee for approval in principle and to the Director for final approval.
  - b. consults with school boards to identify pilot schools and teachers.
  - c. insures that pilot materials are ordered and that appropriate in-service training is carried out.
  
5. The Department of Education and Early Childhood Development monitors the progress of the pilot projects and provides information back to the Standing Committee. With this information the committee:
  - a. reviews the progress of the project and 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
  - c. makes provision for in-service training and other supports which will ensure effective implementation.

The carrying out of the procedure outlined above helps ensure that high quality, effective courses are available in the schools of the province.

### **Fair Presentation on Cultural and Other Groups** \_\_\_\_\_

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

- (i) To evaluate aims, instructional materials and courses of study to ensure that there is 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 judgements about characteristics and practices or other cultures.
  
- (ii) To evaluate educational aims, instructional materials and courses of study to ensure that generalizations made about people are based upon reasonable evidence and that stereotypes are voided.

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 both men and women.
2. Human experiences presented in textbooks should include references to both men and women.
3. Messages about society and an individual's place in it should imply equality of women and men.

## Art

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

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

The visual arts outcomes for the intermediate years are extend 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. It is suggested that 3-D forms be taught before proceeding with the unit on printmaking. This allows students to explore the 3-D form. Students will have the opportunity to explore 2-D through drawing and painting. Printmaking is another 2-D process.

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 8ARTA, and grade 9 courses may be 9ARTA.

### ***Additional Note:***

The resource, “Narratives of Nationhood” is available to Grade 8 art classrooms. This resource is also used in grade 8 Social Studies.

## English Language Arts

### ***Description***

The English program for grades seven through nine is based on an integrated language arts model. Speaking, listening, reading, writing, representing and viewing receive attention in the program to increase students' communication skills and to develop students' knowledge and their appreciation of literature. Integration of the language arts is recommended in instruction; furthermore, building instruction upon student-centered purposes and interests is encouraged. Writing assignments, with variety in purpose, audience and form, arise from the study of literature and from other classroom experiences. In evaluation and assessment of writing and speaking, by the teachers and by students themselves, content and effectiveness are of prime importance; however, word usage, syntax, spelling and other surface features are not neglected.

Within the objectives and approach described above, teachers have considerable flexibility. The main textbooks contain numerous instructional ideas and more than enough literature for each year of the course; in addition, a variety of novels is available. Optional spelling and handwriting materials are listed for grade 9, and language and writing texts and supplemental resources are listed for grades 7 and 8.

### ***Atlantic Provinces Education Foundation (CAMET) Language Arts Curriculum***

A copy of the Atlantic Provinces Education Foundation (CAMET) Curriculum Document in Language Arts was distributed to each language arts teacher in Prince Edward Island in October 1996. Additional copies of this document are available from the Department of Education and Early Childhood Development. This document offers a vision of what the learning and teaching of English language arts can become when well supported by the education system and community and when strengthened by collaboration among students, teachers, administrators and community members.

This document also provides a framework on which educators and others in the learning community can base decisions concerning learning experiences, instructional techniques and assessment strategies, using curriculum outcomes as a reference point.

### ***MultiSource Language Arts Resources and Language & Writing Resources***

Three ***MultiSource*** themes at each grade level (7, 8 and 9) were implemented on Prince Edward Island during the 1995-96 and 1996-97 school years. These resources enable the language arts teacher to provide an integrated multimedia approach to English language arts. The ***MultiSource*** resources enable teachers to provide for students a wide range of reading, viewing, speaking, listening, writing, and representing experiences.

It is important for students during their years in grades 7, 8 and 9 to engage in meaningful classroom talk which can often occur in peer revision of writing and collaborative group experiences. Meaningful group talk can arise from the students' reading, viewing, writing, representing and listening experiences. Teachers can provide independent reading opportunities, as well as plenty of writing experiences in a variety of forms for real audiences and purposes. Often the material in one of the ***MultiSource*** resources is the stimulus for one or more of these experiences. Teachers are encouraged to keep a class set of ***Contexts*** at each grade level as many of the selections in these anthologies can enrich the ***MultiSource*** themes.

**Language and Writing 7, and 8** are the core resources which address the writing outcomes at these levels. These resources guide students to learn new language skills and to apply these skills to their own writing. In addition to these core resources, recently added language and writing resources for grades 7, 8, and 9 contain materials which reinforce that the forms of writing and the basic conventions of writing must be presented in a meaningful context, using authentic models, including the students' own works.

Students need, in addition to plenty of independent reading, an in-depth study of at least one novel at each grade level.

Three themes for the various grades are as follows:

Grade	Themes		
7	Mystery and Wonder	Working Together	Imagine Poetry
8	Heroic Adventures	Changes	What A Story!
9	Relating	What's Fair?	Media and Comm.

Two sets of an additional theme for each grade level are available in each Board/District on Prince Edward Island. These are at St. Jean's Resource Centre in the Eastern District and at the McNeill Centre in the Western School Board.

- Grade 7 – Creativity
- Grade 8 – People Profiles
- Grade 9 – Play Making

Each theme has been distributed to teachers in packages tailored to the number of students registered in each class. The components in each theme include:

- Theme anthology – 1 per student
- Theme magazine – 1 per student
- 12 transparencies per set per theme
- 1 unit guide (resource for teachers)
- 1 audiotape
- Variety of novels (including high interest/low level titles)
- A language arts survival guide (1 for every 2 students)
- A language arts teacher's survival guide
- Teaching and Learning with MultiSource (a guide for teaching and for assessment)

Videos which correspond to each theme are located at the Video Library. Two sets per theme are available for teachers from the Eastern School District at St. Jean's Resource Centre. In the Western School Board, these videos are available for teachers at the McNeill Centre.

## Communication and Information Technology (CIT) Integration

### ***Rationale:***

To focus on how CIT 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.

As technology is best learned within the context of applications, activities, projects, and problems that replicate real-life situations, the CIT program of studies is structured as a 'curriculum within a curriculum', using the core subjects of English Language Arts, Math, Science and Social Studies as a base.

### ***Advantages of Technology Integration:***

- ensures that curriculum is the principle focus, rather than the technology
- promotes the development of creative thinking, research, communication, and problem solving skills
- provides access to rich resources and learning experiences that extend far beyond the classroom
- 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
- 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 the students to acquire a better understanding of how to use technology in meaningful ways
- supports contemporary approaches to education such as cooperative learning, resource-based learning and individualized learning
- ensures that all students have the opportunity to develop technological competencies regardless of course selection
- 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 :[www.gov.pe.ca/educ/index.php3?number=76791&lang=E](http://www.gov.pe.ca/educ/index.php3?number=76791&lang=E)

### ***Intermediate Technology Resources:***

Online curriculum guides, professional development resources and specific grade level lesson plans:  
[www.edu.pe.ca/journeyon](http://www.edu.pe.ca/journeyon)

### ***Software:***

- Appleworks 5
- Arc Explorer
- Atutor
- Building Perspective
- Color Magic (Win 98)
- Corel Presentations
- Corel Word Perfect
- Front Page Express
- Front Page 2000

- InspireData
- Inspiration 7.5
- Math Trek
- Internet Explorer
- Net Mail
- Paint Shop Pro
- Quattro Pro
- Type to Learn
- Understanding Math Plus

## Health

### Health 7HEAA, 8HEAA, 9HEAA

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

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

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

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

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

## Home Economics

The course codes, 7HECA, 8HECA, or 9HECA may be used to designate grade 7, 8, or 9 courses. If courses are offered in French, for immersion students, 7HECF, 8HECF, or 9HECF may be used.

### ***Description***

This Basic Home Economic Program is authorized for use in all the intermediate classes. The guidelines for the Intermediate Program are included in the curriculum guides.

### ***Areas of study include:***

#### (a) Basic Foods

- (1) Lab Procedures
- (2) Canada's Food Guide
- (3) Food Nutrients and Dietary Guidelines for Healthy Eating
- (4) Table Manners and Table Setting
- (5) Meal Planning
- (6) An introduction to Microwave Cooking
- (7) Heritage Foods
- (8) Foreign Foods

#### (b) Clothing

- (1) Small Equipment
- (2) Sewing Machine
- (3) Preparation for Sewing
- (4) An Introduction to Basic Construction Techniques
- (5) Fibre Identification
- (6) An Introduction to Clothing Care
- (7) An Introduction to Clothing Selection

### ***Additional Notes***

The curriculum guide is available from the Secondary Career Technology Trades Specialist at the Department of Education and Early Childhood Development.



## Industrial Technology

For reference to courses at particular grade levels, the course codes 7INDA, 8INDA, or 9INDA may be used to designate courses in grade 7, 8 or 9.

### ***Description***

Industrial Technology is that part of education which leads to an understanding of the technological and industrial aspects of society. At the intermediate school level, Industrial Technology is not an in-depth study of industry, but rather an examination of industry at the awareness and exploratory level.

The Intermediate School Industrial Technology Program includes two phases of educational experiences. Phase 1 is an introduction to, and an application of tools, machines, and materials. Phase 2 encompasses an elementary introduction to representative technologies prevalent in the world of work.

### ***Phase 1***

The purpose of Phase 1 is to introduce students to tools, machines, and materials, in a multiple activity environment. This phase utilizes the current project feature of Industrial Technology

The design project as a vehicle gives the students a realistic opportunity to develop an awareness of and to explore the use of tools, machines and materials in the areas of woods, metals, plastics and ceramics.

### ***Phase 2***

In this phase the students are introduced to the various technologies prevalent in the world of work and the interdependence of these technologies. This is also in a multiple activity environment and takes advantage of programmed learning.

The following technologies are studied:

- Graphic Communications – drafting and design, photography, and printing
- Electricity/Electronics
- Power
- Industry
- Computer Awareness

### ***Curriculum outcomes***

The vision for technology education in Atlantic Canada fosters the development of all learners as technologically literate and capable citizens who can develop, implement, and communicate practical, innovative, and responsible technological solutions to problems. Industrial technology 7-9 provides modular curriculum components designed to achieve the general curriculum outcomes (GCOs) for technology education.

- A Technological Responsibility
- B Technological Systems
- C History and Evolution of Technology
- D Technology and Careers
- E Technological Problem Solving

### ***Curriculum Guide***

A detailed Curriculum Guide is available from the Secondary Career Technology Trades Specialist in the English Programs Division, Department of Education and Early Childhood Development.

## **9INDA Industrial Technology – Manufacturing Technology Module**

A 25-hour grade 9 optional component of 9INDA Industrial Technology.

### ***Description***

Manufacturing Technology is a competency based course module designed to introduce grade 9 students to the World of Manufacturing Technology using an entrepreneurial approach.

Designed to complement the Intermediate Industrial Technology program, Manufacturing Technology is flexible for use with any medium including woods, metals, photography, silk screen printing or ceramics.

Students are expected to achieve a satisfactory level of competence in various areas of study. The emphasis will be on the class project and teachers are encouraged to set **basic** standards of performance for each study area.

### ***Areas of Study***

1. Introduction to Production Systems
2. Business Formation
3. The Business of Production
4. Quality Production and Service
5. Production Process
6. Looking Ahead

### ***Curriculum Guide***

A detailed Curriculum Guide for this module (1994) is available from the Secondary Career Technology Trades Specialist English Programs Division, Department of Education and Early Childhood Development.

## Resource-based Learning and School Library Programs

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

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

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

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

# Mathematics

*Please note that the intermediate mathematics program is in the process of being restructured. The restructured grade seven and eight mathematics curricula will be implemented in the 2009-2010 school year.*

## ***Description – Grade 7 & 8***

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 activities and 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 P.E.I. Mathematics Curriculum is to ensure that students understand these ideas, not just master the rules and procedures. At the same time, it is essential that students accomplish a certain level of skill proficiency so that they have the tools to solve interesting and relevant problems. Practice of skills is usually more effective if the practice arises in meaningful contexts.

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

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

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

- mathematics learning is an active and constructive process;
- learners are individuals who bring a wide range of prior knowledge and experiences, and who learn via various styles and at different rates;
- learning is most likely to occur when placed in meaningful contexts and in an environment that supports exploration, risk taking and critical thinking and that nurtures positive attitudes and sustained effort; and

- 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 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. It provides specific curriculum guidance for teachers and students.

### ***Description – Grades 9***

The Atlantic Canada 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 activities and classrooms should enable all students to:

- learn to value mathematics
- become confident in their ability to do mathematics
- become mathematical problem solvers
- learn to communicate mathematically
- learn to reason mathematically.

Fundamentally, mathematics is a set of ideas. The intent of the PEI/CAMET 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 concepts/number relationships and relationship operations
- patterns and relations
- shape and space
- data management and probability.

In summary, instructional practices in mathematics should promote:

- classrooms as mathematical communities
- logic and mathematical evidence as verification
- mathematical reasoning
- conjecturing, inventing and problem-solving
- connecting mathematics, its ideas and its applications.

The PEI/CAMET Mathematics Foundation Document provides a philosophical and pedagogical underpinning for the mathematics education in our province. The PEI/CAMET Primary and Elementary Mathematics Curriculum guides provide specific curriculum guidance for teachers and students.

## Music

Where particular music courses are to be designated, the course codes 7MUSA, 8MUSA, or 9MUSA may be used for grades 7, 8, and 9.

Students studying music at these levels should be taught using methods emphasizing the elements of music. Musical language and forms, sight-reading, aural training, and listening should be taught. If it is chosen with regard to intermediate school level, material may be integrated with and related to practical music performance. With regard to performance, there is normally a choice of emphasis between instrumental (band or strings) and choral performance. Where band courses are taught, they are arranged in six levels, each level corresponding to a year of study. When the first level is taken in the first year of intermediate school, it is expected that the sixth level will be completed by the end of senior high school.

Detailed information on the instructional material mentioned below is to be found in the document, *Instrumental Music Curriculum Intermediate and Senior High Band*.

“The purpose of the intermediate and senior high instrumental music (band) program exists to provide students with experience which: enhance the growth of aesthetic sensitivity through the development of musical understanding.” (Instrumental Music Curriculum Intermediate and Senior High Band, 1997).

## Physical Education

Where particular courses are to be designated, the course codes 7PEDA, 8PEDA, or 9PEDA may be used to indicate courses in grades 7, 8, or 9.

The program is intended to provide students in grade 7 through 9 with an opportunity to develop skills in a variety of physical activities at levels of proficiency reflective of each student's unique abilities.

Activities from team sports, racquet sports, individual activities, outdoor pursuits, and gymnastics are included. Dance and fitness are to be used to provide a balanced physical education program for this level.

### ***Goals:***

1. The physical education program should assist the student's development of motor skills that are effective, efficient, and applicable to a wide variety of physical activities.
2. The physical education program should assist the student to develop, monitor and maintain an appropriate fitness level.
3. The physical education program should assist the student to understand concepts basic to physical movement and to apply these understandings to a variety of physical activities.
4. The physical education program will assist the student to develop positive personal attributes.
5. The physical education program will assist the students to develop positive interpersonal skills transferable to other areas of their lives.

## Resource/Special Education

The Special Education Program of Studies is a separate booklet and gives information on course codes, a list of suggested resources with a brief description of each, and ordering information. Please check with your School Book Contact.

For additional information, please contact the Special Education Program Specialist at 368-4472.



## ***Description***

The Atlantic provinces' science curriculum is guided by the vision that all students, regardless of gender or cultural background, will have an opportunity to develop scientific literacy. Scientific literacy is an evolving combination of the science-related attitudes, skills, and knowledge that students need to develop inquiry, problem solving, and decision-making abilities, to become lifelong learners and to maintain a sense of wonder about the world around them.

Inquiry investigations and problem-solving situations create powerful learning opportunities for students. They increase students' understanding of scientific and technological concepts and help students connect ideas about their world. The intermediate science program supports an interactive learning environment that encourages students to make sense of experiences through a combination of "hands-on" and "minds-on" activities.

## **7SCIA Science**

### **Interactions Within Ecosystems**

- *Food Webs*
- *Decomposers*
- *Ecological Succession*
- *Action*

### **Earth's Crust**

- *Geological Plate Tectonics and Time Scale*
- *Rocks and Minerals*
- *The Rock Cycle*
- *Weathering*
- *Soil*

### **Heat**

- *Temperature*
- *Temperature and Matter*
- *Heat Transfer*
- *Technology, Temperature and Heat*

### **Mixtures and Solutions**

- *Mixtures*
- *Solutions*
- *Concentration of Solutions*
- *Mixtures, Solutions, and the Environment*

## 8SCIA Science

### Water Systems on Earth

- *Waves, Tides and Water Currents*
- *Shorelines*
- *Ocean Basins and Continental Drainage Systems*
- *Oceans and Species Distribution*
- *Glaciers and Polar Ice Caps*

### Optics

- *Properties of Visible Light*
- *Reflection*
- *Refraction and Dispersion*
- *Electromagnetic Radiation*

### Fluids

- *Floating and Sinking – Density*
- *Forces in Fluids*
- *Viscosity of Liquids*

### Cells, Tissues, Organs and Systems

- *Cells*
- *Interdependence Among Cells, Tissues, Organs and Systems*
- *Healthy and Unhealthy Systems*
- *Interdependence of Body Systems*

## 9SCIA Science

### Reproduction

- *Cellular Processes*
- *Asexual and Sexual Reproduction*
- *Genetic Changes*

### Atoms and Elements

- *Safety Considerations and Physical Properties*
- *Chemical Changes and Reactions*
- *Atomic Theory*
- *Periodic Law*

### Characteristics of Electricity

- *Static Electricity*
- *Static Electricity and Electric Current*
- *Series and Parallel Circuits*
- *Use of Electrical Energy*
- *Electricity and the Environment*

### Space Exploration

- *The Beginnings of the Solar System*
- *Composition and Characteristics of the Solar System*
- *Composition and Characteristics of the Universe*

## Social Studies

Social Studies in the Atlantic region is currently undergoing a curriculum renewal. As a result, teachers and students will experience some realignment in course content. Changes in the program are based on the 1998 document, the Foundation for the *Atlantic Canada Social Studies Curriculum*, and reflect the movement toward blending geography (place) with history (time). Outcomes are based on the six strands of social studies and provide students with varied learning opportunities.

### 7SOCA Social Studies

#### ***Description***

The grade 7 social studies course focuses on the theme of *empowerment* and *disempowerment* in Canadian history. Historical inquiry methods and geography skills are used to help students investigate the meaning of empowerment within five different contexts: **Economic, Political, Cultural, Societal, and National**. Students will explore the time period of 1830-1920, the empowerment issues and events of this era, and make comparisons and connections to today's local and global issues. Students will be encouraged to apply their knowledge of empowerment from a historical viewpoint to inform their actions as active citizens in today's society.

#### ***Course Outline Information***

*Social Studies 7 Curriculum Guide*

### 8SOCA Social Studies

#### ***Description***

The grade 8 social studies course complements the grade 7 program by continuing the study of Canada's post-war 1920s era up to present-day Canada. The focus of the grade 8 year's study is *Canadian Identity* and its varied cultural, political, and societal roots. Students begin by examining the general concept of "**Canadian Identity**" and then they explore this concept within the contexts of **Geographic Influences, Decades of Change, and Citizenship**. The final unit, a project-based expression of their own understanding of Canadian Identity, will be discussed in the earlier stages of the program, worked on over the course of study, and presented in the final weeks of the program as a culmination activity.

#### ***Course Outline Information***

*Social Studies 8 Curriculum Guide*

## 9SOCA Social Studies

*Currently under development*

### ***Description***

The grade 9 social studies program explores the interconnectedness between the Atlantic region and the broader world. The course is organized by five thematic areas: **Physical Setting, Culture, Economics, Technology, and Interdependence**. Students will examine their place in the world from a physical standpoint as well as the role of climate in the region. They will investigate the elements and expressions of Atlantic Canadian culture, the ever-changing world of economic relationships and industry within the region, the explosion of new technologies and what this means 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. Teachers are encouraged to explore and incorporate historical links within the program to enrich the study of the Atlantic region for students.

### Note:

*Revisions under consideration for the course will strengthen the overarching theme of global **Interdependence** and will better align the course outcomes with those of the new grade 7 and 8 programs. Teachers are requested to continue with the existing curriculum guide and resources until new materials are completed.*

### ***Course Outline Information***

Atlantic Canada in a Global Community Curriculum Guide

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# French Programs

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## ***Description***

At the intermediate level, two French Immersion programs are available: the Early French Immersion (EFI) Program for students who began French Immersion in the first grade and the Late French Immersion (LFI) Program for students who began French Immersion in the seventh grade.

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

## ***Late French Immersion***

Grades 7 and 8

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

Grade 9

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

## ***Early French Immersion***

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

## Early French Immersion

## ***Description***

The Early French Immersion is a French as a second program which offers instruction in French. The subjects available in French are French Language Arts, Health Education, Mathematics, Science and Social Studies. All of these subjects are not taught in every immersion school. The French courses offered in Grades 7-8-9 are intended to ensure the maintenance and progression of the language acquisitions of Early Immersion students.

## French Language Arts (EFI)

### *Description*

Students participate in communicative activities based on their experience within four or five general themes during the year. These activities allow them to practice planned and spontaneous oral and written communication by using the informative, expressive, persuasive, social and poetic functions of language. Students also participate in activities aimed at understanding and appreciating the prescribed literature materials.

## French (Core)

### ***Description***

The Grades 7-9 French Second Language program emphasizes communicative competence and the development of the four basic language skills – listening comprehension, reading comprehension, oral production, written production – by increasing the possibilities for self-expression and for authentic communication in French. Fields of experience related to the interests of students are explored culminating in a final project for each theme.

### ***Course Outline Information***

The Français de base 7<sup>e</sup>, 8<sup>e</sup>, 9<sup>e</sup> Programme d'études et guide pédagogique (Intermediate Core French Grades 7-8-9 Curriculum Guide), 2008 is available from PLMDC.

### ***Time Allocation for Core French Programs***

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

## Health (EFI)

### ***Description***

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

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

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

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

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

### ***Additional Notes***

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



## Mathematics (EFI – MI)

### *Description*

The 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 activities and classrooms should enable all students to:

- learn to value mathematics
- become confident in their ability to do mathematics
- become mathematical problem solvers
- learn to communicate mathematically
- learn to reason mathematically.

Fundamentally, mathematics is a set of ideas. The intent of the 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 concepts/number relationships and relationship operations
- patterns and relations
- shape and space
- data management and probability.

In summary, instructional practices in mathematics should promote:

- classrooms as mathematical communities
- logic and mathematical evidence as verification
- mathematical reasoning
- conjecturing, inventing and problem-solving
- connecting mathematics, its ideas and its applications.

## Science (EFI – MI)

### *Description*

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 principals which guide these advances but also to weigh the possible goals and consequences of these scientific breakthroughs.

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

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

## Social Studies (EFI and LFI)

The notes that follow apply to early and late French immersion social studies programs; however, 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 practice 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 to communicate effectively 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 contents 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 Canada in grades 7 and 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 are also promoted.

While social studies are introduced at the elementary level by way of a theme approach, the foundation for a formal social studies program is laid in Grades 7 and 8 with a geography and history-centred curriculum.

According to Van Santbergen, a disciple of the learned Swiss psychologist Jean Piaget, the onset of adolescence is characterized by a curiosity about the past. This is borne out when students are asked to construct time lines of their own short life, and when they demonstrate a curiosity about “the way things were”. A goal of the Grades 7 and 8 social studies course 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: terrain, climate, vegetation, natural resources, traditions, life styles, etc. 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, and especially surrounding social realities. The 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 EFI**

### ***Description***

The Grade 7 social studies program is an activity oriented course which integrates history and geography skills for the purpose of understanding the interdependence inherent in these two social sciences. Major themes studied in this course are Native Peoples of Canada, Early Explorations, European Settlement, and Life in Upper and Lower Canada. In this course, Canada is the context for developing basic skills in cartography and for understanding the physical, political and cultural realities of Canada past and present.

## **8SOCF Social Studies EFI**

### ***Description***

The Grade 8 social studies program begins with a look at conflict as it relates to students' personal lives, as well as conflict in the global community. The Rebellions of Upper and Lower Canada are a backdrop for discussions about negotiation, compromise and conflict resolution. The Grade 8 program integrates history and geography skills throughout the four major themes: Conflict and Change, Confederation, The Advance Westward and Canada at the Turn of the Twentieth Century.

## **9SOCF Social Studies EFI**

### ***Description***

This course utilizes a student centred inquiry approach to explore the geography, history, culture, society, politics, economics and global interdependence of the Atlantic region. The focus is on contemporary issues in the four Atlantic provinces.

## Late French Immersion

Late French Immersion is a French as a second language program which offers instruction in French during approximately 75% of the six day cycle. Beginning at grade seven, the program is intended for students who have had French as a second language during elementary school years. English language arts continues to be offered as in the regular English programs.

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

**Grade 7 – 75 % in French:**

French, math, social studies, science, health education

**Grade 8 – 75 % in French:**

French, math, social studies, science, health education

**Grade 9 – 50% in French:**

French, social studies, science, health education

## French Language Arts (LFI)

### *Description*

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 competence 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 grade 8 and 9.

## Health (LFI)

### ***Description***

The course description and instructional material are the same as the corresponding courses in Health Education (EFI). However, the classroom use of the material and instructional methodology may differ.

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

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

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

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

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

### ***Additional Notes***

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

## Mathematics (LFI)

### ***Description***

The course description and goals are the same for the Early and Late Immersion Mathematics Programs. These are stated at the beginning of the section Mathematics (EFI) Grades 7-9. The instructional material is also the same; however, the classroom use of the material and other instructional procedures may differ.

## Science (LFI)

### *Description*

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 principals which guide these advances but also to weigh the possible goals and consequences of these scientific breakthroughs.

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

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



## Social Studies (LFI)

The general comment and aims stated in the section, Social Studies (EFI and LFI) Grades 7 to 9, apply here. This statement may be found at the beginning of the EFI social studies courses.

### **7SO CG Social Studies LFI**

#### ***Description***

The grade 7 social studies program is an activity oriented course which integrates history and geography skills for the purpose of understanding the interdependence inherent in these two social sciences. Major themes studied in this course are Native Peoples of Canada, Early Explorations, European Settlement, and Life in Upper and Lower Canada. In this course, Canada is the context for developing basic skills in cartography and for understanding the physical, political and cultural realities of Canada past and present.

### **8SO CG Social Studies LFI**

#### ***Description***

The Grade 8 social studies program begins with a look at conflict as it relates to students' personal lives, as well as conflict in the global community. The Rebellions of Upper and Lower Canada are a backdrop for discussions about negotiation, compromise and conflict resolution. The Grade 8 program integrates history and geography skills throughout the four major themes: Conflict and Change, Confederation, The Advance Westward and Canada at the Turn of the Twentieth Century.

### **9SO CG Social Studies LFI**

#### ***Description***

This course utilizes a student-centred inquiry approach to explore the environment, history, culture, society, politics and economics of the Atlantic region. The focus is on contemporary issues and the interdependence that characterizes our society as a whole.

*Intermediate*  
*List of*  
*Authorized Instructional Materials*

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# Authorized Instructional Materials

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## Arts

### Documents

Atlantic Canada Arts Education Foundation Document	PEI	1/t	101-1599
Visual Arts Intermediate Level (1 and 2)	PEI	1/t	

### Teacher Resource

Assessment in Art Education		1/t	
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### Exploring Art

Exploring Art Teacher's Edition		1/t	
Exploring Art Student Text		15/cs/t	
Exploring Art Transparencies		1/c	

### Narratives of Nationhood – Grade 8 Social Studies and Visual Arts

Narratives of Nationhood Teacher's Manual	PEI	1/t	108-8321
Narratives of Nationhood Student Text	PEI	1/p	108-8285
Narratives of Nationhood Transparencies	PEI	1/t	108-8322

## English Language Arts

Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005
Atlantic Canada English Language Arts Curriculum Guide Grade 7-9	PEI	1/t	107-7743

**The *MultiSource* Units consist of the following materials:**

**Each** theme contains the same basic components. These are as follows:

Theme Anthology		1/p	
Theme Magazine		1/p	
Audiotape		1/t	
Unit Resource Guide		1/t	
Transparencies (12 per set)		1/s	
Videos (available at the Media Centre and at Board/District levels)			
*Language Arts Survival Guide		1/2p	
Language Arts Survival Guide T.E.		1/t	
Teaching and Learning with Multisource		1/t	
Gage Intermediate Dictionary (1998 edition)		1/5p	
Novels (these will be listed by themes at each grade level)			
Regular Theme Novels		1/3p	
Additional Theme Novels		6/t	
Replacement Novel Titles for <b>Action 2000</b> Series		1/10p	

## 7ENGA English Language Arts

**MultiSource** by Prentice Hall

***Themes:***

**Mystery and Wonder**

Mystery and Wonder – Magazines	PEC	1/p	107-7050
Mystery and Wonder – Anthologies	PEC	1/p	107-7051
Mystery and Wonder – Audio Tape	PEC	1/t	107-7052
Mystery and Wonder – Transparencies	PEC	1/t	107-7053
Mystery and Wonder – Unit Guide	PEC	1/t	107-7054

**Working Together**

Working Together – Magazines	PEC	1/p	107-7069
Working Together – Anthologies	PEC	1/p	107-7070
Working Together – Audio Tape	PEC	1/t	107-7071
Working Together – Transparencies (Out of Print)	PEC	1/t	107-7072
Working Together – Unit Guide	PEC	1/t	107-7073

**Imagine Poetry**

Imagine Poetry – Magazines	PEC	1/p	107-7061
Imagine Poetry – Anthologies	PEC	1/p	107-7062
Imagine Poetry – Audio Tape	PEC	1/t	107-7063

Imagine Poetry – Transparencies (Out of Print)	PEC	1/t	107-7064
Imagine Poetry – Unit Guide	PEC	1/t	107-7065
Dictionary Gage Intermediate (1998 Edition)	NEL	1/5p	107-7008
Language Arts Survival Guide	PEC	1/2p	107-7066
Language Arts Survival Guide – T. Ed.	PEC	1/t	107-7067
Teaching and Learning with Multisource	PEC	1/t	107-7068
Intermediate English Curriculum Guide (7-9)	PEI	1/t	107-7012

### ***Optional Instructional Materials***

The MacLean Method of Handwriting	NEL	1/p	107-7011
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### ***Creativity***

This is the fourth theme for grade 7. It will provide additional materials for those who wish to pursue a fourth theme.

- Eastern District – two complete themes at St. Jeans Resource Centre
- Western Board – two complete themes at McNeill Centre.

### ***MultiSource Novels Grade 7***

The **regular** novels in most themes are available on the ratio of one novel title for every 3 pupils. In addition to the regular novels, replacement titles for the **Action 2000** series are available on a ratio of one novel for every 10 pupils. The exception to this is the theme *Imagine Poetry* where there is an author study (Avi). The novels in the author study are available on the ratio of 1/5 pupils.

### **Mystery and Wonder**

<i>Who is Francis Rain?</i> by Margaret Buffie	PEC	1/3p	107-7055
<i>Summer of Fear</i> by Lois Duncan	RAN	1/3p	107-7014
<i>The Other Side of Dark</i> by Joan Lowry Nixon	NIM	1/3p	107-7013
<i>Loch</i> by Paul Zindel	NIM	6/t	107-7048

\**Holes* a recommended read aloud by Louis Sachar

### Replacement Novels for **Action 2000** Series:

<i>Stroke of Luck</i> by Kathyryn Ellis	FMC	1/10p	107-7007
<i>Without a Trace</i> by Judith Andrew Green	MHR	1/10p	107-7553

### **Working Together**

<i>Absolutely Invincible</i> by William Bell (Out of Print)	PEC	1/3p	107-7074
<i>Underground to Canada</i> by Barbara Smucker	CDS	1/3p	107-7075
<i>Last Chance Summer</i> by Diana J. Weiler (Out of Print)	NIM	1/3p	107-7015
<i>The Devil's Arithmetic</i> by Jane Yolen (Out of Print)	NIM	6/t	107-7049

### Replacement Novels for **Action 2000** Series :

<i>Wave Watch</i> by Lesley Choyce	FMC	1/10p	108-8007
<i>Snowboard Showdown</i> by Matt Christopher	PEB	1/10p	107-7552

## **Imagine Poetry**

<i>Nothing but the Truth</i>	NIM	1/5p	107-7056
<i>The Brighter Shadow</i>	NIM	1/5p	107-7057
<i>Fighting Ground</i>	NIM	1/5p	107-7058
<i>Wind Catcher</i>	HCP	1/5p	107-7059
<i>A Man Who Was Poe</i>	NIM	1/5p	107-7060
<i>Something Upstairs</i>	NIM	1/5p	107-7085

## **Additional Language and Writing Resources and Teacher Resources**

<i>Language and Writing 7 – Text</i>	NEL	1/p	107-7031
<i>Language and Writing 7 (Teacher Edition and Priority Guide)</i>	NEL	1/t	107-7032
<i>Spelling in a Balanced Literacy Program</i>	NEL	1/t	107-7042
<i>Roget’s Student Thesaurus</i>	PEB	6/t	107-7009
<i>Write Source 2000</i>	NEL	1/t	109-9054
<i>Write Source 2000 (Teacher’s Edition)</i>	NEL	1/t	109-9055
<i>Young Writer’s Handbook</i>	NEL	1/t	107-7010

## **8ENGA English Language Arts**

Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005
Atlantic Canada English Language Arts Curriculum Guide Grade 7-9	PEI	1/t	107-7743

*MultiSource* by Prentice Hall

### **Themes:**

#### **Heroic Adventures**

Heroic Adventures – Magazines	PEC	1/p	108-8019
Heroic Adventures – Anthologies	PEC	1/p	108-8020
Heroic Adventures – Audio Tape	PEC	1/t	108-8021
Heroic Adventures – Transparencies	PEC	1/t	108-8022
Heroic Adventures – Unit Guide	PEC	1/t	108-8023

#### **Changes**

Changes – Magazines	PEC	1/p	108-8026
Changes – Anthologies	PEC	1/p	108-8027
Changes – Audio Tape	PEC	1/t	108-8028
Changes – Transparencies (Out of print)	PEC	1/t	108-8029
Changes – Unit Guide	PEC	1/t	108-8030

#### **What a Story!**

What a Story – Magazines	PEC	1/p	108-8035
What a Story – Anthologies	PEC	1/p	108-8036
What a Story – Audio Tape	PEC	1/t	108-8037
What a Story Transparencies (Out of print)	PEC	1/t	108-8038
What a Story Unit Guide	PEC	1/t	108-8039

## People Profiles

This is the fourth theme for grade 8. It will provide additional materials for those who wish to pursue a fourth theme.

Eastern District – 2 complete themes at St. Jeans Resource Centre

Western Board – 2 complete themes at McNeill Centre

## Optional Instructional Materials

The MacLean Method: Senior Compendium NEL 1/p 107-7011

## MultiSource Novels, Grade 8

The **regular** novels in most themes are available in the ratio of one novel title for every 3 pupils. In addition to the regular novels, replacement titles for **Action 2000** series are available on a ratio of one novel for every 10 pupils. The exception to this is the theme *Heroic Adventures* where there are two novels by Carol Mathas, *Lisa* and its sequel, *Jesper*, each available at ratio of 1/6 pupils.

### Heroic Adventures

<i>Lisa</i> by Carol Mathas	FEN	1/6p	108-8024
<i>Jesper</i> by Carol Mathas	FEN	1/6p	108-8002
<i>The Wild Children</i> by Felice Homan (Out of print)	PEC	1/3p	108-8025
<i>The True Confessions of Charlotte Doyle</i> by Avi (Out of print)	NIM	1/3p	108-8003

### Replacement Novels for Action 2000 Series

<i>Skateboard Shakedown</i> by Lesley Choyce (Out of print)	FMC	1/10p	107-7004
<i>Sign of the Beast</i> by Richard Forrest	MHR	1/10p	108-8219

### Changes

<i>The Outsiders</i> by S.E. Hinton	CDS	1/3p	108-8032
<i>Blood Red Ochre</i> by Kevin Major	PEC	1/3p	108-8031
<i>Hatchet</i> by Gary Paulsen	SIS	1/3p	108-8001

### Replacement Novels for Action 2000 Series

<i>Tuesday Café</i> by Don Trembath	RAB	1/10p	108-8217
<i>Freak the Mighty</i> by Rodman Philbrick	SCH	1/10p	108-8218

### What a Story!

<i>Paradise Café and Other Stories</i> by Kevin Major (Out of print)	PEC	1/3p	108-8041
<i>The Unseen</i> by Janet Lunn	NIM	1/3p	108-8042
<i>Ultimate Sports</i> by Donald R. Gallo, Ed.	NIM	6/t	108-8058
<i>Chicken Soup for the Teenager's Soul III</i> by Canfield et al.	NIM	6/t	108-8059

\**Silverwing* a recommended read aloud by Kenneth Oppel

## Additional Language and Writing Resources and Teacher Resources

Language and Writing 8 – Text	NEL	1/p	108-8048
Language and Writing 8 (Teacher Edition and Priority Guide)	NEL	1/t	108-8049
Spelling in a Balanced Literacy Program	NEL	1/t	107-7042

Roget's Student Thesaurus	PEB	6/t	107-7009
Write Source 2000	NEL	1/t	109-9054
Write Source 2000 (Teacher's Edition)	NEL	1/t	109-9055
Young Writer's Handbook	NEL	1/t	107-7010

## 9ENGA English Language Arts

Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005
Atlantic Canada English Language Arts Curriculum Guide Gr. 7-9	PEI	1/t	107-7743

**MultiSource** by Prentice Hall

### *Themes:*

#### **Relating**

Relating – Magazines	PEC	1/p	109-9008
Relating – Anthologies	PEC	1/p	109-9009
Relating – Audio Tape	PEC	1/t	109-9010
Relating – Transparencies	PEC	1/t	109-9011
Relating – Unit Guide	PEC	1/t	109-9012

#### **What's Fair**

What's Fair – Magazines	PEC	1/p	109-9036
What's Fair – Anthologies	PEC	1/p	109-9037
What's Fair – Audio Tape	PEC	1/t	109-9038
What's Fair – Transparencies	PEC	1/t	109-9039
What's Fair – Unit Guide	PEC	1/t	109-9040

#### **Media and Communication**

Media and Communication – Magazines	PEC	1/p	109-9015
Media and Communication – Anthologies	PEC	1/p	109-9016
Media and Communication – Audio Tape	PEC	1/t	109-9017
Media and Communication – Transparencies (Out of print)	PEC	1/t	109-9018
Media and Communication – Unit Guide (Out of print)	PEC	1/t	109-9019

#### **Play Making**

This is the fourth theme for grade 9. It will provide additional materials for those who wish to pursue a fourth theme.

Eastern District – 2 complete themes at St. Jeans Resource Centre

Western Board – 2 complete themes at McNeill Centre

#### ***Optional Instructional Materials***

The MacLean Method of Writing (x)	NEL	1/p	107-7011
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## **MultiSource Novels, Grade 9**

The **regular** novels in most themes are available in the ratio of one novel title for every 3 pupils. In addition to the regular novels, replacement titles for **Action 2000** are available on a ratio of one novel for every 10 pupils. The exception to this is the theme **Relating** where there are two novels by Cynthia Voigt, *Homecoming* and its sequel *Dacey's Song*, each available on the ratio of 1 for 6 pupils.

### **Relating**

<i>Winners</i> by Mary Ellen Collura	NIM	1/3p	109-9006
<i>No Signature</i> by William Bell	PEC	1/3p	109-9014
<i>Homecoming</i> by Cynthia Voigt	SIS	1/6p	109-9013
<i>Dacey's Song</i> by Cynthia Voigt	SIS	1/6p	109-9007

### Replacement Novels for **Action 2000** Series

<i>Wrong Time Wrong Place</i> by Lesley Choyce	BOK	1/10p	109-9003
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### **What's Fair**

<i>Jacob Have I Loved</i> by Katherine Paterson (Out of print)	PEC	1/3p	109-9041
<i>Lyddie</i> by Katherine Paterson	PEC	1/3p	109-9046
<i>Hunter in the Dark</i> by Monica Hughes	FWH	1/3p	109-9043

### Replacement Novels for **Action 2000** Series

<i>Clear Cut Danger</i> by Lesley Choyce	FEM	1/10p	109-9001
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### **Media and Communication**

<i>Forbidden City</i> by William Bell (Out of print)	RAN	1/3p	109-9020
<i>Oliver's Wars</i>	PEC	1/3p	109-9021
<i>Mischling Second Degree</i> (Out of Print)	PEC	1/3p	109-9042
<i>Cage</i> by Ruth Minsky Sender	SIS	6/t	109-9058

\**The Maestro* a recommended read aloud by Tim Wynne-Jones

### Replacement Novels for **Action 2000** Series

<i>A Fly Named Alfred</i> by Don Trembath	RAB	1/10p	109-9248
<i>Hit the Street</i> by Judith Andrews Green	MHR	1/10p	109-9249
<i>Good Idea Gone Bad</i> by Lesley Choyce (Out of print)	FMC	1/10p	109-9002

### ***Novels (up to 2 per pupil) Special Materials Grades 7 and 8***

Novels can be selected for grades 7 and 8 from the list below. The novels marked with an asterisk are available in one of the **MultiSource** themes. A class study of one or more of these novels provides a useful activity.

<i>I Am David</i> by Holm	NEL	107-7019
<i>Island of the Blue Dolphins</i> by O'Dell	NBS	107-7021
<i>Listen for the Singing</i> by Little (Out of print)	NIM	107-7022
<i>Lost in the Barrens</i> by Mowat	NIM	107-7017
<i>Mrs. Frisby and the Rats of Nimh</i> by O'Brien	NIM	107-7020
<i>My Side of the Mountain</i> by George	NIM	107-7018
<i>Owls in the Family</i> by Mowat	NIM	104-4009
<i>Souder</i> by Armstrong	NIM	107-7023
<i>That Was Then This Is Now</i> by Hinton	CDS	107-7016
* <i>The Outsiders</i> by Hinton	CDS	108-8032
* <i>Underground to Canada</i> by Smucker	CDS	107-7075

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

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

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

### ***Spelling and Teacher Resources for 9ENGA***

Wordpower Advanced A	MHR	1 cs/t	109-9049
Wordpower Advanced B	MHR	1/t	109-9050
Wordpower Answer Key	MHR	1/t	109-9051
Young Canada Thesaurus	NEL	6/t	109-9052
Spelling in a Balanced Literacy Program	NEL	1/t	107-7042
Write Source 2000	NEL	1/t	109-9054
Write Source 2000 (Teacher's Edition)	NEL	1/t	109-9055
English Homework Exercises	OUP	1/t	109-9056
The Harcourt Writer's Handbook (Teacher's Edition)	HCA	1/t	109-9057

### ***Additional Language and Writing Resources and Teacher Resources***

Language and Writing 9 – Student Text	NEL	1/p	109-9427
Language and Writing 9 – Teacher Resource	NEL	1/t	109-9428

## Health

### 7HEAA Health

Prince Edward Island Health Curriculum Guide Grade 7	1/t	107-7906
Health For Life 1, Student Text	1/p	107-7792
Health For Life 1, Teacher's Resource	1/t	107-7793

### 8HEAA Health

Prince Edward Island Health Curriculum Guide Grade 8	1/t	108-8384
Health For Life 2, Student Text	1/p	108-8352
Health For Life 2, Teacher's Resource	1/t	108-8353

### 9HEAA Health

Prince Edward Island Health Curriculum Guide Grade 9	1/t	109-9525
Smart Start, Binder	1/t	109-9499
Choices For Positive Youth Relationships, Instructional Guide/Video	1/s	109-9310

## Home Economics

Discovering Food and Nutrition – text 1997 Ed.	MHR	1/p	107-7334
Discovering Food and Nutrition – Workbook (Out-of-Print)	MHR	1/t	107-7335
Discovering Food and Nutrition – T. Res. Book	MHR	1/t	107-7336
Teen Living (Out of print)	PEC	cs/s	107-7339
Teen Living, T.E.(Out of Print)	PEC	1/t	107-7340
<i>Intermediate Home Economics Curriculum Guide</i>	PEI	1/t	107-7595

## Industrial Technology

### 9INDA Industrial Technology – Manufacturing Technology Module

Experience Technology Manufacturing and Construction TX	MHR	25/s	109-9186
Experience Technology Manufacturing and Construction, Student Workbook	MHR	25/c	109-9187
Experience Technology Manufacturing and Construction, TE	MHR	1/s	109-9188
Experience Technology Manufacturing and Construction, Teacher's Resource Binder	MHR	1/s	109-9189
Manufacturing Technology: Today and Tomorrow	MHR	1/t	109-9190
Manufacturing Technology: Directions for the Future(OP)	MHR	1/t	109-9191
Production Technology	NEL	1/t	109-9183
The Resources and Projects Book: A Student Guide to Design and Technology	NEL	15/s	109-9184
Exploring Technology Education – (Out of Print)	MEC	1/s	109-9185
<i>Intermediate Industrial Technology Education Curriculum Guide</i>	PEI	1/t	109-9450

# Mathematics

## 7MATA Mathematics

The restructured curriculum and resources are being implemented in 2009-2010. Please contact the Secondary Mathematics Specialist for curriculum and/or resource inquiries.

## 8MATA Mathematics

The restructured curriculum and resources are being implemented in 2009-2010. Please contact the Secondary Mathematics Specialist for curriculum and/or resource inquiries.

## 9MATA Mathematics

<i>Interactions 9, Student Text</i>	PEC	1/p	109-9202
<i>Interactions 9 – Teacher’s Resource Binder (Out of Print)</i>	PEC	1/t	109-9203
<i>Matrices, Line of Best Fit and Slope Teacher’s Edition</i>	PEI	1/t	109-9271
<i>Matrices, Line of Best Fit and Slope Student’s Edition</i>	PEI	1/p	109-9270
<i>Math On Call, (Mathematics Handbook)</i>	NEL	1/t	107-7551
<i>CAMET Grade 9 Mathematics Curriculum Guide</i>	PEI	1/t	109-9255
<i>Foundation for the Atlantic Canada Mathematics Curriculum</i>	PEI	1/t	107-7743
<b>OR</b>			
<i>Mathpower 9, Western Ed., Student Text</i>	MHR	1/p	109-9195
<i>Mathpower 9, Western Ed., Teacher’s Edition</i>	MHR	1/t	109-9196
<i>Mathpower 9, Western Ed., Blackline Masters</i>	MHR	1/t	109-9197
<i>Matrices, Line of Best Fit and Slope Teacher’s Edition</i>	PEI	1/t	109-9271
<i>Matrices, Line of Best Fit and Slope Student’s Edition</i>	PEI	1/p	109-9270
<i>Math On Call, (Mathematics Handbook)</i>	NEL	1/t	107-7551
<i>CAMET Grade 9 Mathematics Curriculum Guide</i>	PEI	1/t	109-9255
<i>Foundation for the Atlantic Canada Mathematics Curriculum</i>	PEI	1/t	107-7743

## Music

### **Intermediate Music**

Instrumental Music Curriculum	PEI	1/t	
Atlantic Canada Arts Education Foundation Document	PEI	1/t	101-1599

### **Theory Resources**

333 Exercises	BUC	1/p	107-7440
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### **Choral Instructional Material**

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

### **Instrumental Music**

#### *Teacher Resources*

Teaching Music Through Performance in Beginning Band	GIA	1/t	107-7746
Teaching Music Through Performance in Band(volume1)	GIA	1/t	107-7747

### **Playing Resources**

Teachers may choose from the following three methods books:

#### ***Essential Elements Volume 1***

Flute	HMS	1/p	107-7443
Clarinet	HMS	1/p	107-7444
Alto Saxophone	HMS	1/p	107-7445
Tenor Saxophone	HMS	1/p	107-7446
French Horn	HMS	1/p	107-7447
Trumpet	HMS	1/p	107-7448
Trombone	HMS	1/p	107-7449
Baritone	HMS	1/p	107-7450
Tuba	HMS	1/p	107-7451
Percussion	HMS	1/p	107-7452
Keyboard Percussion	HMS	1/p	107-7453
Conductor's Score	HMS	1/t	107-7455

#### ***Essential Elements Volume 2***

Flute	HMS	1/p	107-7456
Clarinet	HMS	1/p	107-7457
Bass Clarinet	HMS	1/p	107-7458

Alto Saxophone	HMS	1/p	107-7459
Tenor Saxophone	HMS	1/p	107-7460
Baritone Saxophone	HMS	1/9	107-7461
French Horn	HMS	1/p	107-7462
Trumpet	HMS	1/p	107-7463
Trombone	HMS	1/p	107-7464
Baritone	HMS	1/p	107-7465
Tuba	HMS	1/p	107-7466
Percussion	HMS	1/p	107-7467
Keyboard Percussion	HMS	1/p	107-7468
Conductor's Score	HMS	1/t	107-7470

Yamaha Band Student Book 1 Conductors Score	HMS	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	HMS	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***

Teachers Guide	HMS	1/t	107-7352
Flute	HMS	1/p	107-7353
Clarinet	HMS	1/p	107-7354
Alto Saxophone	HMS	1/p	107-7355



Tenor Saxophone	HMS	1/p	107-7356
Trumpet	HMS	1/p	107-7357
Horn in F	HMS	1/p	107-7358
Trombone	HMS	1/p	107-7359
Baritone	HMS	1/p	107-7360
Tuba	HMS	1/p	107-7361
Electric Bass	HMS	1/p	107-7362
Percussion	HMS	1/p	107-7363
Oboe	HMS	1/p	107-7364
Bass Clarinet	HMS	1/p	107-7365
Baritone Sax	HMS	1/p	107-7366

### ***Standards of Excellence – Volume 2***

Teachers' Guide	HMS	1/p	108-8180
Flute	HMS	1/p	108-8181
Clarinet	HMS	1/p	108-8182
Alto Saxophone	HMS	1/p	108-8183
Tenor Saxophone	HMS	1/p	108-8184
Trumpet	HMS	1/p	108-8185
Horn in F	HMS	1/p	108-8186
Trombone	HMS	1/p	108-8187
Baritone	HMS	1/p	108-8188
Tuba	HMS	1/p	108-8189
Electric Bass	HMS	1/p	108-8190
Percussion	HMS	1/p	108-8191
Oboe	HMS	1/p	108-8192
Bass Clarinet	HMS	1/p	108-8193
Baritone Sax	HMS	1/p	108-8194

### ***Standards of Excellence – Volume 3***

Teachers Guide	HMS	1/t	109-9206
Flute	HMS	1/p	109-9207
Clarinet	HMS	1/p	109-9208
Alto Saxophone	HMS	1/p	109-9209
Tenor Saxophone	HMS	1/p	109-9210
Trumpet	HMS	1/p	109-9211
Horn in F	HMS	1/p	109-9212
Trombone	HMS	1/p	109-9213
Baritone	HMS	1/p	109-9214
Tuba	HMS	1/p	109-9215
Electric Bass	HMS	1/p	109-9216
Percussion	HMS	1/p	109-9217
Oboe	HMS	1/p	109-9218
Bass Clarinet	HMS	1/p	109-9219
Baritone Sax	HMS	1/p	109-9220

***In addition, the following may be provided,  
to the ratio of 45 per school.***

MacLeod-Staska Rhythm Etudes Conductor	HMS	45/s	116-16001
MacLeod-Staska Rhythm Etudes Flute – Oboe	HMS	45/s	116-16002
MacLeod-Staska Rhythm Etudes Clarinet	HMS	45/s	116-16003
MacLeod-Staska Rhythm Etudes Alto Sax – Ed Horn	HMS	45/s	116-16004
MacLeod-Staska Rhythm Etudes Tenor Sax	HMS	45/s	116-16005
MacLeod-Staska Rhythm Etudes Baritone Sax	HMS	45/s	116-16006
MacLeod-Staska Rhythm Etudes Cornet	HMS	45/s	116-16007
MacLeod-Staska Rhythm Etudes Horn in F	HMS	45/s	116-16008
MacLeod-Staska Rhythm Etudes Trombone	HMS	45/s	116-16009
MacLeod-Staska Rhythm Etudes Bar. TC – Bass Clar.	HMS	45/s	116-16010
MacLeod-Staska Rhythm Etudes Bar. BC – Bassoon	HMS	45/s	116-16011
MacLeod-Staska Rhythm Etudes Tuba	HMS	45/s	116-16012
MacLeod-Staska Rhythm Etudes Percussion – Bells	HMS	45/s	116-16013
Russell Ensemble Drills Parts	HMS	45/s	116-16041

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

Canadian Brass Quintets Beginning Conductor	HMS		119-19001
Canadian Brass Quintets Beginning Cassette (Out of print)	HMS		119-19002
Canadian Brass Quintets Beginning Trumpet 1	HMS		119-19003
Canadian Brass Quintets Beginning Trumpet 2	HMS		119-19004
Canadian Brass Quintets Beginning Horn	HMS		119-19005
Canadian Brass Quintets Beginning Trombone	HMS		119-19006
Canadian Brass Quintets Beginning Tuba	HMS		119-19007
Canadian Brass Quintets Easy Conductor	HMS		119-19008
Canadian Brass Quintets Easy CD	HMS		119-19009
Canadian Brass Quintets Easy Trumpet 1	HMS		119-19010
Canadian Brass Quintets Easy Trumpet 2	HMS		119-19011
Canadian Brass Quintets Easy Horn	HMS		119-19012
Canadian Brass Quintets Easy Trombone	HMS		119-19013
Canadian Brass Quintets Easy Tuba	HMS		119-19014

**66 Festive and Famous Chorales**

Flute	HMS	1/p	107-7370
Clarinet 1	HMS	1/p	107-7371
Clarinet 2	HMS	1/p	107-7372
Clarinet 3	HMS	1/p	107-7373
Alto Saxophone 1	HMS	1/p	107-7374
Alto Saxophone 2	HMS	1/p	107-7375
Tenor Sax	HMS	1/p	107-7376
Baritone Sax	HMS	1/p	107-7377
Bass Clarinet	HMS	1/p	107-7378
French Horn 1	HMS	1/p	107-7379
French Horn 2	HMS	1/p	107-7380
French Horn 3	HMS	1/p	107-7381

Trumpet 1	HMS	1/p	107-7382
Trumpet 2	HMS	1/p	107-7383
Trumpet 3	HMS	1/p	107-7384
Trombone 1	HMS	1/p	107-7385
Trombone 2	HMS	1/p	107-7386
Trombone 3	HMS	1/p	107-7387
Tuba	HMS	1/p	107-7388
Conductor's Score	HMS	1/t	107-7389
Keyboard Percussion	HMS	1/p	107-7390

### ***History Resources***

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

### ***Sheet Music***

#### **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

## **Grade 7**

### ***Lyrical***

<b>Anasazi – Edmondson (1)</b>	
Full Score	107-7598
<b>Aztec Sunrise – Edmondson (1)</b>	
Full Score	107-7599
<b>A Song for Friends – Daehn (1)</b>	
Full Score	107-7602
<b>Three Chorales for Band – McGinty (½)</b>	
Full Score	107-7614
<b>Freedom Road – Paul Lavender (1)</b>	
Full Score	107-7638
<b>Simple Gifts – Jack Bullock (1)</b>	
Full Score	107-7639

### ***March***

<b>Kittyhawk March – Edmondson (1)</b>	
Full Score	107-7605

## *Other*

<b>Variations on a Theme – by Mozart – McGinty (1-1 ½)</b>	
Full Score	107-7608
<b>Fantasy A French Song- Edmondson (1)</b>	
Full Score	107-7640
<b>Anthem and March – McGinty (1)</b>	
Full Score	107-7610
<b>Cumberland Gap- McGinty (3/4 – 1)</b>	
Full Score	107-7613
<b>Manhattan Beach- Michael Storey (1)</b>	
Full Score	107-7641
<b>Nottingham Castle- Larry Daehn(1)</b>	
Full Score	107-7642
<b>Furioso – Robert W. Smith (1)</b>	
Full Score	107-7643
<b>Ayre and Dance – Bruce Pearson (1)</b>	
Full Score	107-7644
<b>Cardif Castle – Mark Williams (1)</b>	
Full Score	107-7645
<b>Chant and Jubilee – Elliot Del Borgo (Out of print)</b>	
Full Score	107-7646

## **Grade 8**

### *Lyrical*

<b>Canticle – Wagner (1 ½)</b>	
Full Score	108-8254
<b>Kum Ba Yah – Anne McGinty</b>	
Full Score	108-8302
<b>Amazing Grace – Bullock (1 ½)</b>	
Full Score	108-8303

### *March*

<b>March of the Irish Guard – Ployar (1 ½)</b>	
Full Score	108-8258
<b>Valley Forge March – Edmondson (1 ½)</b>	
Full Score	108-8259
<b>Swash Bucklers March – Mark Williams (1 ½)Score</b>	
Full Score	108-8304

### *Contemporary*

<b>Distant Horizons- Sweeney (1 ½)</b>	
Full Score	108-8263
<b>Tempest- Robert W.Smith (1 ½ – 2)</b>	
Full Score	108-8305

**Imperium – M. Sweeney**  
Full Score 108-8306

***Other***

**Celebration for Winds – Edmondson (1 ½)**  
Full Score 108-8269

**Cantebury Overture – McGinty (1 ½)**  
Full Score 108-8270

**Air and March – Purcell/ Kinyon (1 ½)**  
Full Score 108-8271

**Twin Oaks – Shaffer (1 ½ – 2)**  
Full Score 108-8272

**Silvergate Overture – Edmondson (1 ½)**  
Full Score 107-7609

**English Folk Trilogy – Edmondson (1 ½)**  
Full Score 108-8307

**VooDoo Dance – Del Borgo (1 ½)**  
Full Score 108-8308

**Ancient Moon-Del Borgo (1 ½)**  
Full Score 108-8309

**Allegro- Edmondson-(1-1 ½)**  
Full Score 108-8310

**Chant and Cannon – John O’Rielley (1 ½)**  
Full Score 108-8311

**African Folk Trilogy – McGinty (1 ½)**  
Full Score 108-8312

**Fields of Glory – Elliot del Borgo (1 ½)**  
Full Score 108-8313

**Grade 9**

***Lyrical***

**A Childhood Hymn – Holsinger (2)**  
Full Score 109-9308

**Newfoundland Folksong – Duff (2 – 2 ½)**  
Full Score 109-9392

**Gently Touch the Sky – Sheldon (2)**  
Full Score 109-9273

**Ave Verum Corpus – Mozart / Johnson (2 ½ +)**  
Full Score 109-9393

**Balladair – Erickson (2)**  
Full Score 109-9277

**Air For Band – Erickson (2 ½)**  
Full Score 109-9280

**Greenwillow Portrait – Williams (2 – 2 ½)**  
Full Score 109-9281

**To A Distant Place – Strommen (2 ½- 3)**

Full Score	109-9394
<b>Linden Lea – Vaughn Williams / Stout (2 ½- 3)</b>	
Full Score	109-9395
<b>Down a Country Lane – Copeland / Patterson (2 ½ -3)</b>	
Full Score	109-9396
<b>Provenance – Smith (2)</b>	
Full Score	109-9397
<b>Annabel Lee-Wagner (2 ½)</b>	
Full Score	109-9398
<b>Canto – W. Francis MacBeth (2 ½)</b>	
Full Score	109-9399
<b>As Torrents into the Summer – Elgar / Davis (2+)</b>	
Full Score	109-9400
<b>They Led My Lord Away – G. Adonarim (2+)</b>	
Full Score	109-9401

### ***March***

<b>His Honor – Fillmore / Balent (2)</b>	
Full Score	109- 9284
<b>Omaha Beach – Edmondson (2)</b>	
Full Score	109-9402
<b>Normandy Beach – Edmondson (2)</b>	
Full Score	109-9289
<b>Path of Glory -Carl Strommen (1 ½-2)</b>	
Full Score	109-9403
<b>Host of Freedom – Karl King (2 ½)</b>	
Full Score	109-9404
<b>Unit March – Steve Hodges (2 ½)</b>	
Full Score	109-9405

### ***Contemporary***

<b>Peablo – Higgins (2)</b>	
Full Score	109-9290
<b>Red Balloon – McGinty (2)</b>	
Full Score	109-9294
<b>Ancient Voices – Sweeney (1 ½ – 2)</b>	
Full Score	108-8266

### ***Other***

<b>Fanfare Ode and Festival – B. Margolis (2 ½)</b>	
Full Score	109-9297
<b>Battle Pavane – B. Margolis (2 ½ – 3)</b>	
Full Score	109-9298
<b>Frasers Grove Suite – S. Hodges(2 ½)</b>	
Full Score	109-9299
<b>Donkey Riding- Donald Croakley (2-2 ½)</b>	
Full Score	109-9302
<b>Music For The Royal Fireworks – Handel/ Pearson – Bardon (2 – 2 ½)</b>	

Full Score	109-9303
<b>Creed – Himes (2 ½)</b>	
Full Score	109-9306
<b>Early English Suite – Duncombe / Finlayson (2)</b>	
Full Score	109-9307
<b>At the Crossroads- Robert W.Smith (2-2 ½)</b>	
Full Score	109-9406
<b>The Great Steamboat Race-Robert W. Smith (2 ½)</b>	
Full Score	109-9407
<b>Contrasto Grozso – Jacob DeHahn (2)</b>	
Full Score	109-9408
<b>Rhythm Machine – T. Broege ((2 ½)</b>	
Full Score	109-9409
<b>Suite in Minor Mode – Kabalevsky / Siekmamin (2 ½)</b>	
Full Score	109-9410
<b>Suite From Bohemia – Nehlybel (2 ½)</b>	
Full Score	109-9411
<b>Arrowhead Overture – Williams (2)</b>	
Full Score	109-9412
<b>Barbarossa – Hines (2)</b>	
Full Score	109-9413
<b>French Canadian Suite – MacLaughlan (2)</b>	
Full Score	109-9414
<b>With Trumpets Sounding – Holtgrin</b>	
Full Score	109-9415
<b>Three Czech Folk Songs – Vinson (2 ½)</b>	
Full Score	109-9416
<b>Brandon Bay – Huckeby (2 ½)</b>	
Full Score	109-9417

## 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 teachers concerned and the Arts specialist.

Bornoff – Finger Pattern – Violin	HMS	118-18001
Bornoff – Finger Pattern – Viola	HMS	118-18002
Bornoff – Finger Pattern – Cello	HMS	118-18003
Bornoff – Finger Pattern – Bass	HMS	118-18004
Bornoff – Fun For Fiddle Fingers Violin	HMS	118-18005
Bornoff – Fun For Fiddle Fingers Viola	HMS	118-18006
Bornoff – Fun For Fiddle Fingers Cello	HMS	118-18007
Bornoff – Fun For Fiddle Fingers Bass	HMS	118-18008
Mueller-Rusch-String Method 1 – Violin	HMS	118-18009
Mueller-Rusch-String Method 1 – Viola	HMS	118-18010
Mueller-Rusch-String Method 1 – Cello	HMS	118-18011

Mueller-Rusch-String Method 1 – Bass	HMS	118-18012
Mueller-Rusch-String Method 2 – Violin	HMS	118-18013
Mueller-Rusch-String Method 2 – Viola	HMS	118-18014
Mueller-Rusch-String Method 2 – Cello	HMS	118-18015
Mueller-Rusch-String Method 2 – Bass	HMS	118-18016
Mueller-Rusch-String Method 3 – Violin	HMS	118-18017
Mueller-Rusch-String Method 3 – Viola	HMS	118-18018
Mueller-Rusch-String Method 3 – Cello	HMS	118-18019
Mueller-Rusch-String Method 3 – Bass	HMS	118-18020
Frost-All For Strings – Book 1 Conductor	HMS	118-18021
Frost-All For Strings – Book 1 – Violin	HMS	118-18022
Frost-All For Strings – Book 1 – Viola	HMS	118-18023
Frost-All For Strings – Book 1 – Cello	HMS	118-18024
Frost-All For Strings – Book 1 – Bass	HMS	118-18025
Frost-All For Strings – Book 2 Conductor	HMS	118-18026
Frost-All For Strings – Book 2 – Violin	HMS	118-18027
Frost-All For Strings – Book 2 – Viola	HMS	118-18028
Frost-All For Strings – Book 2 – Cello	HMS	118-18029
Frost-All For Strings – Book 2 – Bass	HMS	118-18030
Frost-All For Strings – Book 3 Conductor	HMS	118-18031
Frost-All For Strings – Book 3 – Violin	HMS	118-18032
Frost-All For Strings – Book 3 – Viola	HMS	118-18033
Frost-All For Strings – Book 3 – Cello	HMS	118-18034
Frost-All For Strings – Book 3 – Bass	HMS	118-18035
Essentials for Strings – Score	HMS	118-18036
Essentials for Strings – Violin	HMS	118-18037
Essentials for Strings – Viola	HMS	118-18038
Essentials for Strings – Cello	HMS	118-18039
Essentials for Strings – Bass	HMS	118-18040
Applebaum-Orchestral Bowing Etudes – Violin	BOM	118-18042
Applebaum-Orchestral Bowing Etudes – Viola	BOM	118-18043
Applebaum-Orchestral Bowing Etudes – Cello	BOM	118-18044
Applebaum-Orchestral Bowing Etudes – Bass	BOM	118-18045

## **Intermediate Fiddling**

### ***Method Book***

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

### ***Sheet Music***

Jerry Holland's Collection of Fiddle Tunes by Jerry Holland 107-7704



2000 Cranford Publications, Cape Breton, Nova Scotia

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

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

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

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

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

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

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

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

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

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

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

\*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 High Schools. If classes have expanded in size, schools are able to order more of what they already have.

## Physical Education

### ***Teacher Reference:***

C.I.R.A. Leadership Teacher Handout(Out of Print)	CIR	1/t	107-7474
C.I.R.A. Secondary teacher's Guide (Out of Print)	CIR	1/t	107-7472
C.I.R.A. Secondary Student Leader Handbook (Out of Print)	CIR	1/t	107-7473

### ***Course Outline Information***

Intermediate-Senior High Physical Education – Curriculum Guide – (March 1991)	PEI	1/t	107-7475
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## Science

### 7SCIA Science

<i>Foundation for the Atlantic Canada Science Curriculum</i>	PEI	1/t	101-1489
CAMET Science Curriculum Guide Grade 7	PEI	1/t	107-7631
Nelson Science and Technology 7, 2000 – Text	NEL	1/p	107-7528
Nelson Science and Technology 7, (Atlantic) Teacher’s Res. Binders	NEL	1/t	107-7584
<ul style="list-style-type: none"><li>• <i>Unit 1: Pure Substances and Mixtures</i></li><li>• <i>Unit 2: Heat</i></li><li>• <i>Unit 4: The Earth’s Crust</i></li><li>• <i>Unit 5: Interactions Within Ecosystems</i></li></ul>			

**Note:**

**Unit 3: Structural Strength and Stability is not a topic in our curriculum.**

Help! I’m Teaching Middle School Science (Professional Resource)	NSTA	1/t	107-7634
The Last Billion Years: A Geological History of the Maritime Provinces of Canada (Professional Resource)	AGS	1/t	107-7695
Science Power 7 Blackline Masters (Atlantic)	MHR	1/t	107-7541
Science Safety Resource Manual (PEI)	PEI	1/t	101-1587

### 8SCIA Science

<i>Foundation for the Atlantic Canada Science Curriculum</i>	PEI	1/t	101-1489
CAMET Science Curriculum Guide Grade 8	PEI	1/t	108-8289
Nelson Science and Technology 8, 2000 – Text	NEL	1/p	108-8207
Nelson Science and Technology 8, (Atlantic) Teacher’s Res. Binders	NEL	1/t	108-8238
<ul style="list-style-type: none"><li>• <i>Unit 1: Cells, Tissues, Organs and Systems</i></li><li>• <i>Unit 2: Fluids</i></li><li>• <i>Unit 4: Water Systems on Earth</i></li><li>• <i>Unit 5: Optics</i></li></ul>			

**Note:**

**Unit 3: Mechanical Advantage and Efficiency is not a topic in our curriculum.**

Light (Stop Faking It Series) (Professional Resource)	NSTA	1/t	108-8300
Science Power 8 Blackline Masters	MHR	1/t	108-8205
Science Safety Resource Manual (PEI)	PEI	1/t	101-1587

## 9SCIA Science

<i>Foundation for the Atlantic Canada Science Curriculum</i>	PEI	1/t	101-1489
CAMET Science Curriculum Guide Grade 9	PEI	1/t	109-9446
Nelson Science 9, 1999 – Text	NEL	1/p	109-9256
Nelson Science 9 (Atlantic) Teacher’s Res. Binders	NEL	1/t	109-9257
• <i>Unit 1: Matter</i>			
• <i>Unit 2: Reproduction</i>			
• <i>Unit 3: Electricity</i>			
• <i>Unit 4: Space</i>			
Nelson Science 9 – Computerized Assessment Bank	NEL	1/s	109-9259
Science Power 9 – Computerized Test Bank	MHR	1/s	109-9263
Taking Charge: An Introduction to Electricity (Professional Res.)	NSTA	1/t	109-9418
The Universe at Your Fingertips, Astronomical Society of the Pacific (Professional Resource)	SES	1/t	109-9432
Science Safety Resource Manual (PEI)	PEI	1/t	101-1587

## Social Studies

Foundation for the Atlantic Canada Social Studies Curriculum PEI 1/t 101-1598

### **Social Studies 7SOCA**

#### ***Course Outline Information***

*Social Studies 7 Curriculum Guide* PEI 1/t 107-7772

Changing Your World: Investigating Empowerment OUP 1/p 107-7716

Changing Your World: Investigating Empowerment Teacher Resource OUP 1/t 107-7717

Classroom Atlas of Canada and the World RAM 1/2p 107-7774

Classroom Atlas of Canada and the World (teacher resource) RAM 1/s 107-7777

### **8SOCA Social Studies**

#### ***Course Outline Information***

*Social Studies 8 Curriculum Guide*

Canadian Identity NEL 1/p 108-8346

Canadian Identity Teacher Resource NEL 1/t 108-8347

Narratives of Nationhood\* – Teacher’s Manual PEI 1/t 108-8321

Narratives of Nationhood\* – Student Text PEI 1/p 108-8285

Narratives of Nationhood\* – Transparencies PEI 1/t 108-8322

\* *cross-listed with Art*

Classroom Atlas of Canada and the World RAM 1/2p 107-7774

Classroom Atlas of Canada and the World (teacher resource) RAM 1/s 107-7777

### **9SOCA SOCIAL STUDIES**

Atlantic Canada in the Global Community (1998) BEC 1/p 109-9227

Atlantic Canada in the Global Community, Teacher Guide (1998) BEC 1/t 109-9228

Atlantic Canada in the Global Community, Curriculum Guide PEI 1/t 109-9229

Evolving Identity (please contact specialist)

Global Classroom Initiative (please contact specialist) PEI 1/p 109-9500

Classroom Atlas of Canada and the World RAM 1/2p 107-7774

Classroom Atlas of Canada and the World (teacher resource) RAM 1/s 107-7777

## French Programs

### French (Core)

#### 7FREA Core French

Please note, as “*Réunion à Québec*” and “*Le grand voyage*” both deal with the theme of travel, teachers must choose one or the other for use during the school year. They should not do both themes the same year.

#### *Core Themes*

##### *Communi-quête 1 materials*

###### *Le cas mystérieux de Monsieur Leblanc*

Teacher resource book (CD, video DVD and CD-ROM)

###### **Special (Contact Specialist)**

OUP 1/t

Workbook (consumable)

OUP 1/p 107-7783

###### *Le grand voyage*

Starter Kit includes (30 texts, CD, T..Ed, video, language and strategy cards) **Special (Contact Specialist)**

OUP 1/t

Workbook (consumable)

OUP 1/p 108-8244

Extra student book (if a teacher has more than 30 students)

OUP 107-7778

Teacher Resource Book

OUP 1/t 107-7827

CD

OUP 1/t 107-7828

Video

OUP 1/t 108-8246

Language and strategy cards

OUP 1/t 107-7829

##### *Tout Ados 1 materials*

The national version of the Tout Ados teacher’s guide has been sent out to schools. Supplementary teacher’s guides can be ordered directly from PLMDC.

###### *Zone sportive*

Starter Kit includes (30 texts, CD, T..Ed, video, language and strategy cards) **Special (Contact Specialist)**

NEL 1/t

Workbook (consumable)

NEL 1/p 107-7560

Extra student book (if teachers has more than 30 students)

NEL 107-7561

Teacher Resource Guide (NE)

NEL 1/t 107-7565

CD

NEL 1/t 107-7581

Video

NEL 1/t 107-7583

### ***Réunion à Québec***

Starter Kit includes (30 texts, CD, T..Ed, video, language and strategy cards) <b>Special (Contact Specialist)</b>	NEL	1/t	
Workbook (consumable)	NEL	1/p	107-7563
Extra student book (if teacher has <u>more</u> than 30 students)	NEL		107-7564
Teacher Resource Guide (NE)	NEL	1/t	107-7566
CD	NEL	1/t	107-7582
Video	NEL	1/t	107-7635

### ***Attention, magasiniers!***

Starter Kit includes (30 texts, CD, T..Ed, video, language and strategy cards) <b>Special (Contact Specialist)</b>	NEL	1/t	
Workbook (consumable)	NEL	1/p	107-7619
Extra student book (if teacher has <u>more</u> than 30 students)	NEL		107-7620
Teacher Resource Guide (NE)	NEL	1/t	107-7621
CD	NEL	1/t	107-7636
Video	NEL	1/t	107-7637

### ***Additional themes***

The following themes are available to schools as options in the case of split grades (7/8). Schools should only order these themes after consultation with the Department of Education and Early Childhood Development specialist.

### ***Au secours!***

Starter Kit includes (30 texts, CD, T..Ed, video, language and strategy cards) <b>Special (Contact Specialist)</b>	NEL	1/t	
Workbook (consumable)	NEL	1/p	107-7284
Extra student book (if a teacher has <u>more</u> than 30 students)	NEL		107-7283
Teacher Resource Book (NE)	NEL	1/t	107-7577
CD	NEL	1/t	107-7579
Video	NEL	1/t	107-7580
Language and strategy cards	NEL	1/t	107-7701

### ***Voyageons dans le temps***

Starter Kit includes (30 texts, CD, T..Ed, video, language and strategy cards) <b>Special (Contact Specialist)</b>	NEL	1/t	
Workbook (consumable)	NEL	1/p	107-7281
Extra student book (if a teacher has <u>more</u> than 30 students)	NEL		107-7280
Teacher Resource Book (NE)	NEL	1/t	107-7573
CD	NEL	1/t	107-7575
Video	NEL	1/t	107-7576
Language and strategy cards	NEL	1/t	107-7702

Les cartes postales du Canada – vidéo cassette	PEI	1/t	107-7272
Île-du-Prince-Édouard: un guide touristique – vidéo cassette – <u>or</u>			

Vidéo promotionnelle de l'Î.-P.-É. (Same video)	PEI	1/t	107-7273
Dictionnaire Visuel – Junior	LGO	8/t	107-7248
French Vocabulaire Handbook for Canadian Schools	RES	8/t	107-7249
Français de base 7 <sup>e</sup> , 8 <sup>e</sup> , 9 <sup>e</sup> Programme d'études et guide pédagogique	PEI	1/t	107-7275

### ***Reference Materials for Teachers 7-8-9***

Plan de perfectionnement en français langue seconde : selon une démarche communicative/expérientielle par Roger Tremblay.

Production Orale Non-Interactive	CEC	1/t	107-7250
Compréhension orale	CEC	1/t	107-7251
Compréhension écrite	CEC	1/t	107-7252

L'emploi du français en classe de français de base	PEI	1/t	107-7830
Les Franfolies : jeux et activités pour la classe de français	PEI	1/t	107-7831
L'exploitation des films en classe	PEI	1/t	107-7911

Bonjour – Magazine (x)	SCH	1/t	107-7276
Ça Va – Magazine (x)	SCH	1/t	107-7277
Chez Nous Magazine (x)	SCH	1/t	107-7278

## ***8FREA Core French***

Three themes, *Mosaïque*, *Les Acadien(ne)s de l'Î.-P.-É.* and *Phénomènes canadiens* are considered as core themes. For their fourth theme, teachers may choose between *Consummation* and *Entrepreneurs en herbe!*

### ***Communi-quête 1 materials***

#### ***Mosaïque***

Starter Kit – includes (30 texts, CD, T. Ed, video, language and strategy cards) <b>Special (Contact Specialist)</b>	OUP	1/t	
Extra student book (if class has <u>more</u> than 30 students)	OUP	1/p	108-8288
Workbook (consumable)	OUP	1/p	108-8287
Teacher Resource Book	OUP	1/t	108-8301
CD	OUP	1/t	108-8297
Language and Strategy cards	OUP	1/t	108-8323

#### ***Phénomènes canadiens***

Starter Kit includes (30 texts, CD, T. Ed, video, language and strategy cards) <b>Special (Contact Specialist)</b>	OUP	1/t	
Extra student book (if class has <u>more</u> than 30 students)	OUP	1/p	108-8316
Workbook (consumable)	OUP	1/p	108-8315
Teacher Resource Book	OUP	1/t	108-8331
CD	OUP	1/t	108-8332
Language and Strategy cards	OUP	1/t	108-8334



### ***Entrepreneurs en herbe!***

Starter Kit includes (30 texts, CD, T. Ed, video, language and strategy cards) **Special (Contact Specialist)**

Extra student book (if class has <u>more</u> than 30 students)	OUP	1/t	
Workbook (consumable)	OUP	1/p	108-8320
Teacher Resource Book	OUP	1/t	108-8330
CD	OUP	1/t	108-8335
Video	OUP	1/t	108-8336
Language and Strategy cards	OUP	1/t	108-8337
	OUP	1/t	108-8338

### ***Consommation***

Starter Kit includes (30 texts, CD, T. Ed, video, language and strategy cards) **Special (Contact Specialist)**

Extra student book (if class has <u>more</u> than 30 students)	OUP	1/t	
Workbook (consumable)	OUP	1/p	108-8292
Teacher Resource Book	OUP	1/p	108-8293
CD	OUP	1/t	108-8326
Video	OUP	1/t	108-8327
Language and Strategy cards	OUP	1/t	108-8294
	OUP	1/t	108-8324

Les Acadien(ne)s de l'Île-du-Prince-Édouard – guide	PEI	1/t	108-8247
Les Acadien(ne)s de l'Île-du-Prince-Édouard – livret de l'élève (consumable)	PEI	1/p	108-8248
Les Acadien(ne)s de l'Île-du-Prince-Édouard – vidéo cassette	PEI	1/t	108-8249
Les Acadien(ne)s de l'Île-du-Prince-Édouard – audio cassette	PEI	1/t	108-8250
Le guide de l'Île	PEI	1/t	108-8251
Une carte routière de l'Île-du-Prince-Édouard	PEI	1/t	108-8253
Dictionnaire Visuel – Junior	LGO	8/t	107-7248
French Vocabulaire Handbook for Canadian Schools	RES	8/t	107-7249
Français de base 7 <sup>e</sup> , 8 <sup>e</sup> , 9 <sup>e</sup> Programme d'études et guide pédagogique	PEI	1/t	107-7275

### ***Reference Materials for Teachers 7-8-9***

Plan de perfectionnement en français langue seconde : selon une démarche communicative/expérientielle par Roger Tremblay.

Production Orale Non-Interactive	CEC	1/t	107-7250
Compréhension orale	CEC	1/t	107-7251
Compréhension écrite	CEC	1/t	107-7252
L'emploi du français en classe de français de base	PEI	1/t	107-7830
Les Franfolies : jeux et activités pour la classe de français	PEI	1/t	107-7831
L'exploitation des films en classe	PEI	1/t	107-7911
Bonjour – Magazine (x)	SCH	1/t	107-7276
Ca Va – Magazine (x)	SCH	1/t	107-7277

## 9FREA Core French

It is recommended that teachers start the year with *En route vers la Francophonie*, followed by *Rétro-monde*. For their third and fourth themes, teachers are asked to complete the year with *Studio Créateur* and lastly *Mission: survie*.

### Communi-quête 2 materials

#### *En route vers la Francophonie*

Starter Kit – includes (30 texts, CD, T. Ed, video, language and strategy cards) <b>Special (Contact Specialist)</b>	OUP	1/t	
Extra student book (if class has <u>more</u> than 30 students)	OUP	1/p	109-9439
Workbook (consumable)	OUP	1/p	109-9440
Teacher Resource Book	OUP	1/t	109-9466
CD	OUP	1/t	109-9467
Language and Strategy cards	OUP	1/t	109-9469

#### *Rétro-monde*

Starter Kit – includes (30 texts, CD, T. Ed, video, language and strategy cards) <b>Special (Contact Specialist)</b>	OUP	1/t	
Extra student book (if class has <u>more</u> than 30 students)	OUP	1/p	109-9391
Workbook (consumable)	OUP	1/p	109-9380
Teacher Resource Book	OUP	1/t	109-9437
CD	OUP	1/t	109-9434
Video	OUP	1/t	109-9435
Language and Strategy cards	OUP	1/t	109-9436

#### *Studio créateur*

Starter Kit – includes (30 texts, CD, T. Ed, video, language and strategy cards) <b>Special (Contact Specialist)</b>	OUP	1/t	
Extra student book (if class has <u>more</u> than 30 students)	OUP	1/p	109-9449
Workbook (consumable)	OUP	1/p	109-9448
Teacher Resource Book	OUP	1/t	109-9470
CD	OUP	1/t	109-9471
Video	OUP	1/t	109-9472
Language and Strategy cards	OUP	1/t	109-9473

#### *Mission: survie*

Starter Kit – includes (30 texts, CD, T. Ed, video, language and strategy cards) <b>Special (Contact Specialist)</b>	OUP	1/t	
Extra student book (if class has <u>more</u> than 30 students)	OUP	1/p	109-9461
Workbook (consumable)	OUP	1/p	109-9462
Teacher Resource Book	OUP	1/t	109-9493
CD	OUP	1/t	109-9494
Video	OUP	1/t	109-9495

Language and Strategy cards	OUP	1/t	109-9496
Daniel Lavoie – cassette audio	PEI	1/t	109-9134
Pour Tout Dire Junior 4 – vidéo	NFB	1/t	109-9129
Pour Tout Dire Junior 4 – guide	NFB	1/t	109-9130
Pour Tout Dire Junior 3-4 Activités et exercices	NFB	1/t	109-9131
Dictionnaire Visuel – Junior	LGO	8/t	107-7248
French Vocabulaire Handbook for Canadian	RES	8/t	107-7249

### ***Reference Materials for Teachers 7-8-9***

Plan de perfectionnement en français langue seconde : selon une démarche communicative/expérientielle par Roger Tremblay.

Production Orale Non-Interactive	CEC	1/t	107-7250
Compréhension orale	CEC	1/t	107-7251
Compréhension écrite	CEC	1/t	107-7252

L'emploi du français en classe de français de base	PEI	1/t	107-7830
Les Franfolies : jeux et activités pour la classe de français	PEI	1/t	107-7831
L'exploitation des films en classe	PEI	1/t	107-7911

Bonjour – Magazine (x)	SCH	1/t	107-7276
Ça Va – Magazine (x)	SCH	1/t	107-7277
Chez Nous Magazine (x)	SCH	1/t	107-7278

### ***Course Outline Information***

Français de base 7 <sup>e</sup> , 8 <sup>e</sup> et 9 <sup>e</sup> : Programme d'études et guide pédagogique	PEI	1/t	107-7275
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## **French Language Arts 7FREF, 8FREF, 9FREF (EFI)**

Programme d'études en français – Immersion 7 <sup>e</sup> -8 <sup>e</sup> -9 <sup>e</sup>	PEI	1/t	107-7098
Dossier pédagogique de littérature 7 <sup>e</sup> -8 <sup>e</sup> -9 <sup>e</sup>	PEI	1/t	107-7100
Le métaguide	PEI	1/t	107-7698
Trousse de Franç'Arts - 7 rue de l'Atlantique	PEI	1/s	107-7699
Mes ateliers d'écriture	PEI	1/s	107-7700
Franfolies	PEI	1/t	107-7831
L'exploitation des films en classe	PEI	1/t	107-7911
La poésie, des jeux, des sons et des images (Contact consultant)	PEI	1/t	
Ma trousse d'écriture 7 (Contact consultant)	CHE	1/t	

### ***Grammar Resource***

La grammaire de base – Guide d'enseignement (teacher's guide)	ERPI	1/t	107-7570
La grammaire de base – (student text)	ERPI	1/p	107-7569
La grammaire de base - (cahier A, non-consumable)	ERPI	1/2p	107-7571
La grammaire de base - (cahier B, non-consumable)	ERPI	1/2p	107-7572
La grammaire de base - (cahier C, non-consumable)	ERPI	1/2p	107-7590

La grammaire de base -(cahier D, non-consumable)	ERPI	1/2P	107-7591
<b>Reference Materials 7-8-9 (EFI)</b>			
Dictionnaire de français Larousse	REN	1/2p	107-7318
Dictionnaire Le Robert Collège (Contact Consultant)	REN	18/t	
Clé pour la grammaire	GUE	1/t	107-7197
Clé de l'orthographe des verbes français	MOD	6/t	107-7173
Répertoire des anglicismes	GUE	1/p	107-7196
Les cent plus belles chansons (Out or print)	DLC	1/t	107-7145
Communications Plus 1 – guide (Out or print)	CEC	1/t	107-7185
Communications Plus 1 – feuilles (Out or print)	CEC	1/t	107-7184
Communications Plus 1 – cassettes (Out or print)	CEC	1/t	107-7186
Communications Plus 2 – guide (Out or print)	CEC	1/t	107-7188
Communications Plus 3 – feuilles (Out or print)	CEC	1/t	107-7187
Communications Plus 3 – feuilles (Out or print)	CEC	1/t	107-7189
Communications Plus 3 – guide (Out or print)	CEC	1/t	107-7191
Communications Plus 3 – feuilles (Out or print)	CEC	1/t	107-7190
Communications Plus 3 – cassettes (Out or print)	CEC	1/t	107-7192
Communications Plus 4 – guide (Out or print)	CEC	1/t	107-7194
Communications Plus 4 – feuilles (Out or print)	CEC	1/t	107-7193
Communications Plus 4 – cassettes (Out or print)	CEC	1/t	107-7195
Radio-Puce – livre de l'élève (Out of print)	CEC	1/p	107-7107
Radio-Puce – cahier de l'élève (Out of print)	CEC	1/p	107-7108
Radio-Puce – guide (Out of print)	CEC	1/t	107-7109
Radio-Puce – cassettes (4) (Out of print)	CEC	1/t	107-7110
Radio-Puce - diapositives (Out of print)	CEC	1/s	107-7111
Les Scribouillards/bandes dessinées-guide (Out of Print)	GRA	1/p	107-7122
Les Scribouillards/contes, fables – livret (Out of Print)	GRA	1/t	107-7176
Les Scribouillards/contes, fables – guide (Out of Print)	GRA	1/t	107-7177
Les Scribouillards/dialogues, portraits – livret (Out of Print)	GRA	1/t	107-7182
Les Scribouillards/dialogues, portraits – guide (Out of Print)	GRA	1/t	107-7183
Les Scribouillards/lettres, cartes – livret (Out of Print)	GRA	1/t	107-7174
Les Scribouillards/lettres, cartes – guide (Out of Print)	GRA	1/t	107-7175
Les Scribouillards/messages – livret (Out of Print)	GRA	1/t	107-7180
Les Scribouillards/messages – guide (Out of Print)	GRA	1/t	107-7181
Les Scribouillards/notes de recherches – livret (Out of Print)	GRA	1/t	107-7178
Les Scribouillards/notes de recherches – guide (Out of Print)	GRA	1/t	107-7179
Parole de Piloé – texte (Out of print)	GUE	1/p	107-7104
Parole de Piloé – cahier (Out of print)	GUE	1/p	107-7105
Parole de Piloé – guide du maître (Out of print)	GUE	1/t	107-7106
Piloé dit et contredit – texte (Out of print)	GUE	1/p	108-8066
Piloé dit et contredit – guide du maître (Out of print)	GUE	1/t	108-8067
Piloé dit et contredit – cahier (Out of print)	GUE	1/p	108-8068
Autographe 2 – cahier (x)	CEC	1/p	107-7112
Jeu de l'amitié (Out of print)	CEC	8/s	107-7144
Jeux Destins (Game of Life – French edition) (Out of print)	TOS	6/s	107-7198

## **7FREF French Language Arts (EFI)**

### ***Literature Resources***

Mon encyclopédie	CEC	1/p	107-7773
Plus de gym pour Danny	REN	1/p	107-7117
Aller-Retour	REN	1/p	107-7118
Les Géants de Blizzard	REN	1/p	107-7119
Tintin au Tibet	REN	1/p	107-7120
Les yeux noirs	REN	1/p	107-7754
Le complot	REN	1/p	108-8074
L'oeil du loup	REN	1/p	107-7825
Le Petit Prince	REN	1/p	108-8075

## **8FREF French Language Arts (EFI)**

Têtes d'affiche	CEC	1/p	108-8345
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### ***Literature Resources***

Le visiteur du soir	REN	1/p	108-8073
35 kgs d'espoir (Contact Specialist)	REN	1/p	108-8339
Lygaya (Contact Specialist)	REN	1/p	108-8340
Carmen en fugue mineur	REN	1/p	109-9067

## **9FREF French Language Arts (EFI)**

Anthologie	CEC	1/p	109-9491
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### ***Literature Resources***

Parallèles célestes(Out or print)	LGF	1/p	109-9064
Un regard dans la nuit (Out or print)	POH	1/p	109-9068
Placide, l'homme mystérieux à New York (Out of print)	BOU	1/p	109-9247
Toujours plus haut	EVD	1/p	109-9474
Le petit Nicolas a des ennuis	REN	1/p	109-9481
Les vacances du petit Nicolas	REN	1/p	109-9482
Les récrés du petit Nicolas	REN	1/p	109-9483
La fille parfaite	REN	1/p	109-9484
L'encyclopédie junior des sports	QUA	1/t	109-9387
L'encyclopédie visuelle des sports	QUA	1/t	109-9382

### ***Resources***

Coffret de Monopoly (Out of print)	BRA	7/c	109-9097
Contes de Perrault – cassette (Out of print)	PEC	1/t	109-9075
Plein la vue 3 (Out of print)	MON	1/t	109-9073
Guide de rédaction des menus (Out of Print)	TES	8/c	109-9072

## Health (EFI) Grades 7 to 9

### 7HEAF Health EFI

Objectif Santé 1 – livre de l'élève	CHN	1/p	107-7794
Objectif Santé 1 – Guide d'enseignement	CHN	1/t	107-7795

#### *Course Outline Information*

Programme d'études – La formation personnelle et sociale 7 <sup>e</sup> année	PEI	1/t	107-7633
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### 8HEAF Health EFI

Objectif Santé 2 – livre de l'élève	CHN	1/p	108-8355
Objectif Santé 2 – Guide d'enseignement	CHN	1/t	108-8356

#### *Course Outline Information*

Programme d'études – La formation personnelle et sociale 8 <sup>e</sup> année	PEI	1/t	108-8299
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### 9HEAF Health EFI

**Please contact consultant.**

#### *Course Outline Information*

Programme d'études – La formation personnelle et sociale 9 <sup>e</sup> année	PEI	1/t	109-9312
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## Mathematics (EFI- MI)

### 7MATEF Mathematics EFI – MI

Mathématiques 7 - Manuel de l'élève	CHN	1/p	107-7750
Mathématiques 7 - Guide du maître	CHN	1/t	107-7751
Mathématiques 7 - Cahier de l'élève, feuilles reproductibles	CHN	1/t	107-7764
Mathématiques 7 - Corrigé	CHN	1/t	107-7776
Calcul en tête (13 à 15 ans)	CHN	1/t	107-7765
Calcul en tête (8 à 12 ans)	CHN	1/t	107-7766
Les transformations géométriques - En rappel	HMH	1/t	107-7767
La résolution de problèmes - En rappel	HMH	1/t	107-7768
Les fractions - En rappel	HMH	1/t	107-7769
La mesure - En rappel	HMH	1/t	107-7770
Les figures planes et les solides - En rappel	HMH	1/t	107-7771
Interactions 7 – Manuel de l'élève	CHN	1/t	107-7125
Interactions 7 – Mise en scène – supplément de l'élève	CHN	1/t	107-7128
Interactions 7 – Documents pédagogiques	CHN	1/t	107-7126
Interactions 7 – Mise en scène – guide pédagogique	CHN	1/t	107-7129
Interactions 7 – Feuilles à reproduire et évaluation	CHN	1/t	107-7127

#### *Course Outline Information*

Programme d'études – Mathématiques 7<sup>e</sup>

**(Contact the Department)**

### 8MATEF Mathematics EFI – MI

Mathématiques 8 - Manuel de l'élève	CHN	1/p	108-8343
Mathématiques 8 - Guide du maître	CHN	1/t	108-8344
Mathématiques 8 - Cahier de l'élève, feuilles reproductibles	CHN	1/t	108-8354
Mathématiques 8 - Corrigé	CHN	1/t	108-8349
Calcul en tête (13 à 15 ans)	CHN	1/t	107-7765
Interactions 8 – Manuel de l'élève	CHN	1/t	108-8060
Interactions 8 – Mise en scène – supplément de l'élève	CHN	1/p	108-8063
Interactions 8 – Documents pédagogiques	CHN	1/t	108-8061
Interactions 8 – Mise en scène – guide pédagogique	CHN	1/t	108-8064
Interactions 8 – Feuilles à reproduire et évaluations	CHN	1/t	108-8062
Les transformations géométriques - En rappel	HMH	1/t	107-7767
La résolution de problèmes - En rappel	HMH	1/t	107-7768
Les fractions - En rappel	HMH	1/t	107-7769
La mesure - En rappel	HMH	1/t	107-7770
Les figures planes et les solides - En rappel	HMH	1/t	107-7771

#### *Course Outline Information*

Programme d'études – Mathématiques 8<sup>e</sup>

**(Contact the Department)**

## 9MATF Mathematics EFI – MI

Interactions 9 – Manuel de l'élève	CHN	1/p	109-9091
Interactions 9 – Documents pédagogiques	CHN	1/t	109-9092
Interactions 9 – Feuilles à reproduire et évaluation	CHN	1/t	109-9093
Omnimath 9 (Édition de l'Ontario) - Manuel de l'élève	CHN	1/p	109-9463
Omnimath 9 (Édition de l'Ontario) - Guide de l'enseignant	CHN	1/t	109-9464

### *Course Outline Information*

Programme d'études – Mathématiques 9<sup>e</sup>

**(Contact the Department)**



## Science (EFI – MI)

### 7SCIF Science EFI – MI

Sciences et technologie 7 : manuel de l'élève	BEA	1/p	107-7554
Sciences et technologie 7 : guide d'enseignement	BEA	1/t	107-7555
Sciences et technologie 7 : matériel reproductible	BEA	1/s	107-7556
Sciences et technologie 7 : acétates en couleur	BEA	1/t	107-7557
Sciences et technologie 7 : générateur d'examen	BEA	1/s	107-7558

#### *Course Outline Information*

Programme d'études – Sciences 7 <sup>e</sup> année	PEI	1/t	107-7632
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### 8SCIF Science EFI – MI

Sciences et technologie 8 : manuel de l'élève	BEA	1/p	108-8220
Sciences et technologie 8 : guide d'enseignement	BEA	1/t	108-8221
Sciences et technologie 8 : matériel reproductible	BEA	1/s	108-8222
Sciences et technologie 8 : acétates en couleur	BEA	1/t	108-8223
Sciences et technologie 8 : générateur d'examen	BEA	1/s	108-8224

#### *Course Outline Information*

Programme d'études – Sciences 8 <sup>e</sup> année	PEI	1/t	108-8298
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### 9SCIF Science EFI – MI

Sciences et technologie 9 : manuel de l'élève	BEA	1/p	109-9250
Sciences et technologie 9 : guide d'enseignement	BEA	1/t	109-9251
Sciences et technologie 9 : matériel reproductible	BEA	1/s	109-9252
Sciences et technologie 9 : acétates en couleur	BEA	1/t	109-9253
Sciences et technologie 9 : générateur d'examen	BEA	1/s	109-9254

#### *Course Outline Information*

Programme d'études – Sciences 9 <sup>e</sup> année	PEI	1/t	109-9311
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## Social Studies (EFI and MI)

### 7SOCF Social Studies EFI-MI

Le Canada à travers le temps Tome 1 ( <b>out of print/ call Department for reprints 368-4680</b> )			107-7315
Mon Cahier de sciences humaines 7 <sup>e</sup> année – Î.-P.-É(x)	GRA	1/p	107-7123
Atlas photographique: Images du Canada	GRA	1/t	107-7139
Pour Angela (vidéocassette) (Out of print)	ONF/NFB	1/t	107-7140
Regard sur les provinces atlantiques	PEI	1/t	104-4312
Atlas atlantique Beauchemin	BEA	1/t	109-9378

#### *Reference Materials*

Programme de sciences humaines en 7 <sup>e</sup> et 8 <sup>e</sup> année 1998	PEI	1/t	107-7101
Mon Cahier de sciences humaines 7 <sup>e</sup> année – Î.-P.-É (corrigé) 1998	GRA	1/t	107-7124
Canada Through Time Book 1 Teachers' Guide	PEC	1/t	107-7316
Le métaguide	PEI	1/t	107-7698

### 8SOCF Social Studies EFI-MI

Le Canada à travers le temps Tome 2 ( <b>out of print/call Department for reprints 368-4680</b> )			108-8076
Mon Cahier de sciences humaines 8 <sup>e</sup> année – Î.-P.-É (x)	GRA	1/p	108-8166
Cartes Aide-Mémoire – Monde Canada ( <b>class set of 35</b> )	CEC	1/p	108-8078
Module sur <i>Les Acadiens, une force à découvrir</i> (call department)			
Tote with resources	XXX	1/t	xxx-xxxx
Atlas atlantique Beauchemin	BEA	1/t	109-9378

#### *Reference Materials*

Programme de sciences humaines en 7 <sup>e</sup> et 8 <sup>e</sup> année 1998	PEI	1/t	107-7101
Mon Cahier de sciences humaines 8 <sup>e</sup> année – Î.-P.-É (corrigé) 1999	GRA	1/t	108-8167
Canada Through Time Book II Teachers' Guide	PEC	1/t	108-8077
Le métaguide	PEI	1/t	107-7698

### 9SOCF Social Studies EFI-MI

Programme d'études – Sciences humaines, 9 <sup>e</sup> année	PEI	1/t	109-9170
La diversité du Canada atlantique texte			
La diversité du Canada atlantique (teaching guide)	CHN	1/t	109-9169
Atlas atlantique Beauchemin	BEA	1/t	109-9378
Le métaguide	PEI	1/t	107-7698

### ***Reference Materials***

Système parlementaire canadien ( <b>out of print/call Department for new resource 368-4680</b> )			109-9173
L'Agriculture, ça te regarde (Out of print)	MPE	1/t	109-9174
L'étude de l'actualité en salle de classe	PEI	1/t	101-1022
Les Provinces de l'Atlantique : Fiches d'activités	PEI	1/t	109-9087
Le métaguide	PEI	1/t	107-7698
Si la terre était un village	QUA	1/t	109-9389
L'Univers	QUA	1/t	109-9384
La Terre	QUA	1/t	109-9383
Atlas de la météo	QUA	1/t	109-9386
La météo	QUA	1/t	109-9385
Une révolution pacifique, ( <b>call Department at 368-4680</b> ) (vidéo et guide)	ONF		

## Late French Immersion

### 7FREG French Language Arts LFI

La rentrée en français – cahier de l’enseignant	PEI	1/t	107-7596
La rentrée en français – cahier de l’élève (consumable – x)	PEI	1/p	107-7597
On y va! Guide d’enseignement – (teacher’s guide)	PEC	1/t	107-7586
On y va! (student text)	PEC	1/p	107-7585
On y va! Cahier d’activités (consumable student workbook) (x)	PEC	1/p	107-7587
On y va! series of CDs	PEC	1/t	107-7588
Avec Brio – Guide pratique de communication (Out of Print)	PEC	1cs/t	107-7295
Mon portfolio d’écriture	PEI	1/p	107-7594
Le métaguide	PEI	1/t	107-7698
L’exploitation des films en classe	PEI	1/t	107-7911
La poésie, des jeux, des sons et des images (Contact consultant)	PEI	1/t	
Franfolies	PEI	1/t	107-7831

### 8FREG French Language Arts LFI

On y va! 2 Guide d’enseignement (teacher’s guide)	PEC	1/t	108-8282
On y va! 2 (student text)	PEC	1/p	108-8280
On y va! 2 Cahier d’activités (consumable student workbook) (x)	PEC	1/p	108-8281
On y va! 2 series of CDs	PEC	1/t	108-8283
La grammaire de base – Guide d’enseignement	ERPI	1/t	107-7570
La grammaire de base – texte	ERPI	1/p	107-7569
La grammaire de base - cahier A (non-consumable)	ERPI	20/t	107-7571
La grammaire de base - cahier B (non-consumable)	ERPI	20/t	107-7572
Avec Brio : Guide pratique de communication (Out of Print)	PEC	1cs/t	107-7295
Le métaguide	PEI	1/t	107-7698
Histoire de nos jours – cahier (x)	NEL	1/p	108-8158
Aller – Retour	REN	1/p	107-7118
Le Complot	REN	1/p	108-8074

### 9FREG French Language Arts LFI

En Direct 2 – texte	NEL	1/p	109-9162
Les artistes et les arts – cahier (x)	PEI	1/p	109-9155
Crime et violence – cahier (x)	PEI	1/p	109-9157
Les Médias – cahier (x)	PEI	1/p	109-9159
Le visiteur du soir	REN	1/p	108-8073
Carmen en fugue mineure	REN	1/p	109-9067
Placide, l’homme mystérieux à New York	BOU	1/p	109-9247

Avec Brio: guide pratique de communication (Out of Print)	PEC	cs/t	107-7295
Plein la vue 3 – livre de lecture (Out of print)	MON	cs/t	109-9073
Toujours plus haut	EVD	1/p	109-9474

### ***Reference materials Gr. 9 (LFI)***

Programme de français en immersion tardive, 7 <sup>e</sup> , 8 <sup>e</sup> et 9 <sup>e</sup> année (1997)	PEI	1/t	107-7292
La grammaire de base – Guide d’enseignement	ERPI	1/t	107-7570
La grammaire de base – texte	ERPI	1/p	107-7569
La grammaire de base - cahier A (non-consumable)	ERPI	20/t	107-7571
La grammaire de base - cahier B (non-consumable)	ERPI	20/t	107-7572
Les Artistes et les arts – Guide pédagogique	PEI	1/t	109-9156
Crime et violence – Guide pédagogique	PEI	1/t	109-9158
Les Médias – Guide pédagogique	PEI	1/t	109-9160
Guide de littérature pour la 9 <sup>e</sup> année – immersion tardive	PEI	1/t	109-9161
En Direct 2 – Teacher Resource Book	NEL	1/t	109-9163
En Direct 2 – Workbook Blackline Masters	NEL	1/t	109-9164
En Direct 2 – Cassettes	NEL	1/t	109-9165
En Direct 2 – Transparents (Out of print)	NEL	1/t	109-9166
L’image de l’art : mini-ensemble-secondaire 1 <sup>re</sup> année (OP)	BEA	1/t	107-7092
L’image de l’art : sec. 1 <sup>re</sup> année – livre du maître (Out of print)	BEA	1/t	107-7097
Le métaguide	PEI	1/t	107-7698
Ma trousse d’écriture 7 (Contact consultant)	CHE	1/t	

### ***Reference Materials Gr. 7-8-9 (LFI)***

Communication Plus 1 – guide (Out or print)	CEC	1/t	107-7185
Communication Plus 1 – feuilles (Out or print)	CEC	1/t	107-7184
Communication Plus 1 – cassettes (Out or print)	CEC	1/t	107-7186
Communication Plus 2 – guide (Out or print)	CEC	1/t	107-7188
Communication Plus 2 – feuilles (Out or print)	CEC	1/t	107-7187
Communication Plus 2 – cassettes (Out or print)	CEC	1/t	107-7189
Communication Plus 3 – guide (Out or print)	CEC	1/t	107-7191
Communication Plus 3 – feuilles (Out or print)	CEC	1/t	107-7190
Communication Plus 3 – cassettes (Out or print)	CEC	1/t	107-7192
Communication Plus 4 – guide (Out or print)	CEC	1/t	107-7194
Communication Plus 4 – feuilles (Out or print)	CEC	1/t	107-7193
Communication Plus 4 – cassettes (Out or print)	CEC	1/t	107-7195

## Health Education (LFI)

### 7HEAG Health LFI

Objectif Santé 1 – livre de l'élève	CHN	1/p	107-7794
Objectif Santé 1 – Guide d'enseignement	CHN	1/t	107-7795

#### *Course Outline Information*

Programme d'études -La formation personnelle et sociale 7 <sup>e</sup> année	PEI	1/t	107-7633
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### 8HEAG Health LFI

Objectif Santé 2 – livre de l'élève	CHN	1/p	108-8355
Objectif Santé 2 – Guide d'enseignement	CHN	1/t	108-8356

#### *Course Outline Information*

Programme d'études -La formation personnelle et sociale 8 <sup>e</sup> année	PEI	1/t	108-8299
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### 9HEAG Health LFI

**Please contact consultant.**

#### *Course Outline Information*

Programme d'études – La formation personnelle et sociale 9 <sup>e</sup> année	PEI	1/t	109-9312
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## Mathematics (LFI)

### 7MATG Mathematics LFI

Mathématiques 7 - Manuel de l'élève	CHN	1/p	107-7750
Mathématiques 7 - Guide du maître	CHN	1/t	107-7751
Mathématiques 7 - Cahier de l'élève, feuilles reproductibles	CHN	1/t	107-7764
Mathématiques 7 - Corrigé	CHN	1/t	107-7776
Calcul en tête (13 à 15 ans)	CHN	1/t	107-7765
Calcul en tête (8 à 12 ans)	CHN	1/t	107-7766
Les transformations géométriques - En rappel	HMH	1/t	107-7767
La résolution de problèmes - En rappel	HMH	1/t	107-7768
Les fractions - En rappel	HMH	1/t	107-7769
La mesure - En rappel	HMH	1/t	107-7770
Les figures planes et les solides - En rappel	HMH	1/t	107-7771

#### *Course Outline Information*

Programme d'études – Mathématiques 7<sup>e</sup> (Contact the Department)

### 8MATG Mathematics LFI

Mathématiques 8 - Manuel de l'élève	CHN	1/p	108-8343
Mathématiques 8 - Guide du maître	CHN	1/t	108-8344
Mathématiques 8 - Cahier de l'élève, feuilles reproductibles	CHN	1/t	108-8354
Mathématiques 8 - Corrigé	CHN	1/t	108-8349
Calcul en tête (13 à 15 ans)	CHN	1/t	107-7765
Les transformations géométriques - En rappel	HMH	1/t	107-7767
La résolution de problèmes - En rappel	HMH	1/t	107-7768
Les fractions - En rappel	HMH	1/t	107-7769
La mesure - En rappel	HMH	1/t	107-7770
Les figures planes et les solides - En rappel	HMH	1/t	107-7771

#### *Course Outline Information*

Programme d'études – Mathématiques 8<sup>e</sup> (Contact the Department)

### 9MATG Mathematics LFI

Omnimath 9 (Édition de l'Ontario) - Manuel de l'élève	CHN	1/p	109-9463
Omnimath 9 (Édition de l'Ontario) - Guide de l'enseignant	CHN	1/t	109-9464

#### *Course Outline Information*

Programme d'études – Mathématiques 9<sup>e</sup> (Contact the Department)

## Science (LFI)

### 7SCIF Science LFI

Sciences et technologie 7 : manuel de l'élève	BEA	1/p	107-7554
Sciences et technologie 7 : guide d'enseignement	BEA	1/t	107-7555
Sciences et technologie 7 : matériel reproductible	BEA	1/s	107-7556
Sciences et technologie 7 : acétates en couleur	BEA	1/t	107-7557
Sciences et technologie 7 : générateur d'examen	BEA	1/s	107-7558

#### *Course Outline Information*

Programme d'études – Sciences 7 <sup>e</sup> année	PEI	1/t	107-7632
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### 8SCIF Science LFI

Sciences et technologie 8 : manuel de l'élève	BEA	1/p	108-8220
Sciences et technologie 8 : guide d'enseignement	BEA	1/t	108-8221
Sciences et technologie 8 : matériel reproductible	BEA	1/s	108-8222
Sciences et technologie 8 : acétates en couleur	BEA	1/t	108-8223
Sciences et technologie 8 : générateur d'examen	BEA	1/s	108-8224

#### *Course Outline Information*

Programme d'études – Sciences 8 <sup>e</sup> année	PEI	1/t	108-8298
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### 9SCIF Science LFI

Sciences et technologie 9 : manuel de l'élève	BEA	1/p	109-9250
Sciences et technologie 9 : guide d'enseignement	BEA	1/t	109-9251
Sciences et technologie 9 : matériel reproductible	BEA	1/s	109-9252
Sciences et technologie 9 : acétates en couleur	BEA	1/t	109-9253
Sciences et technologie 9 : générateur d'examen	BEA	1/s	109-9254

#### *Course Outline Information*

Programme d'études – Sciences 9 <sup>e</sup> année	PEI	1/t	109-9311
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## Social Studies (LFI)

### 7SO CG Social Studies LFI

Le Canada à travers le temps Tome 1 –

(out of print/call department for more copies 368-4680)

			107-7315
Mon Cahier de sciences humaines 7 <sup>e</sup> année – Î.-P.-É(x)	GRA	1/p	107-7123
Atlas photographique: Images du Canada	GRA	1/t	107-7139
Pour Angela (vidéocassette)	ONF/NFB	1/t	107-7140
Regard sur les provinces de l'atlantique	BEA	1/t	104-4312
Atlas atlantique Beauchemin	BEA	1/t	109-9378

#### *Reference Materials*

Programme de sciences humaines en 7 <sup>e</sup> et 8 <sup>e</sup> année 1998	PEI	1/t	107-7101
Mon cahier de sciences humaines 7 <sup>e</sup> année – Î.-P.-É (corrigé)1998	GRA	1/t	107-7124
Canada Through Time Book 1 Teachers' Guide	PEC	1/t	107-7316
Le métaguide	PEI	1/t	107-7698

### 8SO CG Social Studies LFI

Le Canada à travers le temps Tome 2 – **(out of print/call**

Department for more copies 368-4680)

			108-8076
Mon Cahier de sciences humaines 8 <sup>e</sup> année – Î.-P.-É (x)	GRA	1/p	108-8166
Cartes Aide-Mémoire – Monde Canada ( <b>class set of 35</b> )	CEC	1/p	108-8078
Module sur Les Acadiens (call department)	Xxx	xxx	xxx-xxxx
Atlas atlantique Beauchemin	BEA	1/2p	109-9378

#### *Reference Materials*

Programme de sciences humaines en 7 <sup>e</sup> et 8 <sup>e</sup> année 1998	PEI	1/t	107-7101
Mon Cahier de sciences humaines 8 <sup>e</sup> année – Î.-P.-É (corrigé)1999	GRA	1/t	108-8167
Canada Through Time Book II Teachers' Guide	PEC	1/t	108-8077
Regard sur les provinces atlantiques	PEI	1/t	104-4312
Le métaguide	PEI	1/t	107-7698

## 9SO CG Social Studies LFI

La Diversité Du Canada Atlantique – Text (out of print/call department for more copies 368-4680)	CHN	1/p	109-9168
La Diversité Du Canada Atlantique – Guide	CHN	1/t	109-9169

### *Reference Materials*

Système parlementaire canadien (Out of Print)	ELE	1/t	109-9173
L'Agriculture, ça te regarde	MPE	1/t	109-9174
L'étude de l'actualité en salle de classe	PEI	1/t	101-1022
Programme d'études – sciences humaines, 9 <sup>e</sup> année	PEI	1/t	109-9170
Atlas atlantique Beauchemin	BEA	1/2p	109-9378
Le métaguide	PEI	1/t	107-7698
Les Provinces de l'Atlantique : fiches d'activités	PEI	1/t	109-9087
Si la terre était un village	QUA	1/t	109-9389
L'Univers	QUA	1/t	109-9384
La Terre	QUA	1/t	109-9383
Atlas de la météo	QUA	1/t	109-9386
La météo	QUA	1/t	109-9385