



Education and Early  
Childhood Development

# *Intermediate Program of Studies and Authorized Materials 2012-2013*





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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
1	Program Description	There may be a sixth character in a code that distinguish between programs that would otherwise be identical in their coding.

Course Code (E)	Course Code (FI)	Title
7ARTA		Visual Arts
7ENGA	7FREF 7FREG	Language Arts French Language Arts (EFI) French Language Arts (LFI)
7EXPA 7EXPB		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Industrial Technology) Exploratory CIT Modules (consisting of provincial IT modules)
7FREA		Core French
7FREB		Enhanced French
7HECAF 7HECAC		Home Economics (Foods) Home Economics (Clothing)
7HEAA		Health
	7HEAF 7HEAG	Health (EFI) Health (LFI)



<b>Course Code (E)</b>	<b>Course Code (FI)</b>	<b>Title</b>
7INDAW 7INDAT		Industrial Technology (woods, metals, plastics and ceramics) Industrial Technology (graphics, electricity, power, computer)
7MATA	7MATF 7MATG	Mathematics Mathematics (EFI) Mathematics (LFI)
7MUSA 7MUSB 7MUSC		Music Instrumental Music Vocals Music Strings
7PEDA		Physical Education
7SCIA	7SCIF 7SCIG	Science Science (EFI) Science (LFI)
7SOCA	7SOCF 7SOCG	Social Studies Social Studies (EFI) Social Studies (LFI)
8ARTA		Visual Arts
8ENGA	8FREF 8FREG	Language Arts French Language Arts (EFI) French Language Arts (LFI)
8EXPA 8EXPB		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Industrial Technology) Exploratory CIT Modules (consisting of provincial IT modules)
8FREA		Core French
8FREB		Enhanced French
8HECAF 8HECAC		Home Economics (Foods) Home Economics (Clothing)
8HEAA	8HEAF 8HEAG	Health Health (EFI) Health (LFI)
8INDAW 8INDAT		Industrial Technology (woods, metals, plastics and ceramics) Industrial Technology (graphics, electricity, power, computer)
8MATA	8MATF 8MATG	Mathematics Mathematics (EFI) Mathematics (LFI)

<b>Course Code (E)</b>	<b>Course Code (FI)</b>	<b>Title</b>
8MUSA 8MUSB 8MUSC		Music Instrumental Music Vocal Music Strings
8PEDA		Physical Education
8SCIA	8SCIF 8SCIG	Science Science (EFI) Science (LFI)
8SOCA	8SOCF 8SOCG	Social Studies Social Studies (EFI) Social Studies (LFI)
9ARTA		Visual Arts
9ENGA	9FREF 9FREG	Language Arts French Language Arts (EFI) French Language Arts (LFI)
9EXPA 9EXPB		Exploratory Cluster (consisting of only provincial modules such as Home Economics, Industrial Technology) Exploratory CIT Modules (consisting of provincial IT modules)
9FREA		Core French
9FREB		Enhanced French
9HECA		Home Economics
9HEAA	9HEAF 9HEAG	Health Health (EFI) Health (LFI)
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 9MUSB 9MUSC		Music Instrumental Music Vocal Music Strings
9PEDA		Physical Education
9SCIA		Science

<b>Course Code (E)</b>	<b>Course Code (FI)</b>	<b>Title</b>
	9SCIF 9SCIG	Science (EFI) Science (LFI)
9SOCA	9SOCF	Social Studies Social Studies (EFI) Social Studies (LFI)

## 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%
Other 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/Early French Immersion**

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

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

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

ACA	Éditions d'Acadie	GUE	Guérin Editeur
AQC	Aquilla Communications	HCA	Harcourt Brace & Company, Canada
BAN	Bantam Books (H.H. Marshall)	HCP	Harper/Collins
BEAU	Éditions Beauchemin	HEJ	Herff Jones
BRA	Brault & Bouthillier	HHM	HH Marshall
BRU	Brunswick Press	HMF	Houghton Mifflin
CAH	CAHPER	HMS	Harknett Music Services
CAW	Canada & the World	HER	PEI Heritage Foundation
CBE	Carleton Bd of Education	HURT	Éditions Hurtubise
CEC	Centre Éducatif et Culturel	KEH	Kendall/Hunt
CEP	Centre Pédagogique	LAC	Librarie Acadienne
CGPC	Can Gov't Publishing Centre	LGO	Librairie Générale Ourse
CHN	Les Éditions de la Chenelière	LIA	Librairie Acadienne
CIRA	Can Intramural Recreation	LID	Lidec Inc.
CMP	Company's Coming Pub	LSC	Lire S'Amiser Creer
CRC	Canadian Red Cross Soc	MAR	Maritext
CRF	Centre Ress Franco Ont	MED	Medialiv (Now Dimedia)
CTF	Canadian Track & Field Assn	MER	Éditions Du Meriden
DDI	Diffusion Dimedia (Médialiv)	MHL	MacLean-Hunter
DFL	Diffulivre Inc.	MHR	McGraw-Hill Ryerson
DGL	Douglas & McIntyre	MOD	Modulo Publ/Editeur
DIS	Distican	MOS	C V Mosby
DJA	Davis & Johnson Assoc.	MPE	Maritime Prov Ed Foundation
DLM	Diffusion Du Livre Mirabel	MTP	Metro Toronto Press
DLC	Directional Learning Canada Ltd.	NEL	Nelson Education
DSP	Dominion Simplicity Patterns	NGS	National Geographic Soc
DUV	Duval Education	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
ERPI	Éditions du Renouveau Pédagogique Inc.	PEC	Pearson Education Canada
FID	Éditions Fides	PEI	Prince Edward Island
FRA	Éditions Française	PJM	Production Jeux de Mots
FWH	Fitzhenry & Whiteside	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
		QUQ	Les Quoditiens du Québec

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

## **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 and Early Childhood Development
- (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

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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

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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**

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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.

Additional guidelines apply in evaluating instructional materials and can be found in the document called *Evaluation and Selection of Learning Resources: A Guide*.

## Visual Arts

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 extended over the two levels. These two levels can be scheduled over two or three years. Painting and drawing must be completed in order to continue to the next level. The time allotted to this subject area can vary. Though the 3-D Form Unit and Printmaking Unit are optional, they are both recommended for students’ artistic development. 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.

## 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: <http://www.gov.pe.ca/eecd/index.php3?number=1026202&lang=E>

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

Online curriculum guides, professional development resources and specific grade level lesson plans: <http://www.edu.pe.ca/journeyon/resources/curricguides/currguides.html>

## *Software:*

- Adobe Reader
- Alice Animation
- Animation Shop 3
- Arc Explorer
- Atutor
- Audacity
- CD/DVD Burner
- Character Map
- Crocodile Clips
- EBSCO
- FireFox
- Google Earth
- Google Sketchup
- InspireData
- Inspiration 7.5
- Kurzweil
- KOHA
- Logitech Quick Cam
- Maintain Your Files
- Microsoft Office Suite 2007
- Math Trek
- Movie Maker xp
- MS Calculator
- Internet Explorer
- Net Mail
- PaintBrush
- Paint Shop Pro 9
- Photostory 3
- Power DVD
- Quicktime Player
- Read Please
- Real Player SP
- Smart Notebook
- Stellarium
- Stop Motion Animator
- Type to Learn
- Understanding Math Plus 2008
- VLC Media Player
- Windows Media Player

## English Language Arts

### ***Description***

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

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

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

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

Themes for the various grades are as follows:

<b>Grade</b>	<b>Themes</b>					
7 (Nelson)	Step Up	Tech Effects	Mysteries	Fears and Phobias	Send a Message	Make an Impression
8 (Nelson)	Global Citizens	Tech Then and Now	Secrets	No Limits	Reality Check	Chasing a Dream
9 (Prentice Hall)	Relating		What's Fair?		Media and Communication	

One set of *Play Making*, the additional theme for the grade 9 level, is available in each Board/District on Prince Edward Island.

Eastern School District	Western School Board
Teachers' Resource Network (located on the top floor of Parkdale Elementary School, 49 Confederation Street, Charlottetown Room 11) <a href="http://www.edu.pe.ca/esd/main/trc.htm">http://www.edu.pe.ca/esd/main/trc.htm</a>	Little Red School House (located in the basement of Parkside Elementary School at 195 Summer Street, Summerside)
Contact: Dawn MacIsaac, Curriculum Resources Facilitator at 368-4086, <a href="mailto:trnetwork@edu.pe.ca">trnetwork@edu.pe.ca</a> or <a href="mailto:demacisaac@edu.pe.ca">demacisaac@edu.pe.ca</a>	Contact Lorraine Mulligan, Coordinator, at 436-6640 or at <a href="mailto:mulliganl@edu.pe.ca">mulliganl@edu.pe.ca</a>

For a complete list of materials by grade level available from the Eastern School District Teachers' Resource Network collection, visit [http://www.edu.pe.ca/esd/main/info\\_trc\\_collection\\_info.htm](http://www.edu.pe.ca/esd/main/info_trc_collection_info.htm).



## 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

This Home Economics program is authorized for use in all the intermediate grade levels. The guidelines for the Intermediate Home Economics 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

## 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

## **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

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

## Mathematics

The Prince Edward Island Mathematics Curriculum is shaped by a vision which fosters the development of mathematically literate students who can extend and apply their learning and who are effective participants in an increasingly technological society. The teaching and learning in mathematics 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.
- 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 seven, eight, and nine, 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.

## Music

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

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

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

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

<b>Instrumental</b>	<b>Vocal</b>	<b>Strings</b>
7MUSA	7MUSB	7MUSC
8MUSA	8MUSB	8MUSC
9MUSA	9MUSB	9MUSC

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

## 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 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.

\* A new intermediate physical education curriculum (7-9) is currently being developed

## Resource-based Learning and School Library Programs

The Council of Atlantic Ministers of Education and Training (CAMET) 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; selection lists of suggested resources across the various curriculum areas, as well as information about a variety of selection aids and sources for assistance (print, online and 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. School library personnel (at all levels) continue to be supported through training and technical support with the MicroCat library automation program as well as the new Koha, web-based open source, automation program. Included in the implementation of the new Koha program is an upgrade of the existing library computers, bar code scanners, and printers, as well as a new laptop for each Teacher-Librarian/Library Contact.



## Resources/Special Education

The *Student Support Resource Guide* is a separate booklet which provides a listing of suggested resources for students requiring support with curriculum, literacy and language development, numeracy, and social skills. These materials are ordered each May by the resource teacher, in consultation with school staff, with money allocated by the Student Support Specialist, Department of Education and Early Childhood Development. Listed titles can also be borrowed from a small loaning library for up to six weeks.

For additional information, please contact the Student Support Specialist at 438-4131.

## Science

### **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**

- *Components of an Ecosystem*
- *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.

## 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.

## **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  
Interim Curriculum Plan for Grade 9 Social Studies

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# French Programs

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## Core French

### ***Description***

The Grades 7-9 Core French 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.

## Enhanced French

### ***Description***

Enhanced French is a follow-up program to Intensive French. It is a literacy-based French second language program taken by students from September to the end of the school year. French is taught using a language arts approach, with an emphasis on oral communication and interaction in French as well as on the correction of errors in French. Reading and writing in French are also integral parts of the program.

Students' work is organized around the following themes:

Grade 7	Grade 8 (in pilot)	Grade 9 (in pilot)
Robots	A Camp for Teens	Life in the 20 <sup>th</sup> Century
Celebrating Winter	Inventions Great and Small	A Magazine by Teens, for Teens
The Environment	Publicity and its Influence	Extreme Sports
Strange Phenomena in Canada	Famous Canadians	A Class Album of Mementoes

Teachers of Enhanced French use the same methodology as teachers of Intensive French, a program offered in Grade 6.

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

The document *Guides pédagogiques - français approfondi I, II et III 2011* is available from the curriculum specialist.

### ***Time Allocation for Enhanced French Programs***

Students in Enhanced French receive the same amount of instructional time in French as compared to their counterparts in Core French. As outlined in a departmental directive, the time allotment for Intermediate Enhanced 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.

It is strongly recommended that schools offering this course allow for some block scheduling. For example, rather than offering the traditional five 40 minute classes per six day cycle, students would have a double period (80 minutes) on Days 1 and 3 and a 40 minute class on Day 5. This scheduling facilitates the use of the recommended methodology and allows students to participate in sustained language activities. This is very important if they are to maintain and to continue to improve upon their French proficiency.

## **French Immersion Programs**

### ***Description***

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

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

### ***Late French Immersion***

Grades 7 and 8

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

Grade 9

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

### ***Continuing/Early and Middle French Immersion***

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

## **Early French Immersion and Middle French Immersion (EFI and MI)**

### ***Description***

The Continuing or Early French Immersion program is a French as a Second Language program which offers instruction in French. The subjects available in French are French Language Arts, Health Education, Mathematics, Science and Social Studies. All of these subjects are not taught in every immersion school. The French immersion courses offered in Grades 7, 8, and 9 are intended to ensure the maintenance and progression of the language acquisitions on a continuum, bringing all students to the same level of proficiency at the end of grade 9.

## **French Language Arts (EFI and MI)**

### ***Description***

Students participate in communicative activities based on experiences within a range of four or five general themes during the year. These activities allow students to exercise and develop their skills in planned and spontaneous oral and written communicative situation by using the informative, narrative, expressive, persuasive, social and poetic functions of the French language. Students also participate in activities aimed at understanding and appreciating prescribed literature and audio-visual materials.

## **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 – MI)

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 Ancient Societies in grade 7, Societies of the past in grade 8 and Atlantic Canada in the global community in grade 9. However, in order to reflect the global community to which we belong, teaching strategies in all social studies courses include addressing current events at all levels, thus lending importance and relevance to student learning.

Since a goal of the French immersion program is to develop the full second language potential of students, this dimension of the social studies program presents a particular challenge for students and teachers. Consequently, teaching and learning strategies which enhance and encourage the development of written and oral skills 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 look at the past through an enquiry based approach, 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 *Sociétés anciennes* (Ancient Societies) focuses on the development of human societies. In this activity-based course, students are asked to use an investigative approach to discover how humans lived as a group on a particular territory at a certain point in time. Major themes studied in this course include geography, social organization, political and economic structures through three societies of classical Antiquity highlighted by the Grade 7 social studies program: Ancient Egypt, Ancient Greece (Athens) and the Roman Empire. This course offers many opportunities for activities of comparison and connections with present-day Canada.

## **8SOCF Social Studies EFI**

### ***Description***

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

## **9SOCF Social Studies**

***Description \*A new curriculum is in development***

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 in grades 7 and 8 and 50% in grade 9. 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 program.

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 as follows:

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

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

**Grade 9** – 50% in French with the following courses combined:  
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 proficiency and confidence. The program also includes an introduction to literature, beginning with a collection of easy texts in grade 7 and moving to more challenging ones in grade 8 and 9. Throughout their intermediate years, Late French immersion students are also exposed to a variety of audio-visual materials to develop their listening, speaking and comprehension skills.

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

## 8SOCG Social Studies LFI

### *Description*

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

## 9SOCG Social Studies LFI

### *Description \*A new curriculum is in development*

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.

## Communication and Information Technology (CIT) Integration (FI)

### **Rationale:**

To focus on how CIT can be used from kindergarten through grades 1-6 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, Health, and Visual Arts as a base.

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

- ensures that curriculum is the 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
- 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** are being updated, older versions are still available for viewing (outcomes remain the same but lesson plans are being updated). These documents contain descriptions of CIT Outcomes, lesson plans and links to Specific Curriculum Outcomes.

These documents are also available in French online at:

[www.edu.pe.ca/unvoyage/ressources/guidespeda/guidespédagogiques.html](http://www.edu.pe.ca/unvoyage/ressources/guidespeda/guidespédagogiques.html)

### **Intermediate Technology Resources:**

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

[www.edu.pe.ca/unvoyage/](http://www.edu.pe.ca/unvoyage/)

### **Software:**

- |                               |                                     |
|-------------------------------|-------------------------------------|
| • Arc Explorer                | • MS Calculator                     |
| • Adobe Reader                | • Netmail                           |
| • Alice Animation             | • Paintbrush                        |
| • Atutor                      | • Paint Shop Pro9                   |
| • Audacity                    | • Photo Story 3                     |
| • Animation Shop 3            | • Polygone Explores Mathematics     |
| • Character Map               | • Power DVD                         |
| • CD/DVD                      | • PowerToys Calculator              |
| • Crocodile Clips             | • Quicktime Player                  |
| • EBSCO                       | • Read Please 2003                  |
| • Firefox                     | • Real Player SP                    |
| • Google Earth                | • SMART Notebook                    |
| • Google Sketchup             | • Stellarium                        |
| • InspireData                 | • Stop Motion Animator              |
| • Inspiration 7.5             | • Students Achieve (Firefox launch) |
| • Internet Explorer           | • Type to Learn                     |
| • KOHA                        | • Understanding Math Plus 2008      |
| • Kurzweil                    | • VLC Media Player 0.9.6            |
| • Logitech Quick Cam          | • Volume Control                    |
| • Maintain your files         | • Windows Media Player              |
| • Microsoft Office Suite 2007 | • Windows Explorer                  |
| • Movie Maker XP              |                                     |



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



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# *Authorized Instructional Materials*

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## Visual Arts

### Documents

Atlantic Canada Arts Education Foundation Document	PEI	1/t	101-1599
Visual Arts Intermediate Level (1 and 2)	PEI	1/t	107-7912

### Teacher Resources

Experience Clay (Out of Print)	DAV	1/t	107-7730 (OP)
Exploring Painting	DAV	1/t	107-7647
Beginning Sculpture	DAV	1/t	107-7728
Art from Many Hands	DAV	1/t	107-7737
Exploring Colored Pencils	DAV	1/t	107-7739
Visual Experience	DAV	1/t	107-7929
Exploring Drawing	DAV	1/t	107-7721
Art Focus	MHR	1/t	107-7930
Art Talk	MHR	1/t	107-7686

### Exploring Art

Exploring Art Teacher's Edition	MHR	1/t	107-7789
Exploring Art Student Text	MHR	15/cs	107-7788
Exploring Art Transparencies	MHR	1/c	107-7790

### 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

### 7ENGA English Language Arts

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

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

- Magazines for Independent and Guided Practice (GIRK) NEL 1/2t 107-7919
- Media Package NEL 1/t 107-7918
- Teacher’s Resource NEL 1/t 107-7920
- Selections for Modelling and Demonstration (Transparencies) NEL 1/t 107-7917
- Student Texts

**Themes:**

**Step Up**

Student Book A	NEL	1/p	107-7914
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**Tech Effects**

Student Book A	NEL	1/p	107-7914
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**Mysteries**

Student Book B	NEL	1/p	107-7915
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**Fears and Phobias**

Student Book B	NEL	1/p	107-7915
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**Send a Message**

Student Book C	NEL	1/p	107-7916
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**Make an Impression**

Student Book C	NEL	1/p	107-7916
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The digital components of Nelson Literacy 7 are as follows:

Teacher Component: *My Nelson Literacy 7 Online Teaching Center*

Student Component: *eBook Extra A, eBook Extra B, and eBook Extra C*

Contact the grades 6-9 Language Arts Curriculum Specialist for further details.

**Novels Grade 7**

<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>The Brighter Shadow</i>	NIM	1/5p	107-7057
<i>Wind Catcher</i> (Out of Print)	HCP	1/5p	107-7059 (OP)
<i>Something Upstairs</i> (Out of Print)	NIM	1/5p	107-7085 (OP)

<i>Underground to Canada</i> by Barbara Smucker	CDS	1/3p	107-7075
<b>Additional Resources</b>			
<i>Language and Writing 7 – Text</i>	NEL	1/p	107-7031
<i>Language and Writing 7 – Teacher Edition</i>	NEL	1/t	107-7032
<i>Creating Writers Through 6-Trait Writing: Assessment and Instruction</i>	PEC	1/t	107-7932
<i>Gage Intermediate Dictionary</i> (Out of Print)	NEL	1/5p	107-7008 (OP)
<i>Roget's Student Thesaurus</i>	PEB	6/t	107-7009

## 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
Achievement Standards for Reading and Writing, Grade 8	PEI	1/t	108-8408

The Nelson Literacy 8 Resource contains six themes. Each of the student texts includes two individual themes.

- Magazines for Independent and Guided Practice (see below) NEL 1/t 108-8396
- Media Package (see below) NEL 1/t 108-8400
- Teacher's Resource NEL 1/t 108-8399
- Selections for Modelling and Demonstration (see below)
- Student Texts

**Themes:**

**Global Citizens**

Student Book A NEL 1/p 108-8401

**Tech Then and Now**

Student Book A NEL 1/p 108-8401

**Secrets**

Student Book B NEL 1/p 108-8402

**No Limits**

Student Book B NEL 1/p 108-8402

**Reality Check**

Student Book C NEL 1/p 108-8403

**Chasing a Dream**

Student Book C NEL 1/p 108-8403

The digital components of Nelson Literacy 8 are as follows:

Teacher Component: *My Nelson Literacy 7 Online Teaching Center* (this includes the *Magazines for Guided and Independent Practice (GIRK)*, the *Selections for Modelling and Demonstration*, and the *Media Package*)

Student Component: *eBook Extra A*, *eBook Extra B*, and *eBook Extra C*

Contact the grades 6-9 Language Arts Curriculum Specialist for further details.

## Novels Grade 8

<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 (OP)
<i>The True Confessions of Charlotte Doyle</i> by Avi (Out of print)	NIM	1/3p	108-8003 (OP)
<i>Paradise Café and Other Stories</i> by Kevin Major (Out of print)	PEC	1/3p	108-8041 (OP)
<i>The Unseen</i> by Janet Lunn (Out of Print)	NIM	1/3p	108-8042 (OP)
<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
<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
* <i>Silverwing</i> a recommended read aloud by Kenneth Oppel			

## Replacement Novels for Action 2000 Series

<i>Skateboard Shakedown</i> by Lesley Choyce (Out of print)	FMC	1/10p	107-7004 (OP)
<i>Sign of the Beast</i> by Richard Forrest	MHR	1/10p	108-8219
<i>Tuesday Café</i> by Don Trembath	RAB	1/10p	108-8217
<i>Freak the Mighty</i> by Rodman Philbrick	SCH	1/10p	108-8218

## Additional Resources

<i>Language and Writing 8 -Text</i>	NEL	1/p	108-8048
<i>Language and Writing 8 - Teacher Edition</i>	NEL	1/t	108-8049
<i>Roget's Student Thesaurus</i>	PEB	6/t	107-7009
<i>Creating Writers Through 6-Trait Writing: Assessment and Instruction</i>	PEC	1/t	107-7932

## 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
Achievement Standards for Reading and Writing, Grade 9	PEI	1/t	109-9551

## MultiSource by Prentice Hall

### Themes:

#### Relating

Relating – Magazines	PEC	1/p	109-9008
Relating – Anthologies	PEC	1/p	109-9009
Relating – Audio Tape (Out of Print)	PEC	1/t	109-9010 (OP)
Relating – Transparencies (Out of Print)	PEC	1/t	109-9011 (OP)
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 (Out of Print)	PEC	1/t	109-9017 (OP)
Media and Communication – Transparencies (Out of print)	PEC	1/t	109-9018 (OP)
Media and Communication – Unit Guide (Out of print)	PEC	1/t	109-9019 (OP)

### Play Making

This is the fourth theme for grade 9. Additional materials for those who wish to pursue a fourth theme are available at each Board/District teacher resource center (refer to the description page for English Language Arts to obtain contact information).

### 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 at the ratio of 1 for 6 pupils.

### Relating

<i>Winners</i> by Mary Ellen Collura	LJK	1/3p	109-9006
<i>No Signature</i> by William Bell (Out of Print)	PEC	1/3p	109-9014 (OP)
<i>Homecoming</i> by Cynthia Voigt	LJK	1/6p	109-9013
<i>Dacey's Song</i> by Cynthia Voigt	LJK	1/6p	109-9007

### Replacement Novels for Action 2000 Series

<i>Wrong Time Wrong Place</i> by Lesley Choyce	LJK	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 (OP)
<i>Lyddie</i> by Katherine Paterson	PBC	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	FMC	1/10p	109-9001
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### Media and Communication

<i>Forbidden City</i> by William Bell	LJK	1/3p	109-9020
<i>Oliver's Wars</i> (Out of Print)	PEC	1/3p	109-9021 (OP)
<i>Mischling Second Degree</i> (Out of Print)	PEC	1/3p	109-9042 (OP)
<i>Cage</i> by Ruth Minsky Sender	LJK	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 (Out of Print)	NIM	1/10p	109-9248 (OP)
<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 (OP)

### *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. A class study of one or more of these novels provides a useful activity.

<i>I Am David</i> by Holm	LJK	107-7019
<i>That Was Then This Is Now</i> by Hinton	LJK	107-7016
* <i>The Outsiders</i> by Hinton	LJK	108-8032
<i>Underground to Canada</i> by Smucker	LJK	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	LJK	109-9004
* <i>Cue for Treason</i> by Trease	PEC	109-9005
* <i>Hunter in the Dark</i> by Hughes	FWH	109-9043

### **Additional Resources**

<i>Language and Writing 9 – Student Text</i>	NEL	1/p	109-9427
<i>Language and Writing 9 – Teacher Resource</i>	NEL	1/t	109-9428
<i>Wordpower Advanced A</i> (Out of Print)	MHR	1 cs/t	109-9049 (OP)
<i>Wordpower Advanced B</i> (Out of Print)	MHR	1/t	109-9050 (OP)
<i>Wordpower Answer Key</i> (Out of Print)	MHR	1/t	109-9051 (OP)
<i>Young Canada Thesaurus</i>	NEL	6/t	109-9052
<i>English Homework Exercises</i> (Out of Print)	OUP	1/t	109-9056 (OP)
<i>The Harcourt Writer’s Handbook</i> (Teacher’s Edition)	NEL	1/t	109-9057
<i>Creating Writers Through 6-Trait Writing: Assessment and Instruction</i>	PEC	1/t	107-7932
<i>Mechanically Inclined</i> (contact the grades 6-9 Language Arts Curriculum Specialist)			

## Health

### **7HEAA Health**

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



## 8HEAA Health

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

## 9HEAA Health

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

## Home Economics

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

## Industrial Technology

### 9INDA Industrial Technology – Manufacturing Technology Module

Experience Technology Manufacturing and Construction TX (Out of Print)	MHR	25/s	109-9186 (OP)
Experience Technology Manufacturing and Construction, Student Workbook	MHR	25/c	109-9187
Experience Technology Manufacturing and Construction, TE (Out of Print)	MHR	1/s	109-9188 (OP)
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 (Out of Print)	MHR	1/t	109-9191 (OP)
Production Technology (Out of Print)	MHR	1/t	109-9183 (OP)
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 (OP)
Intermediate Industrial Technology Education Curriculum Guide	PEI	1/t	109-9450

## Mathematics

### 7MATA Mathematics

MathLinks 7, Student Text	MHR	1/p	107-7869
MathLinks 7, Teacher's Resource Binder	MHR	1/t	107-7890
MathLinks 7, Solutions CD-ROM	MHR	1/s	107-7891
MathLinks 7, Computer Assessment Bank	MHR	1/s	107-7892
MathLinks 7, Adapted Program Student Text	MHR	1/s	107-7867
MathLinks 7, Adapted Program Teacher's Resource	MHR	1/s	107-7868
Math on Call (Mathematics Handbook)	NEL	1/t	107-7551
Grade 7 Mathematics Curriculum Guide	PEI	1/t	107-7568

### 8MATA Mathematics

MathLinks 8, Student Text	MHR	1/p	108-8375
MathLinks 8, Teacher's Resource Binder	MHR	1/t	108-8376
MathLinks 8, Solutions CD-ROM	MHR	1/s	108-8377
MathLinks 8, Computer Assessment Bank	MHR	1/s	108-8378
MathLinks 8, Adapted Program Student Text	MHR	1/s	108-8385
MathLinks 8, Adapted Program Teacher's Resource	MHR	1/s	108-8386
Math on Call (Mathematics Handbook)	NEL	1/t	107-7551
Grade 8 Mathematics Curriculum Guide	PEI	1/t	108-8237

### 9MATA Mathematics

MathLinks 9, Student Text	MHR	1/p	109-9527
MathLinks 9, Teacher's Resource Binder	MHR	1/t	109-9528
MathLinks 9, Solutions CD-ROM	MHR	1/s	109-9529
MathLinks 9, Computer Assessment Bank	MHR	1/s	109-9530
MathLinks 9, Adapted Program Student Text	MHR	1/s	109-9546
Math on Call (Mathematics Handbook)	NEL	1/t	107-7551
Grade 9 Mathematics Curriculum Guide	PEI	1/t	109-9255

## Music

### Intermediate Music

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

## Theory Resources

333 Exercises

BUC 1/p 107-7440

## Vocal 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
Teaching Music Through Performance in Beginning Band CD	GIA	1/t	107-7937
Teaching Music Through Performance in Band (volume1) CD	GIA	1/t	108-8404

## Sheet Music

Teachers may choose from the following three methods books:

### *Essential Elements Volume 1*

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

### *Essential Elements Volume 2*

Flute	BUC	1/p	107-7456
Clarinet	BUC	1/p	107-7457
Bass Clarinet	HMS	1/p	107-7458
Alto Saxophone	BUC	1/p	107-7459
Tenor Saxophone	BUC	1/p	107-7460
Baritone Saxophone	BUC	1/9	107-7461
French Horn	BUC	1/p	107-7462

Trumpet	HMS	1/p	107-7463
Trombone	BUC	1/p	107-7464
Baritone	HMS	1/p	107-7465
Tuba	BUC	1/p	107-7466
Percussion	BUC	1/p	107-7467
Keyboard Percussion	BUC	1/p	107-7468
Conductor's Score	HMS	1/t	107-7470
Yamaha Band Student Book 1 Conductors Score	BUC	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	BUC	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	BUC	1/t	107-7352
Flute	BUC	1/p	107-7353
Clarinet	BUC	1/p	107-7354
Alto Saxophone	BUC	1/p	107-7355
Tenor Saxophone	BUC	1/p	107-7356
Trumpet	BUC	1/p	107-7357
Horn in F	BUC	1/p	107-7358
Trombone	BUC	1/p	107-7359

Baritone	BUC	1/p	107-7360
Tuba	BUC	1/p	107-7361
Electric Bass	BUC	1/p	107-7362
Percussion	BUC	1/p	107-7363
Oboe	BUC	1/p	107-7364
Bass Clarinet	BUC	1/p	107-7365
Baritone Sax	BUC	1/p	107-7366

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

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

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

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

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

MacLeod-Staska Rhythm Etudes Conductor	BUC	45/s	116-16001
MacLeod-Staska Rhythm Etudes Flute – Oboe	BUC	45/s	116-16002
MacLeod-Staska Rhythm Etudes Clarinet	BUC	45/s	116-16003
MacLeod-Staska Rhythm Etudes Alto Sax – Ed Horn	BUC	45/s	116-16004
MacLeod-Staska Rhythm Etudes Tenor Sax	BUC	45/s	116-16005

MacLeod-Staska Rhythm Etudes Baritone Sax	BUC	45/s	116-16006
MacLeod-Staska Rhythm Etudes Cornet	BUC	45/s	116-16007
MacLeod-Staska Rhythm Etudes Horn in F	BUC	45/s	116-16008
MacLeod-Staska Rhythm Etudes Trombone	BUC	45/s	116-16009
MacLeod-Staska Rhythm Etudes Bar. TC – Bass Clar.	BUC	45/s	116-16010
MacLeod-Staska Rhythm Etudes Bar. BC – Bassoon	BUC	45/s	116-16011
MacLeod-Staska Rhythm Etudes Tuba	BUC	45/s	116-16012
MacLeod-Staska Rhythm Etudes Percussion – Bells	BUC	45/s	116-16013
Russell Ensemble Drills Parts	BUC	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	BUC		119-19001
Canadian Brass Quintets Beginning CD (Out of Print)	BUC		119-19002 (OP)
Canadian Brass Quintets Beginning Trumpet 1	BUC		119-19003
Canadian Brass Quintets Beginning Trumpet 2	BUC		119-19004
Canadian Brass Quintets Beginning Horn	BUC		119-19005
Canadian Brass Quintets Beginning Trombone	BUC		119-19006
Canadian Brass Quintets Beginning Tuba	BUC		119-19007
Canadian Brass Quintets Easy Conductor	BUC		119-19008
Canadian Brass Quintets Easy CD	BUC		119-19009
Canadian Brass Quintets Easy Trumpet 1	BUC		119-19010
Canadian Brass Quintets Easy Trumpet 2	BUC		119-19011
Canadian Brass Quintets Easy Horn	BUC		119-19012
Canadian Brass Quintets Easy Trombone	BUC		119-19013
Canadian Brass Quintets Easy Tuba	BUC		119-19014

**66 Festive and Famous Chorales**

Flute	BUC	1/p	107-7370
Clarinet 1	BUC	1/p	107-7371
Clarinet 2	BUC	1/p	107-7372
Clarinet 3	BUC	1/p	107-7373
Alto Saxophone 1	BUC	1/p	107-7374
Alto Saxophone 2	BUC	1/p	107-7375
Tenor Sax	BUC	1/p	107-7376
Baritone Sax	BUC	1/p	107-7377
Bass Clarinet	BUC	1/p	107-7378
French Horn 1	BUC	1/p	107-7379
French Horn 2	BUC	1/p	107-7380
French Horn 3	BUC	1/p	107-7381
Trumpet 1	BUC	1/p	107-7382
Trumpet 2	BUC	1/p	107-7383
Trumpet 3	BUC	1/p	107-7384
Trombone 1	BUC	1/p	107-7385
Trombone 2	BUC	1/p	107-7386
Trombone 3	BUC	1/p	107-7387
Tuba	BUC	1/p	107-7388
Conductor's Score	BUC	1/t	107-7389
Keyboard Percussion	BUC	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	BUC	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

Before placing an order, please contact the Arts Specialist.

## **Grade 7**

### ***Lyrical***

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

### ***March***

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

### ***Other***

<b>Variations on a Theme – by Mozart – McGinty (1-1 ½)</b>		
Full Score (Out of Print)	BUC	107-7608 (OP)
<b>Fantasy A French Song- Edmondson (1)</b>		
Full Score	MUL	107-7640
<b>Anthem and March – McGinty (1)</b>		

Full Score	BUC	107-7610
<b>Cumberland Gap- McGinty (3/4 – 1)</b>		
Full Score	BUC	107-7613
<b>Manhattan Beach- Michael Storey (1)</b>		
Full Score	BUC	107-7641
<b>Nottingham Castle- Larry Daehn(1)</b>		
Full Score	BUC	107-7642
<b>Furioso – Robert W. Smith (1)</b>		
Full Score	BUC	107-7643
<b>Ayre and Dance – Bruce Pearson (1)</b>		
Full Score	BUC	107-7644
<b>Cardif Castle – Mark Williams (1)</b>		
Full Score	BUC	107-7645
<b>Chant and Jubilee – Elliot Del Borgo (Out of print)</b>		
Full Score	MUL	107-7646 (OP)

## Grade 8

### *Lyrical*

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

### *March*

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

### *Contemporary*

<b>Distant Horizons- Sweeney (1 ½)</b>		
Full Score	BUC	108-8263
<b>Tempest- Robert W.Smith (1 ½ – 2)</b>		
Full Score	BUC	108-8305
<b>Imperium – M. Sweeney</b>		
Full Score	BUC	108-8306

### *Other*

<b>Celebration for Winds – Edmondson (1 ½)</b>		
Full Score	BUC	108-8269
<b>Canterbury Overture – McGinty (1 ½)</b>		



Full Score	BUC	108-8270
<b>Air and March – Purcell/ Kinyon (1 ½)</b>		
Full Score (Out of Print)	BUC	108-8271 (OP)
<b>Twin Oaks – Shaffer (1 ½ – 2)</b>		
Full Score	BUC	108-8272
<b>Silvergate Overture – Edmondson (1 ½)</b>		
Full Score	BUC	107-7609
<b>English Folk Trilogy – Edmondson (1 ½)</b>		
Full Score (Contact Specialist)		
<b>VooDoo Dance – Del Borgo (1 ½)</b>		
Full Score	BUC	108-8308
<b>Ancient Moon-Del Borgo (1 ½)</b>		
Full Score	BUC	108-8309
<b>Allegro- Edmondson-(1-1 ½)</b>		
Full Score	BUC	108-8310
<b>Chant and Cannon – John O’Rielley (1 ½)</b>		
Full Score	BUC	108-8311
<b>African Folk Trilogy – McGinty (1 ½)</b>		
Full Score	BUC	108-8312
<b>Fields of Glory – Elliot del Borgo (1 ½)</b>		
Full Score (Out of Print)	BUC	108-8313 (OP)

## Grade 9

### *Lyrical*

<b>A Childhood Hymn – Holsinger (2)</b>		
Full Score	BUC	109-9308
<b>Newfoundland Folksong – Duff (2 – 2 ½)</b>		
Full Score	BUC	109-9392
<b>Gently Touch the Sky – Sheldon (2)</b>		
Full Score	BUC	109-9273
<b>Ave Verum Corpus – Mozart / Johnson (2 ½ +)</b>		
Full Score	BUC	109-9393
<b>Balladair – Erickson (2)</b>		
Full Score	BUC	109-9277
<b>Air For Band – Erickson (2 ½)</b>		
Full Score	BUC	109-9280
<b>Greenwillow Portrait – Williams (2 – 2 ½)</b>		
Full Score	BUC	109-9281
<b>To A Distant Place – Strommen (2 ½- 3)</b>		
Full Score (Out of Print)	BUC	109-9394 (OP)
<b>Linden Lea – Vaughn Williams / Stout (2 ½- 3)</b>		
Full Score	BUC	109-9395
<b>Down a Country Lane – Copeland / Patterson (2 ½ -3)</b>		
Full Score	BUC	109-9396
<b>Provenance – Smith (2)</b>		
Full Score	BUC	109-9397
<b>Annabel Lee-Wagner (2 ½)</b>		

Full Score	BUC	109-9398
<b>Canto – W. Francis MacBeth (2 ½)</b>		
Full Score	BUC	109-9399
<b>As Torrents into the Summer – Elgar / Davis (2+)</b>		
Full Score	BUC	109-9400
<b>They Led My Lord Away – G. Adonarim (2+)</b>		
Full Score	BUC	109-9401

### ***March***

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

### ***Contemporary***

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

### ***Other***

<b>Fanfare Ode and Festival – B. Margolis (2 ½)</b>		
Full Score	BUC	109-9297
<b>Battle Pavane – B. Margolis (2 ½ – 3)</b>		
Full Score	BUC	109-9298
<b>Frasers Grove Suite – S. Hodges(2 ½)</b>		
Full Score	BUC	109-9299 OP
<b>Donkey Riding- Donald Croakley (2-2 ½)</b>		
Full Score	BUC	109-9302
<b>Music For The Royal Fireworks – Handel/ Pearson – Bardon (2 – 2 ½)</b>		
Full Score	BUC	109-9303
<b>Creed – Himes (2 ½)</b>		
Full Score	BUC	109-9306
<b>Early English Suite – Duncombe / Finlayson (2)</b>		
Full Score	BUC	109-9307
<b>At the Crossroads- Robert W.Smith (2-2 ½)</b>		
Full Score	BUC	109-9406

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



The fiddle Music of Prince Edward Island by Ken Perlman 1996 Mel Bay Productions, Pacific, Mo.	NAM	107-7706
You Can Teach Yourself Fiddling 1990 Mel Bay Productions, Pacific, Mo.	NAM	107-7707
The Fiddling Club Volume 1994, Marshall Crozman Music Ltd.	NAM	107-7708
The Fiddling Club Volume 2 2000 Marshall Crozman Music Ltd.	NAM	107-7709
Folk and Country Waltzes For fiddling Miles Coutiere 2001 ADG. Publications Lawndale, Ca.	NAM	107-7710
Co-Chruinneachadh MhicChoinnich- Volume 1 Allan J. MacKenize, Cape Breton, Nova Scotia Publisher- Allan MacKenize	NAM	107-7711
Tin Whistle Songbook- Irish Ballads and Music Patrick Conway Mel Bay Publications, Pacific, Mo.	NAM	107-7712
Soodums Irish Tin Whistle Tutor Irish music and Ballads for Tin Whistle- Volume 2 Pat Conway Walton Manufacturing Ltd., Dublin, Ireland	NAM	107-7713
Soodlums Irish Tin whistle Tutor Ballads, Slowairs, Dance Music and Popular Tunes Pat Conway Walton Manufacturing Ltd., Dublin, Ireland	NAM	107-7714
Queens County Fiddlers Repertoire Queens County Fiddlers Charlottetown, PEI	NAM	107-7715

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

## Physical Education

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

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

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

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

### **7SCIA Science**

Foundation for the Atlantic Canada Science Curriculum	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
• <i>Unit 1: Pure Substances and Mixtures</i>			
• <i>Unit 2: Heat</i>			
• <i>Unit 4: The Earth's Crust</i>			
• <i>Unit 5: Interactions Within Ecosystems</i>			
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	1/t	101-1587

### **8SCIA Science**

Foundation for the Atlantic Canada Science Curriculum	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
• <i>Unit 1: Cells, Tissues, Organs and Systems</i>			
• <i>Unit 2: Fluids</i>			
• <i>Unit 4: Water Systems on Earth</i>			
• <i>Unit 5: Optics</i>			

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

## 9SCIA Science

Foundation for the Atlantic Canada Science Curriculum	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
<ul style="list-style-type: none"> <li>• <i>Unit 1: Matter</i></li> <li>• <i>Unit 2: Reproduction</i></li> <li>• <i>Unit 3: Electricity</i></li> <li>• <i>Unit 4: Space</i></li> </ul>		

Nelson Science 9 – Computerized Assessment Bank (Out of Print)	NEL 1/s	109-9259 (OP)
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 1/t	101-1587

## Social Studies

Foundation for the Atlantic Canada Social Studies Curriculum	PEI 1/t	101-1598
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### 7SOCA Social Studies

#### *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 (Out of Print)	RAM 1/2p	107-7774 (OP)
Classroom Atlas of Canada and the World (teacher resource) (OP)	RAM 1/s	107-7777 (OP)

### 8SOCA Social Studies

#### *Course Outline Information*

Social Studies 8 Curriculum Guide	PEI 1/t	108-8348
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
<i>* cross-listed with Art</i>			

Classroom Atlas of Canada and the World (Out of Print)	RAM	1/2p	107-7774 (OP)
Classroom Atlas of Canada and the World (teacher resource) (OP)	RAM	1/s	107-7777 (OP)

## 9SOCA Social Studies

Atlantic Canada in the Global Community, Curriculum Guide	PEI	1/t	109-9229
Interim Curriculum Planning Guide	PEI	1/t	on line
Atlantic Canada in the Global Community (1998) (OP)	BEC	1/p	109-9227 (OP)
Atlantic Canada in the Global Community, Teacher Guide (1998) (OP)	BEC	1/t	109-9228 (OP)
Evolving Identity	PEI	1/p	109-9500
Global Classroom Initiative ( <b>Contact Specialist</b> )	PEI	1/p	
Classroom Atlas of Canada and the World (Out of Print)	RAM	1/2p	107-7774 (OP)
Classroom Atlas of Canada and the World (teacher resource) (OP)	RAM	1/s	107-7777 (OP)



# FRENCH PROGRAMS

## Core French

### 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. It is recommended that teachers begin the year with *Le cas mystérieux de Monsieur Leblanc*.

#### Core Themes

##### Communi-quête 1 materials

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

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

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

Workbook (consumable)

OUP	1/t	
OUP	1/p	107-7783

###### *Le grand voyage*

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

Workbook (consumable)

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

Teacher Resource Book

CD

Video

Language and strategy cards

OUP	1/t	
OUP	1/p	108-8244
OUP		107-7778
OUP	1/t	107-7827
OUP	1/t	107-7828
OUP	1/t	108-8246
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)**

Workbook (consumable)

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

Teacher Resource Guide (NE)

CD

Video (Out of Print)

NEL	1/t	
NEL	1/p	107-7560
NEL		107-7561
NEL	1/t	107-7565
NEL	1/t	107-7581
NEL	1/t	107-7583 (OP)

### ***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 Vocabulary 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***

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

### ***Consommation***

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

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

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
Chez Nous Magazine (x)	SCH	1/t	107-7278

## 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	TLI	1/t	109-9129
Pour Tout Dire Junior 4 – guide	TLI	1/t	109-9130
Pour Tout Dire Junior 3-4 Activités et exercices	TLI	1/t	109-9131
Dictionnaire Visuel – Junior	LGO	8/t	107-7248
French Vocabulary Handbook for Canadian	RES	8/t	107-7249

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

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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### ***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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## Enhanced French

### **7FREB Enhanced**

#### ***Le robot (guide de l'enseignant)***

Les robots
Le robot ravageur
Le désordre
L'école Lajoie
Un monde de robots
Les robots (6 pack)
Un robot à l'école
Regarde le robot
Le robot
Les robots au service de l'homme
Les robots

#### **Contact Specialist**

ERPI	15/t
CHN	15 texts/t
CHN	15 texts/t
ERPI	15 texts/t
CHN	2 texts/t
SCH	1/t
SCL	1/t
ERPI	2/t
ERPI	2/t
REN	6/t
REN	1/t

***Le festival d'hiver (guide de l'enseignant)***

Grisou se prépare pour l'hiver  
 Le plus gros arbre de Noël  
 Un jour d'hiver dans l'Arctique  
 La surprise du Nouvel An  
 Le chauffeur de zamboni  
 C'est l'hiver  
 Alertes météo d'hiver  
 Glaciers et icebergs  
 Mon amie la neige  
 Allons à la cabane à sucre!  
 Fêtes en couleur  
 Danger dans la neige  
 Pays de glace et neige  
 La neige et la glace  
 Le mouvement des glaces  
 Les saisons et le temps qu'il fait  
 L'hiver de glace  
 Marche! Marche!  
 Le soleil caché  
 La construction d'un hôtel de glace  
 Des jeux  
 Partout, on fête  
 Moi, la neige  
 Célébrons le Nouvel An!  
 Les fêtes et les festivals  
 J'organise une fête  
 L'hiver

**Contact Specialist**

Curr.Plus 15 texts/t  
 Curr.Plus 1/t  
 Curr.Plus 1/t  
 Curr.Plus 1/t  
 Curr.Plus 1/t  
 SCH 15/t  
 SCH 1/t  
 SCH 1/t  
 SCH 15/t  
 SCH 15/t  
 SCH 1/t  
 CHN 1text/t  
 CHN 1text/t  
 ERPI 1text/t  
 CHN 1text/t  
 CHN 2texts/t  
 CHN 1text/t  
 CHN 1text/t  
 CHN 1text/t  
 ERPI 1/t  
 ERPI 1/t  
 ERPI 1/t  
 SCH 1/t  
 CHN 1text/t  
 CHN 1text/t  
 SCH 1text/t  
 SCH 15texts/t

***L'environnement (guide de l'enseignant)***

Apprenons à recycler  
 Pourquoi recycler?  
 Le sauvetage des manchots  
 Les ours polaires  
 Économiser l'eau et l'énergie  
 Au secours du petit pingouin  
 La glace sur la Terre  
 La propulsion des automobiles  
 Le réchauffement planétaire  
 Les animaux de l'Antarctique  
 Les grottes  
 Réduire, réutiliser, recycler  
 Se déplacer  
 Un monde d'eau  
 Un monde de plastique  
 Léo et Super-Rêve: Mission spéciale  
 Du pétrole sur l'eau  
 Les effets nocifs du soleil  
 L'énergie solaire

**Contact Specialist**

DuvalEd. 4 texts/t  
 SCH 2texts/t  
 SCH 15texts/t  
 SCH 4texts/t  
 MOD 15texts/t  
 CHN 1text/t  
 CHN 4texts/t  
 CHN 1text/t  
 CHN 15 texts/t  
 CHN 4texts/t  
 CHN 1text/t  
 CHN 15texts/t  
 CHN 1text/t  
 CHN 1text/t  
 CHN 4texts/t  
 RKP 15 texts/t  
 CHN 3 texts/t  
 REN 1/t  
 REN 1/t

Énergie, d'où viens-tu?	REN	1/t
Les graffitis	REN	1/t
Journal d'autoville	REN	1/t
Journal d'un jardinier écolo	REN	1/t
Les produits dangereux	REN	1/t
Le suremballage	REN	1/t
Les vêtements recyclés	REN	1/t

***Les phénomènes étranges au Canada (guide de l'enseignant)***

**Contact Specialist**

Le monstre du Loch Ness	AQC	3/t
Les monstres du Lac Champlain	AQC	3/t
Les ovnis	AQC	3/t
Sasquatch: légende ou réalité?	AQC	3/t
Les monstres	CHN	4texts/t
Bizz et Zap se perdent	CHN	15texts/t
Les ovnis	CHN	15 texts/t
Ne marche pas seul le soir!	ERPI	2/t
Ne t'approche pas de l'eau	ERPI	2/t
Phénomènes canadiens	OUP	1cs/t

***Collections***

The following collections have been purchased for teachers' independent reading programs/classroom libraries. In some cases, a book or books in a collection are also used as principal resource for guided or shared reading during a specific theme in Grades 7-9. If that is the case, the grade level and theme are indicated in brackets after the book's title.

Please note - after the name of each collection, the reading level of that collection has been indicated in brackets, when possible.

**Alizé - série Débutant B (Niveau 0)**

ERPI **Contact Specialist**

- La famille
- Je cuisine
- Les animaux
- J'aime conduire
- En ballon
- Mon quartier
- Je peux
- Je veux aider

**Alizé - série Débutant C (Niveau 0)**

ERPI **Contact Specialist**

- Une chaussure
- La nouvelle maison
- Les ballons
- La journée des animaux
- Il fait une auto
- Elle fait du sport
- Il aime le rouge
- Le course à vélo
- La ville arc-en-ciel



**Alizé - série Débutant D (Niveau 0)**

ERPI **Contact Specialist**

- Regarde les animaux
- Regarde le robot (7<sup>e</sup> - Le robot)
- Le robot (7<sup>e</sup> - Le robot)
- Je vais dans l'eau
- Les espions
- La neige
- Les vacances
- Les manèges
- La voiture de course
- Le bonhomme de neige (7<sup>e</sup> - Le festival d'hiver)

**Alizé - série Vent léger 1 (Niveaux 3 - 5)**

ERPI **Contact Specialist**

- Sous la feuille
- Le petit poisson
- Un grand saut
- Le lapin et le renard
- Une invitation d'une fête
- L'araignée volante
- On ne saute pas!
- Un poisson pour le repas
- Les enfants dans la cuisine
- Le chapeau de maman
- Où est le géant?
- Une maison de souris
- Un chapeau pour l'hippopotame
- La maison de l'extraterrestre
- Le clown fait des courses

**Alizé - série Vent léger 2 (Niveaux 6-8)**

ERPI **Contact Specialist**

- Le tigre et le singe
- Où est l'espion?
- J'aime mon nid
- Le chasseur chassé
- Le pantalon du clown
- La langue du fourmilier
- Où est la fête?
- Le tronc d'arbre
- Maman à la foire
- De la crème glacée pour tous!
- Le singe et le gorille
- La tortue et le serpent
- L'espion sous l'eau
- Le bébé hibou s'en va

- L'homme aux abeilles

**GB+ En action - série jaune (Niveaux 6-8)**

CHN 1/t **Contact Specialist**

- Anna va au zoo
- Arrêtez ce garçon!
- Des bruits dans la nuit
- Papa et Paul vont pecher (8<sup>e</sup> - Un camp pour ados)
- Célébrons le Nouvel An!
- Il y a de l'action!
- Les aliments du monde entier
- Les grottes (7<sup>e</sup> - L'environnement)
- Les groupes d'animaux
- Les magasins
- Hugo vient en aide
- La soirée de danse
- Le désordre (7<sup>e</sup> - Le robot)
- Max et la tornade
- Je me rappelle...(9<sup>e</sup> - Le mode de vie de 20<sup>e</sup> siècle)
- La glace sur la Terre (7<sup>e</sup> - L'environnement)
- La mesure du temps
- La planche à roulettes (9<sup>e</sup> - Les sports extrêmes)
- Les ponts
- Qui es-tu?
- Ça roule!
- Danger dans la neige
- Le mystère du vélo disparu
- Un vol à la bijouterie
- Chaud et froid (8<sup>e</sup> - Petites et grandes inventions)
- Comprendre les règles
- Élever des moutons
- Faire un gâteau
- Le camouflage
- Le parcours de l'argent

**Alizé- série Solo bleu (Niveaux 7-10)**

ERPI 1/t **Contact Specialist**

- Noiraud reste dehors
- Fanfaron
- Papa à la foire
- Les œufs au soleil
- Grand-maman arrive!
- Julie et Henri
- Pas de télé
- Sam le marin et la capitaine
- Les espions magasinent

- Des casques et des masques
- La neige et la glace (7<sup>e</sup> - Le festival d'hiver)
- Les tempêtes (7<sup>e</sup> - Le festival d'hiver)
- L'espace, les étoiles et les planètes

**GB+ En action - série bleue (Niveaux 9-11)**

CHN 1/t **Contact Specialist**

- Attention Mme Dumont!
- Dans l'équipe
- Les tours de magie
- Les voyageurs du temps - Les dinosaures
- Dansons!
- L'histoire de la monnaie
- La découverte des planètes
- Le squelette
- Les animaux de l'Antarctique (7<sup>e</sup> - Le festival d'hiver)
- Les automobiles
- Bertha
- Bizz et Zap se perdent (7<sup>e</sup> - Phénomènes étranges au Canada)
- Papa et Paul vont camper (8<sup>e</sup> - Un camp pour ados)
- Un requin!
- L'hôpital vétérinaire
- Les sons (8<sup>e</sup> - Petites et grandes inventions)
- Les sports d'équipe (9<sup>e</sup> - Les sports extrêmes)
- Se déplacer (7<sup>e</sup> - L'environnement)
- Survivre à un tsunami!
- Voter
- Au revoir
- Le cercle de craie
- Les lions!
- Saute! (9<sup>e</sup> - Les sports extrêmes)
- Le mouvement humain
- Le troc
- Les bruits d'insectes
- Les vêtements de sport (9<sup>e</sup> - Les sports extrêmes)
- Un monde de plastique (7<sup>e</sup> - L'environnement)
- Votez pour moi

**Alizé- série Solo vert (Niveaux 10-13)**

- Perdu dans la neige
- Le vélo de Lucas
- Noiraud fait une fugue
- Dédé et Albert
- Papa et la course de vélos
- Un vrai parrasseux
- Le trampoline de Mado

- Sam le marin se sent perdu
- L'école des espions
- Le père de Tony
- Ça tourne!
- Les requins
- Le harfang des neiges (7<sup>e</sup> - Le festival d'hiver)
- Les voitures de course

**GB+ En action - série verte (Niveaux 12-14)**

CHN 1/t **Contact Specialist**

- En superforme!
- Gémeau
- L'appel du loup
- Le jeu (7<sup>e</sup> - Le robot)
- L'or
- Le cycle de l'eau
- Les parcs nationaux
- Rassemblons-nous
- Thomas Edison (8<sup>e</sup> - Petites et grandes inventions)
- Un monde d'eau (7<sup>e</sup> - L'environnement)
- Brutus
- Les voyageurs du temps - Ohé! du bateau!
- Papa, ne m'embarasse pas!
- Une sourire magnétique
- Des amis fidèles
- L'aspirine (8<sup>e</sup> - Petites et grandes inventions)
- L'énergie dans le sport (9<sup>e</sup> - Les sports extrêmes)
- La disparition des dinosaures
- Le hip hop
- Les casques bleus
- Bizz au volant
- L'agent secret
- Le club des inventeurs (8<sup>e</sup> - Petites et grandes inventions)
- Un don pour la mécanique
- L'Organisation des Nations Unies
- La propulsion des automobiles (7<sup>e</sup> - L'environnement)
- Le coeur (8<sup>e</sup> - Un camp pour ados)
- Les ruées vers l'or
- Les systèmes bancaires
- Réduire, réutiliser, recycler (7<sup>e</sup> - L'environnement)

**GB+ En action - série orange (Niveaux 15-16)**

CHN 1/t **Contact Specialist**

- Le truc de papa
- Tout change (9<sup>e</sup> - Le mode de vie du 20e siècle)
- Une touche d'or
- Victor et le magazine

- Démarrer une entreprise
- Des partenaires naturels
- Le réchauffement planétaire (7<sup>e</sup> - L'environnement)
- Les ovnis (7<sup>e</sup> - Les phénomènes étranges au Canada)
- Les premiers pas sur la lune
- Un très long voyage
- Les nouveaux tours
- Mercure et le bûcheron
- Tu verras bien!
- Un film d'épouvante
- Des continents en mouvement
- Des passe-temps étonnants!
- La roue (8<sup>e</sup> - Petites et grandes inventions)
- Les barrages
- Les machines simples
- Place aux acteurs

### **Bédélire (Niveaux 19-24)**

CHN 2/t **Contact Specialist**

- Bombyx et le tournoi de cerf-volants
- Les envahisseurs de la grande galaxie gluante
- Jérémie Renifle: S.O.S. canin!
- Le jour où maman a craqué
- Le robot ravageur (7<sup>e</sup> - Le robot)
- Le voyage préhistorique
- Les insectes contre-attaquent
- La malédiction du Scorpion rouge
- Le garçon qui faisait trop de rots
- Bombyx, insecte ninja
- Jérémie Renifle flaire le danger
- La nuit des zombies studieux

### ***Other resources***

### **Contact Specialist**

Des bêtes préhistoriques	CHN	1text/t
Des créatures mortelles	CHN	1text/t
Des dinosaures meurtriers	CHN	1text/t
Des prédateurs menaçants	CHN	1text/t
La soupe au caillou	CHN	4texts/t
Le navet géant	CHN	4texts/t
Drôle d'expression	REN	1/t
Éric Épic le magnifique	SCH	15texts/t

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

## ***Audio-visual resources***

### **CDs**

Depuis toujours  
Que la fête continue!

### **DVDs**

Carnaval de Québec - The Adventure avec Sandy Fortier

## ***Teacher reference material***

- 50 stratégies en littératie
- Recueils d'activités de lecture
- Grand dictionnaire Hachette-Oxford
- Le myosotis illustrated dictionary
- Le prépositionnaire
- Le dictionnaire des cooccurrences

## **Contact Specialist**

TRALCO 1/t  
TRALCO 1/t

## **Contact Specialist**

TRALCO 1/t

## **Contact Specialist**

CHN 1/t  
CHN 1/t  
REN 1/t  
Myosotis press 8/t  
REN 1/t  
REN 8/c

## **8FREB Enhanced French**

### ***Un camp pour ados (guide de l'enseignant)***

Alain et Denis font du camping  
Une alimentation saine  
Camping d'été en Nouvelle-Écosse  
Paul et Papa vont pêcher  
Papa et Paul vont camper  
Le cœur (Ch. 5 - le cœur en santé)  
Comprendre les règles (niv. 8)  
Je suis en bonne santé  
Le corps: une machine extraordinaire  
Les joies du camping!  
En camping avec Papa  
À l'action

## **Contact Specialist**

RKP 15 texts/t  
SCH 15 texts/t  
SCH 1/t  
CHN 15 texts/t  
CHN 15 texts/t  
CHN 1/t  
CHN 1/t  
ERPI 15 texts/t  
ERPI 2/t  
MOD 15/t  
ERPI 12/t  
OUP 12/t

### ***Petites et grandes inventions (guide de l'enseignant)***

Des codes à déchiffrer ( p.7)  
Qui a eu cette idée folle?  
Inventer l'avenir  
Des inventions étonnantes  
Des machines épatantes  
Des inventions  
Chaud et froid  
L'aspirine  
Le club des inventeurs  
Les sons

## **Contact Specialist**

CHN 1/t  
CHN 2/t  
CHN 2/t  
CHN 4/t  
CHN 1/t  
ERPI 15/t  
CHN 1/t  
CHN 1/t  
CHN 15/t  
CHN 6/t

Thomas Edison	CHN	15/t
La roue	CHN	15/t
Le club des inventeurs se réunit de nouveau	CHN	4/t
Les inventions	CHN	15/t
Les premières inventions	CHN	15/t

***La publicité et son influence (guide de l'enseignant)***

Le pouvoir de la télé	CHN	15/t	<b>Contact Specialist</b>
La publicité	MOD	15/t	
Publicité pour les animaux	PEC	15/t	

***Les grandes personnalités canadiennes (guide de l'enseignant)***

Alexander Graham Bell - L'homme à cent idées	CHN	1/t	<b>Contact Specialist</b>
David Suzuki - L'amour de la nature	CHN	1/t	
Catriona le May Doan - La plus rapide des patineuses	CHN	1/t	
Donovan Bailey - Rapide comme l'éclair	CHN	1/t	
J.-Armand Bombardier - L'inventeur inépuisable	CHN	1/t	
Lucy Maud Montgomery - La vie d'une auteure	CHN	1/t	
Rick Hanson - Autour du monde	CHN	1/t	
Susan Aglukark - La voix de l'Arctique	CHN	1/t	
Wayne Gretzky - La Merveille	CHN	1/t	
Les gens célèbres de l'Île-du-Prince-Édouard	CHN	4/t	
Nous, les Canadiens (p. 18-19)	PEC	6/t	

***Collections***

The following collections have been purchased for teachers' independent reading programs/classroom libraries. In some cases, a book or books in a collection are also used as principal resource for guided or shared reading during a specific theme in Grades 7-9. If that is the case, the grade level and theme are indicated in brackets after the book's title.

Please note - after the name of each collection, the reading level of that collection has been indicated in brackets, when possible.

**Alizé - série Débutant B (Niveau 0)**

**ERPI Contact Specialist**

- La famille
- Je cuisine
- Les animaux
- J'aime conduire
- En ballon
- Mon quartier
- Je peux
- Je veux aider

**Alizé - série Débutant C (Niveau 0)**

**ERPI Contact Specialist**

- Une chaussure
- La nouvelle maison

- Les ballons
- La journée des animaux
- Il fait une auto
- Elle fait du sport
- Il aime le rouge
- Le course à vélo
- La ville arc-en-ciel

**Alizé - série Débutant D (Niveau 0)**

**ERPI Contact Specialist**

- Regarde les animaux
- Regarde le robot (7<sup>e</sup> - Le robot)
- Le robot (7<sup>e</sup> - Le robot)
- Je vais dans l'eau
- Les espions
- La neige
- Les vacances
- Les manèges
- La voiture de course
- Le bonhomme de neige (7<sup>e</sup> - Le festival d'hiver)

**Alizé - série Vent léger 1 (Niveaux 3 - 5)**

**ERPI Contact Specialist**

- Sous la feuille
- Le petit poisson
- Un grand saut
- Le lapin et le renard
- Une invitation d'une fête
- L'araignée volante
- On ne saute pas!
- Un poisson pour le repas
- Les enfants dans la cuisine
- Le chapeau de maman
- Où est le géant?
- Une maison de souris
- Un chapeau pour l'hippopotame
- La maison de l'extraterrestre
- Le clown fait des courses

**Alizé - série Vent léger 2 (Niveaux 6-8)**

**ERPI Contact Specialist**

- Le tigre et le singe
- Où est l'espion?
- J'aime mon nid
- Le chasseur chassé
- Le pantalon du clown
- La langue du fourmilier



- Où est la fête?
- Le tronc d'arbre
- Maman à la foire
- De la crème glacée pour tous!
- Le singe et le gorille
- La tortue et le serpent
- L'espion sous l'eau
- Le bébé hibou s'en va
- L'homme aux abeilles

**GB+ En action - série jaune (Niveaux 6-8)      CHN      1/t Contact Specialist**

- Anna va au zoo
- Arrêtez ce garçon!
- Des bruits dans la nuit
- Papa et Paul vont pêcher (8<sup>e</sup> - Un camp pour ados)
- Célébrons le Nouvel An!
- Il y a de l'action!
- Les aliments du monde entier
- Les grottes (7<sup>e</sup> - L'environnement)
- Les groupes d'animaux
- Les magasins
- Hugo vient en aide
- La soirée de danse
- Le désordre (7<sup>e</sup> - Le robot)
- Max et la tornade
- Je me rappelle...(9<sup>e</sup> - Le mode de vie de 20<sup>e</sup> siècle)
- La glace sur la Terre (7<sup>e</sup> - L'environnement)
- La mesure du temps
- La planche à roulettes (9<sup>e</sup> - Les sports extrêmes)
- Les ponts
- Qui es-tu?
- Ça roule!
- Danger dans la neige
- Le mystère du vélo disparu
- Un vol à la bijouterie
- Chaud et froid (8<sup>e</sup> - Petites et grandes inventions)
- Comprendre les règles
- Élever des moutons
- Faire un gâteau
- Le camouflage
- Le parcours de l'argent

**Alizé- série Solo bleu (Niveaux 7-10)      ERPI      1/t      Contact Specialist**

- Noiraud reste dehors

- Fanfaron
- Papa à la foire
- Les œufs au soleil
- Grand-maman arrive!
- Julie et Henri
- Pas de télé
- Sam le marin et la capitaine
- Les espions magasinent
- Des casques et des masques
- La neige et la glace (7<sup>e</sup> - Le festival d'hiver)
- Les tempêtes (7<sup>e</sup> - Le festival d'hiver)
- L'espace, les étoiles et les planètes

**GB+ En action - série bleue (Niveaux 9-11)      CHN      1/t      Contact Specialist**

- Attention Mme Dumont!
- Dans l'équipe
- Les tours de magie
- Les voyageurs du temps - Les dinosaures
- Dansons!
- L'histoire de la monnaie
- La découverte des planètes
- Le squelette
- Les animaux de l'Antarctique (7<sup>e</sup> - Le festival d'hiver)
- Les automobiles
- Bertha
- Bizz et Zap se perdent (7<sup>e</sup> - Phénomènes étranges au Canada)
- Papa et Paul vont camper (8<sup>e</sup> - Un camp pour ados)
- Un requin!
- L'hôpital vétérinaire
- Les sons (8<sup>e</sup> - Petites et grandes inventions)
- Les sports d'équipe (9<sup>e</sup> - Les sports extrêmes)
- Se déplacer (7<sup>e</sup> - L'environnement)
- Survivre à un tsunami!
- Voter
- Au revoir
- Le cercle de craie
- Les lions!
- Saute! (9<sup>e</sup> - Les sports extrêmes)
- Le mouvement humain
- Le troc
- Les bruits d'insectes
- Les vêtements de sport (9<sup>e</sup> - Les sports extrêmes)
- Un monde de plastique (7<sup>e</sup> - L'environnement)
- Votez pour moi

### **Alizé- série Solo vert (Niveaux 10-13)**

- Perdu dans la neige
- Le vélo de Lucas
- Noiraud fait une fugue
- Dédé et Albert
- Papa et la course de vélos
- Un vrai parrasseux
- Le trampoline de Mado
- Sam le marin se sent perdu
- L'école des espions
- Le père de Tony
- Ça tourne!
- Les requins
- Le harfang des neiges (7<sup>e</sup> - Le festival d'hiver)
- Les voitures de course

### **GB+ En action - série verte (Niveaux 12-14)**

CHN 1/t **Contact Specialist**

- En superforme!
- Gémeau
- L'appel du loup
- Le jeu (7<sup>e</sup> - Le robot)
- L'or
- Le cycle de l'eau
- Les parcs nationaux
- Rassemblons-nous
- Thomas Edison (8<sup>e</sup> - Petites et grandes inventions)
- Un monde d'eau (7<sup>e</sup> - L'environnement)
- Brutus
- Les voyageurs du temps - Ohé! du bateau!
- Papa, ne m'embarrasse pas!
- Une sourire magnétique
- Des amis fidèles
- L'aspirine (8<sup>e</sup> - Petites et grandes inventions)
- L'énergie dans le sport (9<sup>e</sup> - Les sports extrêmes)
- La disparition des dinosaures
- Le hip hop
- Les casques bleus
- Bizz au volant
- L'agent secret
- Le club des inventeurs (8<sup>e</sup> - Petites et grandes inventions)
- Un don pour la mécanique
- L'Organisation des Nations Unies
- La propulsion des automobiles (7<sup>e</sup> - L'environnement)
- Le coeur (8<sup>e</sup> - Un camp pour ados)
- Les ruées vers l'or

- Les systèmes bancaires
- Réduire, réutiliser, recycler (7<sup>e</sup> - L'environnement)

**GB+ En action - série orange (Niveaux 15-16)**

CHN 1/t **Contact Specialist**

- Le truc de papa
- Tout change (9<sup>e</sup> - Le mode de vie du 20e siècle)
- Une touche d'or
- Victor et le magazine
- Démarrer une entreprise
- Des partenaires naturels
- Le réchauffement planétaire (7<sup>e</sup> - L'environnement)
- Les ovnis (7<sup>e</sup> - Les phénomènes étranges au Canada)
- Les premiers pas sur la lune
- Un très long voyage
- Les nouveaux tours
- Mercure et le bûcheron
- Tu verras bien!
- Un film d'épouvante
- Des continents en mouvement
- Des passe-temps étonnants!
- La roue (8<sup>e</sup> - Petites et grandes inventions)
- Les barrages
- Les machines simples
- Place aux acteurs

**GB+ en action - série Turquoise (Niveaux 17-18)**

CHN 1/t **Contact Specialist**

- À la pépinière
- Le Prince du gadget
- Les rénovations
- Qui seront les meilleurs?
- Donner un coup de main
- La savane africaine
- Le gouvernement canadien
- Les combustibles fossiles
- Les drogues dans le sport (9<sup>e</sup> – Les sports extrêmes)
- Sauver les récifs coralliens
  
- La brute
- Le cimetière
- Le club des inventeurs se réunit de nouveau (8<sup>e</sup> – Petites et grandes inventions)
- Sur le glacier
- La création du monde
- La variole
- Le journal d'un chasseur de tornades

- Le patrimoine mondial
- Les animaux migrateurs
- Les impôts et les taxes

**GB+ en action - série Violette (Niveaux 19-20)**

CHN 1/t **Contact Specialist**

- Bizz voit la différence
- Enfermé!
- La baie des Sables
- La chaussée du géant
- Faire des expériences avec des aimants
- Le mouvement Ceinture verte
- Les déchets
- Les vêtements d’hier et aujourd’hui (9<sup>e</sup> – Le mode de vie de 20<sup>e</sup> siècle)
- Pompei
- Sous la terre
  
- Chaussés pour la randonnée
- Des titres accrocheurs
- Le manteau
- Le Prince du gadget et l’As fantastique
- L’énergie éolienne
- L’histoire de la photo
- La construction des pyramides
- La grande Dépression
- Les débuts de la démocratie
- Souvenirs d’un feu de for t

**Bédélire (Niveaux 19-24)**

CHN 2/t **Contact Specialist**

- Bombyx et le tournoi de cerf-volants
- Les envahisseurs de la grande galaxie gluante
- Jérémie Renifle: S.O.S. canin!
- Le jour où maman a craqué
- Le robot ravageur (7<sup>e</sup> - Le robot)
- Le voyage préhistorique
- Les insectes contre-attaquent
- La malédiction du Scorpion rouge
- Le garçon qui faisait trop de rots
- Bombyx, insecte ninja
- Jérémie Renifle flaire le danger
- La nuit des zombies studieux

***Other resources***

Des bêtes préhistoriques

**Contact Specialist**

CHN 1text/t

Des créatures mortelles	CHN	1text/t	
Des dinosaures meurtriers	CHN	1text/t	
Des prédateurs menaçants	CHN	1text/t	
La soupe au caillou	CHN	4texts/t	
Le navet géant	CHN	4texts/t	
Drôle d'expression	REN	1/t	
Éric Épic le magnifique	SCH	15texts/t	
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

### ***Teacher reference material***

- 50 stratégies en littératie
- Recueils d'activités de lecture
- Grand dictionnaire Hachette-Oxford
- Le myosotis illustrated dictionary
- Le prépositionnaire
- Le dictionnaire des cooccurrences

### **Contact Specialist**

CHN	1/t	
CHN	1/t	
REN	1/t	
Myosotis press	8/t	
REN	1/t	
REN	8/c	

## **9FREB Enhanced French**

### ***Le mode de vie du 20<sup>e</sup> siècle (guide de l'enseignant)***

Les automobiles	CHN	15/t	
Tout change	CHN	4/t	
Je me rappelle...	CHN	4/t	
Les vêtements d'hier et aujourd'hui	CHN	4/t	
Rétro-monde	OUP	15/t	
Mon album de découvertes et inventions - professeur Génius	Éditions Québec Amérique		1/t
La vieille photo	CHN	2/t	
Les photos de famille	CHN	15/t	
Hier et aujourd'hui	SCH	15/t	
Les vêtements recyclés	Septembre éditeur		6/t
Journal d'autoville	Septembre éditeur		6/t

### ***Une revue pour ados, par des ados (guide de l'enseignant)***

Bonjour	SCH	12/t	
Ça va?	SCH	12/t	
Chez nous	SCH	12/t	

### ***Les sports extrêmes (guide de l'enseignant)***

Forces et mouvement dans les sports	CHN	15/t	
Contre toute attente	CHN	15/t	

À l'extrême	CHN	2/t
Les sports d'équipe	CHN	15/t
La planche à roulettes	CHN	13/t
Les vêtements de sport	CHN	1/t
L'énergie dans le sport	CHN	1/t
Saute!	CHN	1/t
Les drogues dans le sport	CHN	1/t
Le mouvement humain	CHN	1/t
Quelle aventure! (11 livrets)	CHN	1/t
L'encyclopédie des sports	ERPI	1/t
Mordu du sport!	PEC	6/t
Qu'en penses-tu?	ERPI	15/t

### ***Collections***

The following collections have been purchased for teachers' independent reading programs/classroom libraries. In some cases, a book or books in a collection are also used as principal resource for guided or shared reading during a specific theme in Grades 7-9. If that is the case, the grade level and theme are indicated in brackets after the book's title.

Please note - after the name of each collection, the reading level of that collection has been indicated in brackets, when possible.

#### **Alizé - série Débutant B (Niveau 0)**

**ERPI Contact Specialist**

- La famille
- Je cuisine
- Les animaux
- J'aime conduire
- En ballon
- Mon quartier
- Je peux
- Je veux aider

#### **Alizé - série Débutant C (Niveau 0)**

**ERPI Contact Specialist**

- Une chaussure
- La nouvelle maison
- Les ballons
- La journée des animaux
- Il fait une auto
- Elle fait du sport
- Il aime le rouge
- Le course à vélo
- La ville arc-en-ciel

#### **Alizé - série Débutant D (Niveau 0)**

**ERPI Contact Specialist**

- Regarde les animaux

- Regarde le robot (7<sup>e</sup> - Le robot)
- Le robot (7<sup>e</sup> - Le robot)
- Je vais dans l'eau
- Les espions
- La neige
- Les vacances
- Les manèges
- La voiture de course
- Le bonhomme de neige (7<sup>e</sup> - Le festival d'hiver)

**Alizé - série Vent léger 1 (Niveaux 3 - 5)**

**ERPI Contact Specialist**

- Sous la feuille
- Le petit poisson
- Un grand saut
- Le lapin et le renard
- Une invitation d'une fête
- L'araignée volante
- On ne saute pas!
- Un poisson pour le repas
- Les enfants dans la cuisine
- Le chapeau de maman
- Où est le géant?
- Une maison de souris
- Un chapeau pour l'hippopotame
- La maison de l'extraterrestre
- Le clown fait des courses

**Alizé - série Vent léger 2 (Niveaux 6-8)**

**ERPI Contact Specialist**

- Le tigre et le singe
- Où est l'espion?
- J'aime mon nid
- Le chasseur chassé
- Le pantalon du clown
- La langue du fourmilier
- Où est la fête?
- Le tronc d'arbre
- Maman à la foire
- De la crème glacée pour tous!
- Le singe et le gorille
- La tortue et le serpent
- L'espion sous l'eau
- Le bébé hibou s'en va
- L'homme aux abeilles



**GB+ En action - série jaune (Niveaux 6-8)      CHN      1/t Contact Specialist**

- Anna va au zoo
- Arrêtez ce garçon!
- Des bruits dans la nuit
- Papa et Paul vont pecher (8<sup>e</sup> - Un camp pour ados)
- Célébrons le Nouvel An!
- Il y a de l'action!
- Les aliments du monde entier
- Les grottes (7<sup>e</sup> - L'environnement)
- Les groupes d'animaux
- Les magasins
- Hugo vient en aide
- La soirée de danse
- Le désordre (7<sup>e</sup> - Le robot)
- Max et la tornade
- Je me rappelle...(9<sup>e</sup> - Le mode de vie de 20e siècle)
- La glace sur la Terre (7<sup>e</sup> - L'environnement)
- La mesure du temps
- La planche à roulettes (9<sup>e</sup> - Les sports extrêmes)
- Les ponts
- Qui es-tu?
- Ça roule!
- Danger dans la neige
- Le mystère du vélo disparu
- Un vol à la bijouterie
- Chaud et froid (8<sup>e</sup> - Petites et grandes inventions)
- Comprendre les règles
- Élever des moutons
- Faire un gâteau
- Le camouflage
- Le parcours de l'argent

**Alizé- série Solo bleu (Niveaux 7-10)      ERPI      1/t      Contact Specialist**

- Noiraud reste dehors
- Fanfaron
- Papa à la foire
- Les œufs au soleil
- Grand-maman arrive!
- Julie et Henri
- Pas de télé
- Sam le marin et la capitaine
- Les espions magasinent
- Des casques et des masques
- La neige et la glace (7<sup>e</sup> - Le festival d'hiver)
- Les tempêtes (7<sup>e</sup> - Le festival d'hiver)

- L'espace, les étoiles et les planètes

**GB+ En action - série bleue (Niveaux 9-11)      CHN      1/t      Contact Specialist**

- Attention Mme Dumont!
- Dans l'équipe
- Les tours de magie
- Les voyageurs du temps - Les dinosaures
- Dansons!
- L'histoire de la monnaie
- La découverte des planètes
- Le squelette
- Les animaux de l'Antarctique (7<sup>e</sup> - Le festival d'hiver)
- Les automobiles
- Bertha
- Bizz et Zap se perdent (7<sup>e</sup> - Phénomènes étranges au Canada)
- Papa et Paul vont camper (8<sup>e</sup> - Un camp pour ados)
- Un requin!
- L'hôpital vétérinaire
- Les sons (8<sup>e</sup> - Petites et grandes inventions)
- Les sports d'équipe (9<sup>e</sup> - Les sports extrêmes)
- Se déplacer (7<sup>e</sup> - L'environnement)
- Survivre à un tsunami!
- Voter
- Au revoir
- Le cercle de craie
- Les lions!
- Saute! (9<sup>e</sup> - Les sports extrêmes)
- Le mouvement humain
- Le troc
- Les bruits d'insectes
- Les vêtements de sport (9<sup>e</sup> - Les sports extrêmes)
- Un monde de plastique (7<sup>e</sup> - L'environnement)
- Votez pour moi

**Alizé- série Solo vert (Niveaux 10-13)**

- Perdu dans la neige
- Le vélo de Lucas
- Noiraud fait une fugue
- Dédé et Albert
- Papa et la course de vélos
- Un vrai parrasseux
- Le trampoline de Mado
- Sam le marin se sent perdu
- L'école des espions
- Le père de Tony

- Ça tourne!
- Les requins
- Le harfang des neiges (7<sup>e</sup> - Le festival d'hiver)
- Les voitures de course

**GB+ En action - série verte (Niveaux 12-14)      CHN      1/t    Contact Specialist**

- En superforme!
- Gémeau
- L'appel du loup
- Le jeu (7<sup>e</sup> - Le robot)
- L'or
- Le cycle de l'eau
- Les parcs nationaux
- Rassemblons-nous
- Thomas Edison (8<sup>e</sup> - Petites et grandes inventions)
- Un monde d'eau (7<sup>e</sup> - L'environnement)
- Brutus
- Les voyageurs du temps - Ohé! du bateau!
- Papa, ne m'embarasse pas!
- Une sourire magnétique
- Des amis fidèles
- L'aspirine (8<sup>e</sup> - Petites et grandes inventions)
- L'énergie dans le sport (9<sup>e</sup> - Les sports extrêmes)
- La disparition des dinosaures
- Le hip hop
- Les casques bleus
- Bizz au volant
- L'agent secret
- Le club des inventeurs (8<sup>e</sup> - Petites et grandes inventions)
- Un don pour la mécanique
- L'Organisation des Nations Unies
- La propulsion des automobiles (7<sup>e</sup> - L'environnement)
- Le coeur (8<sup>e</sup> - Un camp pour ados)
- Les ruées vers l'or
- Les systèmes bancaires
- Réduire, réutiliser, recycler (7<sup>e</sup> - L'environnement)

**GB+ En action - série orange (Niveaux 15-16)      CHN      1/t    Contact Specialist**

- Le truc de papa
- Tout change (9<sup>e</sup> - Le mode de vie du 20<sup>e</sup> siècle)
- Une touche d'or
- Victor et le magazine
- Démarrer une entreprise
- Des partenaires naturels
- Le réchauffement planétaire (7<sup>e</sup> - L'environnement)

- Les ovnis (7<sup>e</sup> - Les phénomènes étranges au Canada)
- Les premiers pas sur la lune
- Un très long voyage
- Les nouveaux tours
- Mercure et le bûcheron
- Tu verras bien!
- Un film d'épouvante
- Des continents en mouvement
- Des passe-temps étonnants!
- La roue (8<sup>e</sup> - Petites et grandes inventions)
- Les barrages
- Les machines simples
- Place aux acteurs

**GB+ en action - série Turquoise (Niveaux 17-18)**      CHN      1/t      **Contact Specialist**

- À la pépinière
- Le Prince du gadget
- Les rénovations
- Qui seront les meilleurs?
- Donner un coup de main
- La savane africaine
- Le gouvernement canadien
- Les combustibles fossiles
- Les drogues dans le sport (9<sup>e</sup> – Les sports extrêmes)
- Sauver les récifs coralliens
- La brute
- Le cimetière
- Le club des inventeurs se réunit de nouveau (8<sup>e</sup> – Petites et grandes inventions)
- Sur le glacier
- La création du monde
- La variole
- Le journal d'un chasseur de tornades
- Le patrimoine mondial
- Les animaux migrateurs
- Les impôts et les taxes

**GB+ en action - série Violette (Niveaux 19-20)**      CHN      1/t      **Contact Specialist**

- Bizz voit la différence
- Enfermé!
- La baie des Sables
- La chaussée du géant
- Faire des expériences avec des aimants
- Le mouvement Ceinture verte

- Les déchets
- Les vêtements d’hier et aujourd’hui (9<sup>e</sup> – Le mode de vie de 20<sup>e</sup> siècle)
- Pompei
- Sous la terre
- Chaussés pour la randonnée
- Des titres accrocheurs
- Le manteau
- Le Prince du gadget et l’As fantastique
- L’énergie éolienne
- L’histoire de la photo
- La construction des pyramides
- La grande Dépression
- Les débuts de la démocratie
- Souvenirs d’un feu de fort

**Bédélire (Niveaux 19-24)**

CHN 2/t **Contact Specialist**

- Bombyx et le tournoi de cerf-volants
- Les envahisseurs de la grande galaxie gluante
- Jérémie Renifle: S.O.S. canin!
- Le jour où maman a craqué
- Le robot ravageur (7<sup>e</sup> - Le robot)
- Le voyage préhistorique
- Les insectes contre-attaquent
- La malédiction du Scorpion rouge
- Le garçon qui faisait trop de rots
- Bombyx, insecte ninja
- Jérémie Renifle flaire le danger
- La nuit des zombies studieux

***Teacher reference material***

**Contact Specialist**

- |                                      |                    |
|--------------------------------------|--------------------|
| • 50 stratégies en littérature       | CHN 1/t            |
| • Recueils d’activités de lecture    | CHN 1/t            |
| • Grand dictionnaire Hachette-Oxford | REN 1/t            |
| • Le myosotis illustrated dictionary | Myosotis press 8/t |
| • Le prépositionnaire                | REN 1/t            |
| • Le dictionnaire des cooccurrences  | REN 8/c            |

## Early/Continuing French Immersion Language Arts (EFI & MI)

### 7FREF French Language Arts (EFI)

Français-immersion précoce-Programme d'études 7 <sup>e</sup> année Sept 2010	PEI	1/t	107-7098
French Writing Portfolio (consumable)	PEI	1/p	107-7958
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	PEI	1/t	107-7694
Ma trousse d'écriture 7	CHN	1/t	107-7826
40 exercices d'improvisation au théâtre	CHN	1/t	107-7994
Recueil d'activités de lecture ( <b>Contact Specialist</b> )	CHN	1/t	
L'évaluation formative des apprentissages en français langue seconde	CASLT	1/t	<b>Contact Specialist</b>
Le loup sentimental ( <b>Contact Specialist</b> )			
Recueil d'activités de lecture ( <b>Contact Specialist</b> )	REN	1/t	
L'agenda de l'apprenti écrivain	REN	1/t	104-4400
Exercices de styles	REN	1/t	107-7926
Comment lui dire adieu	REN	1/t	107-7925

### ***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

### ***Literature Resources***

Mon encyclopédie	CEC	1/p	107-7773
Aller-Retour	REN	1/p	107-7118
Les Géants de Blizzard (Out of Print)	REN	1/p	107-7119 (OP)
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

### **Reference Materials and literacy support resources 7 (EFI)**

Dictionnaire de français Larousse (Out of Print)	REN	1/2p	107-7318 (OP)
Dictionnaire Le Robert Collège	REN	33/t	107-7989
Clé pour la grammaire	GUE	1/t	107-7197
Le Bescherelle	REN	1/t	111-11213
Le petit prince (CD)	REN	1/t	107-7924
Boîte de littératie 7 <sup>e</sup> année (EFI)	REN	1/t	<b>Contact Specialist</b>
<ul style="list-style-type: none"> <li>• L'oncle américain</li> <li>• Contes du monde</li> <li>• Question réponse</li> <li>• Le pirate Safran Grelotte</li> <li>• Les voyages</li> <li>• Monopoly</li> <li>• Paris-Beijing</li> <li>• Les explorateurs</li> <li>• Les merveilles du monde</li> <li>• Le soccer</li> <li>• Le surf des neiges extrême</li> <li>• La planche à roulettes</li> <li>• Le ski alpin</li> <li>• Les arts martiaux</li> <li>• Le hockey</li> </ul>			
Contes traditionnels du Canada	REN	1/t	105-5328
Le petit prince (CD)	REN	1/t	107-7924
L'amour et l'amitié en poésie ( <b>Contact Specialist</b> )	REN	1/t	
Tous les soirs du monde	REN	1/t	107-7995
Probouditi ( <b>Contact Specialist</b> )	REN	1/t	
L'oeil du loup needs an item number ( <b>Contact Specialist</b> )	REN	1/t	
Le grand Quiz - rouge et or ( <b>Contact Specialist</b> )	REN	5/t	
La rumeur ( <b>Contact Specialist</b> )	REN	1/t	
Chester	REN	1/t	107-7996
Leon et les expressions ( <b>Contact Specialist</b> )	REN	1/t	
Le chandail de hockey	REN	1/t	112-12565
le CD de Michel Fugain ( <b>Contact Specialist</b> )	REN	1/t	

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

Français Immersion-Précoce programme d'études 7 <sup>e</sup> année	PEI	1/t	107-7098
French Writing Portfolio (consumable)	PEI	1/p	107-7958
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)	PEI	1/t	107-7694
Ma trousse d'écriture 7	CHN	1/t	107-7626
40 exercices d'improvisation au théâtre	CHN	1/t	107-7994
Recueil d'activités de lecture ( <b>Contact Specialist</b> )	CHN	1/t	
L'évaluation formative des apprentissages en français langue seconde	CASLT	1/t	<b>Contact Specialist</b>
Exercices de styles	REN	1/t	107-7926
Comment lui dire adieu	REN	1/t	107-7925

### ***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

### ***Reference Materials and literacy support resources 7 (MI)***

Dictionnaire de français Larousse (Out of Print)	REN	1/2p	107-7318 (OP)
Dictionnaire Le Robert Collège	REN	33/t	107-7989
Clé pour la grammaire	GUE	1/t	107-7197
Le Bescherelle	REN	1/t	111-11213
Le petit prince (CD)	REN	1/t	107-7924
Viggo le viking	REN	1/t	107-7897
Contes traditionnels du Canada	REN	1/t	105-5328
Prisonniers des glaces ( <b>Contact Specialist</b> )	REN	1/t	
Moyen-Orient - ( <b>Contact Specialist</b> )	REN	1/t	
Le cadeau oublié - ( <b>Contact Specialist</b> )	REN	1/t	
Po-Paul et le nid de poule - ( <b>Contact Specialist</b> )	REN	1/t	
Casse-toi la tête Élisabeth - ( <b>Contact Specialist</b> )	REN	1/t	
L'amour et l'amitié en poésie - ( <b>Contact Specialist</b> )	REN	1/t	
Tous les soirs du monde	REN	1/t	107-7995
Probouditi ( <b>Contact Specialist</b> )	REN	1/t	
L'oeil du loup - ( <b>Contact Specialist</b> )	REN	1/t	
Le grand Quiz - ( <b>Contact Specialist</b> )	REN	5/t	
La rumeur - ( <b>Contact Specialist</b> )	REN	1/t	
Chester	REN	1/t	107-7996
Leon et les expressions - ( <b>Contact Specialist</b> )	REN	1/t	
Le chandail de hockey	REN	1/t	112-12565
le CD de Michel Fugain - ( <b>Contact Specialist</b> )	REN	1/t	

Boîte de littératie – 7e année (MI)	REN	1/t	<b>Contact Specialist</b>
• L'oncle américain			
• Contes du monde			
• Question réponse			
• Le pirate Safran Grelotte			
• Tonnère sur les Caraïbes			
• Tremblez, carcasses			
• Au zoo, les zozos			



- Lilou déménagement
- Clarice Bean
- Spirou et Fantasio en Tokyo
- Lili se fait piéger sur Internet
- Kerri et Megane l'enfant tatoué
- L'appelle de la forêt
- Fruits et légumes
- Sur les chemins du monde
- Écoles du monde
- Merveilles du monde
- Les voyages
- Monopoly
- Paris-Beijing
- Les explorateurs
- Les merveilles du monde
- Le soccer
- Le surf des neiges extrême
- La planche à roulettes
- Le ski alpin
- Les arts martiaux
- Le hockey

## 8FREF French Language Arts (EFI & MI)

Français Immersion précoce programme d'études 8 <sup>e</sup> année	PEI	1/t	108-8415
French Writing Portfolio (consumable)	PEI	1/p	107-7958
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	PEI	1/t	107-7694
Ma trousse d'écriture 7	CHN	1/t	107-7826
40 exercices d'improvisation au théâtre	CHN	1/t	107-7994
Recueil d'activités de lecture ( <b>Contact Specialist</b> )	CHN	1/t	
L'évaluation formative des apprentissages en français langue seconde	CASLT	1/t	<b>Contact Specialist</b>
L'agenda de l'apprenti écrivain	REN	1/t	104-4400
Exercices de styles	REN	1/t	107-7926
Comment lui dire adieu	REN	1/t	107-7925
<b><i>Grammar Resource</i></b>			
La grammaire de base – guide (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

### ***Reference Materials and literacy support resources 8 (EFI & MI)***

Dictionnaire de français Larousse (Out of Print)	REN	1/2p	107-7318 (OP)
Dictionnaire Le Robert Collège	REN	33/t	107-7989
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
Le Bescherelle	REN	1/t	111-11213
Têtes d'affiche	CEC	1/p	108-8345
Les mots à la bouche (Contact Specialist)	REN	1/t	
Journal d'un sapin de Noel (Contact Specialist)	REN	1/t	108-8419
Monstrologie (Contact Specialist)	REN	1/t	
Les pommes de M. Peabody (Contact Specialist)	REN	1/t	
Rien à porter (Contact Specialist)	REN	1/t	
Chester	REN	1/t	107-7996
Une soupe au caillou (Contact Specialist)	REN	1/t	
Le chandail de hockey	REN	1/t	112-12565
le CD de Michel Fugain (Contact Specialist)	REN	1/t	
CD de Nino Ferrer (Contact Specialist)	REN	1/t	

### ***Literature Resources***

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

Boîte de littérature – 8 <sup>e</sup> année	REN	1/t (Contact Specialist)	
<ul style="list-style-type: none"> <li>• L'art à travers les âges</li> <li>• Racket non</li> <li>• Notre nourriture</li> <li>• Acimboldo</li> <li>• Max ne respect rien</li> <li>• Larousse Junior de la mythologie</li> <li>• La mythologie et ses supers héros</li> <li>• La mythologie Japonaise</li> <li>• Mythologies</li> <li>• La mythologie novago</li> <li>• La mythologie Chinoise</li> <li>• Contes et légendes héros de la mythologie</li> <li>• Il ne faut pas habiller les animaux</li> <li>• 50 gestes pour sauver la Terre</li> <li>• Aliments sang et os</li> <li>• Les vêtements recyclés</li> <li>• Les civilisations du soleil</li> <li>• Les aliments</li> <li>• La mode, des métiers, une passion</li> </ul>			

- La gestion des déchets
- Une histoire fabuleuse du vêtement
- Dokéo, protéger la Terre
- Les momies d'Égypte et du monde
- Archéologie
- Le soccer
- Le surf des neiges extrême
- La planche à roulettes
- Le ski alpin
- Les arts martiaux
- Le hockey
- Les acétates pour les amorces
- Nomme-moi

## 9FREF French Language Arts (EFI & MI)

Français Immersion précoce programme d'études 9 <sup>e</sup> année	PEI	1/t	109-9563
French Writing Portfolio (consumable)	PEI	1/p	107-7958
Dossier pédagogique de littérature 7 <sup>e</sup> -8 <sup>e</sup> -9 <sup>e</sup>	PEI	1/t	107-7100
Le métaguide	CHN	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)	PEI	1/t	107-7694
Ma trousse d'écriture 7	CHN	1/t	107-7826
40 exercices d'improvisation au théâtre	CHN	1/t	<b>Contact Specialist</b>
Recueil d'activités de lecture	CHN	1/t	<b>Contact Specialist</b>
L'évaluation formative des apprentissage en français langue seconde	CASLT	1/t	<b>Contact Specialist</b>
L'agenda de l'apprenti écrivain	REN	1/t	104-4400
Exercices de styles	REN	1/t	107-7926
Comment lui dire adieu	REN	1/t	107-7925
Anthologie	CEC	1/p	109-9491

### ***Grammar Resource***

La grammaire de base – Guide (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

### ***Literature Resources***

Parallèles célestes (Out of print)	LGF	1/p	109-9064 (OP)
Un regard dans la nuit (Out of print)	POH	1/p	109-9068 (OP)
Placide, l'homme mystérieux à New York	BOU	1/p	109-9247
Toujours plus haut (Out of Print)	EVD	1/p	109-9474(OP)
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

### ***Reference Materials and literacy support resources 9 (EFI & MI)***

Dictionnaire de français Larousse (Out of Print)	REN	1/2p	107-7318(OP)
Dictionnaire Le Robert Collège	REN	33/t	107-7989
Clé pour la grammaire	GUE	1/t	107-7197
Le petit Nicolas CD (Contact Specialist)	REN	1/t	
CD –Nino Ferrer (Contact Specialist)	REN	1/t	
Une histoire à 4 voix (Contact Specialist)	REN	1/t	
Dokéo, découvrir les métiers (Contact Specialist)	REN	1/t	
Les trois loups (Contact Specialist)	REN	1/t	
La guerre des cloches (Contact Specialist)	REN	1/t	
Un coquelicot pour se souvenir (Contact Specialist)	REN	1/t	
La belle lisse poire du prince de Montordu (Contact Specialist)	REN	1/t	
Le mur (Contact Specialist)	REN	1/t	

#### **Boîte de littérature – 9<sup>e</sup> année -(Contact Specialist)**

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

### ***Resources***

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

## 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
French Writing Portfolio (consumable)	PEI	1/p	107-7958
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 (OP)
Petit Prince folio Junior Edition Speciale	REN	1/p	107-7594
Le métaguide	CHN	1/t	107-7698
L’exploitation des films en classe	PEI	1/t	107-7911
La poésie, des jeux, des sons et des images ( <b>Contact Specialist</b> )	PEI	1/t	
Franfolies	PEI	1/t	107-7831

### *Reference materials and literacy support resources Gr. 7 (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
Prisonniers des glaces ( <b>Contact Specialist</b> )	REN	1/t	
Le cadeau oublié ( <b>Contact Specialist</b> )	REN	1/t	
Po-Paul et le nid de poule ( <b>Contact Specialist</b> )	REN	1/t	
Casse-toi la tête Élisabeth ( <b>Contact Specialist</b> )	REN	1/t	

### Boîte de littérature – 7<sup>e</sup> année (LFI) (**Contact Specialist**)

- French building photo library (Flash)
- Tonnère sur les Caraïbes
- Tremblez, carcasses
- Au zoo, les zozos
- Lilou déménage
- Viggo le viking
- Clarice Bean
- Moyen-Orient
- Spirou et Fantasio en Tokyo
- Lili se fait piéger sur Internet
- Kerri et Megane l’enfant tatoué
- L’appelle de la forêt
- Fruits et légumes
- Sur les chemins du monde
- Écoles du monde
- Merveilles du monde

## 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
French Writing Portfolio (consumable)	PEI	1/p	107-7958
La grammaire de base – Guide d'enseignement	ERPI	1/t	107-7570
La grammaire de base – texte	ERPI	1/p	107-7569
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 (OP)
Le métaguide	CHN	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
French reading comprehension kit ( <b>Contact Specialist</b> )	WLM	1/p	
French map-a-story pocket program ( <b>Contact Specialist</b> )	WLM	7/p	
Exercices de styles	REN	1/t	107-7926
Comment lui dire adieu	REN	1/t	107-7925

### *Reference materials and literacy support resources Gr. 8(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

#### Boîte de littérature – 8<sup>e</sup> année (LFI) – (**Contact Specialist**)

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

- L'antartique désert de glace

## 9FREG French Language Arts (LFI)

French Writing Portfolio (consumable)	PEI	1/p	107-7958
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 (OP)
Plein la vue 3 – livre de lecture (Out of print)	MON	cs/t	109-9073 (OP)
Toujours plus haut (Out of Print)	EVD	1/p	109-9474 (OP)
Exercices de styles	REN	1/t	107-7926
Comment lui dire adieu	REN	1/t	107-7925

### *Reference materials and literacy support resources 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 (OP)
L'image de l'art : mini-ensemble-secondaire 1 <sup>re</sup> année (OP)	BEA	1/t	107-7092 (OP)
L'image de l'art : sec. 1 <sup>re</sup> année – livre du maître (Out of print)	BEA	1/t	107-7097 (OP)
Le métaguide	CHN	1/t	107-7698
Ma trousse d'écriture 7	CHN	1/t	107-7826

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

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

Communication Plus 4 – guide (Out or print)	CEC	1/t	107-7194 (OP)
Communication Plus 4 – feuilles (Out or print)	CEC	1/t	107-7193 (OP)
Communication Plus 4 – cassettes (Out or print)	CEC	1/t	107-7195 (OP)

## 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

Choix pour des relations positives entre les jeunes – Guide pédagogique et film	ONF	1/t	109-9526
La santé et la sécurité dans le lieu de travail : Ce qu'il faut savoir		1/t	<b>Contact specialist</b>

#### *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)

### 7MATF Mathematics EFI – MI

Chenelière Mathématiques 7 - Manuel de l'élève	CHN	1/p	107-7750
Chenelière Mathématiques 7 - Guide de l'enseignant	CHN	1/t	107-7751
Chenelière Mathématiques 7 - Cahier d'activités et d'exercices	CHN	1/t	107-7764
Chenelière Mathématiques 7 - Cahier d'activités (corrigé)	CHN	1/t	107-7776

#### *Course Outline Information*

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

### 8MATF Mathematics EFI – MI

Chenelière Mathématiques 8 - Manuel de l'élève	CHN	1/p	108-8343
Chenelière Mathématiques 8 - Guide de l'enseignant	CHN	1/t	108-8344
Chenelière Mathématiques 8 - Cahier d'activités et d'exercices	CHN	1/t	108-8354
Chenelière Mathématiques 8 - Cahier d'activités (corrigé)	CHN	1/t	108-8349

#### *Course Outline Information*

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

### 9MATF Mathematics EFI – MI

Liens mathématiques 9 – Manuel de l'élève	CHN	1/p	109-9547
Liens mathématiques 9 - Guide de l'enseignant	CHN	1/t	109-9548
Liens mathématiques 9 – Banque d'évaluation informatisée	CHN	1/t	109-9557

#### *Course Outline Information*

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

## Science (EFI – MI)

### 7SCIF Science EFI – MI

Sciences et technologie 7 : manuel de l'élève	CHN	1/p	107-7554
Sciences et technologie 7 : guide d'enseignement	CHN	1/t	107-7555

Sciences et technologie 7 : matériel reproductible	CHN	1/s	107-7556
Sciences et technologie 7 : acétates en couleur	CHN	1/t	107-7557
Sciences et technologie 7 : générateur d'examen	CHN	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	CHN	1/p	108-8220
Sciences et technologie 8 : guide d'enseignement	CHN	1/t	108-8221
Sciences et technologie 8 : matériel reproductible	CHN	1/s	108-8222
Sciences et technologie 8 : acétates en couleur	CHN	1/t	108-8223
Sciences et technologie 8 : générateur d'examen	CHN	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	CHN	1/p	109-9250
Sciences et technologie 9 : guide d'enseignement	CHN	1/t	109-9251
Sciences et technologie 9 : matériel reproductible	CHN	1/s	109-9252
Sciences et technologie 9 : acétates en couleur	CHN	1/t	109-9253
Sciences et technologie 9 : générateur d'examen	CHN	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**

Horizons 7: L'Antiquité	CHN	1/4p	107-7922
Réalités 1A	ERPI	1cs/t	107-7939
Réalités 1B	ERPI	1/4p	107-7940
Atlas d'Histoire	LGO	1/4p	107-7948
Je découvre les civilisations anciennes	CHN	1/4p	107-7957
Les Égyptiens	CHN	1/4p	107-7954
Les Grecs	CHN	1/4p	107-7955
Les Romains	CHN	1/4p	107-7956
Larousse jr – L'Égypte	LGO	1/4p	107-7947

Civilisations anciennes	MOD	1/4p	107-7941
L'Empire romain	ERPI	1/4p	107-7949
Le Journal de l'Histoire : L'Égypte	LGO	1/4p	107-7950
Le Journal de l'Histoire : Les Romains	LGO	1/4p	107-7988
L'Égypte des pharaons (Collection Enquête)	CHN	1/4p	107-7984
Au temps des Romains (Collection Enquête)	CHN	1/4p	107-7985

### ***Reference Materials***

Programme d'études – Sciences humaines 7 <sup>e</sup> (2010) - Available online	PEI	1/t	107-7632
Vivre comme...les Égyptiens	LGO	1/t	107-7953
Vivre comme...les Grecs	LGO	1/t	107-7951
Vivre comme...les Romains	LGO	1/t	107-7952
L'Égypte des Pharaons (Encyclopes)	LGO	1/t	107-7944
La Grèce ancienne (Encyclopes)	LGO	1/t	107-7945
Rome et l'Empire romain (Encyclopes)	LGO	1/t	107-7946
Atlas atlantique Beauchemin	CHN	1/t	109-9378
Le métaguide	CHN	1/t	107-7698

## **8SOCF Social Studies EFI-MI**

Atlas atlantique Beauchemin	CHN	1/t	109-9378
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### ***Reference Materials***

Le métaguide	CHN	1/t	107-7698
Réalités 1B	ERPI	1cs/t	107-7940
Réalités 2A	ERPI	1cs/t	108-8405
Atlas d'Histoire	LGO	1/4p	107-7948

### ***Reference Materials***

Programme d'études – Sciences humaines 8 <sup>e</sup> (2011) - Available online	PEI	1/t	108-8298
Les sentiers de la civilisation	CHN	5/c	108-8389
L'époque médiévale	MOD	1/t	108-8387
L'encyclopédie jr : Le Moyen âge	LGO	1/t	108-8412
Le Journal de l'histoire : Le Moyen âge	LGO	1/t	108-8413
Trésors de la Renaissance	LGO	1/t	108-8411
Le Journal de l'histoire : Les Explorateurs	LGO	1/t	108-8414
Atlas atlantique Beauchemin	CHN	1/t	109-9378
Le métaguide	CHN	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	CHN	1/p	109-9168
La diversité du Canada atlantique (teaching guide)	CHN	1/t	109-9169
Atlas atlantique Beauchemin	CHN	30/t	109-9378
Le métaguide	CHN	1/t	107-7698

### **Reference Materials**

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	CHN	1/t	107-7698
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
Carte murale (éducative) de l'Î.-P.-É. ( <b>Contact Specialist</b> )	PEI	1/t	

## 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**

Choix pour des relations positives entre les jeunes – Guide pédagogique et film	NFB	1/t	109-9526
La santé et la sécurité dans le lieu de travail : Ce qu'il faut savoir		1/t	<b>Contact specialist</b>

### **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

Chenelière Mathématiques 7 - Manuel de l'élève	CHN	1/p	107-7750
Chenelière Mathématiques 7 - Guide de l'enseignant	CHN	1/t	107-7751
Chenelière Mathématiques 7 - Cahier d'activités et d'exercices	CHN	1/t	107-7764
Chenelière Mathématiques 7 - Cahier d'activités (corrigé)	CHN	1/t	107-7776

#### *Course Outline Information*

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

### 8MATG Mathematics LFI

Chenelière Mathématiques 8 - Manuel de l'élève	CHN	1/p	108-8343
Chenelière Mathématiques 8 - Guide de l'enseignant	CHN	1/t	108-8344
Chenelière Mathématiques 8 - Cahier d'activités et d'exercices	CHN	1/t	108-8354
Chenelière Mathématiques 8 - Cahier d'activités (corrigé)	CHN	1/t	108-8349

#### *Course Outline Information*

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

### 9MATG Mathematics LFI

Liens mathématiques 9 – Manuel de l'élève	CHN	1/p	<b>109-9547</b>
Liens mathématiques 9 - Guide de l'enseignant	CHN	1/t	<b>109-9548</b>
Liens mathématiques 9 – Banque d'évaluation informatisée	CHN	1/t	<b>109-9557</b>

#### *Course Outline Information*

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

## Science (LFI)

### 7SCIG Science LFI

Sciences et technologie 7 : manuel de l'élève	CHN	1/p	107-7554
Sciences et technologie 7 : guide d'enseignement	CHN	1/t	107-7555
Sciences et technologie 7 : matériel reproductible	CHN	1/s	107-7556
Sciences et technologie 7 : acétates en couleur	CHN	1/t	107-7557
Sciences et technologie 7 : générateur d'examen	CHN	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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### 8SCIG Science LFI

Sciences et technologie 8 : manuel de l'élève	CHN	1/p	108-8220
Sciences et technologie 8 : guide d'enseignement	CHN	1/t	108-8221
Sciences et technologie 8 : matériel reproductible	CHN	1/s	108-8222
Sciences et technologie 8 : acétates en couleur	CHN	1/t	108-8223
Sciences et technologie 8 : générateur d'examen	CHN	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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### 9SCIG Science LFI

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

### 7SOCG Social Studies LFI

Horizons 7: L'Antiquité	CHN	1/4p	107-7922
Réalités 1A	ERPI	1/4p	107-7939
Réalités 1B	ERPI	1/4p	107-7940
Atlas d'Histoire	LGO	1/4p	107-7948
Je découvre les civilisations anciennes	CHN	1cs/t	107-7957
Les Égyptiens	CHN	1/4p	107-7954
Les Grecs	CHN	1/4p	107-7955
Les Romains	CHN	1/4p	107-7956
Larousse jr – L'Égypte	LGO	1/4p	107-7947
Civilisations anciennes	MOD	1/4p	107-7941
L'Empire romain	LGO	1/4p	107-7949
Le Journal de l'Histoire : L'Égypte	LGO	1/4p	107-7950
Le Journal de l'Histoire : Les Romains	LGO	1/4p	107-7988
L'Égypte des pharaons (Collection Enquête)	CHN	1/4p	107-7984
Au temps des Romains (Collection Enquête)	CHN	1/4p	107-7985

#### *Reference Materials*

Programme d'études – Sciences humaines 7 <sup>e</sup> (2010) - Available online	PEI	1/t	107-7632
Vivre comme...les Égyptiens	LGO	1/t	107-7953
Vivre comme...les Grecs	LGO	1/t	107-7951
Vivre comme...les Romains	LGO	1/t	107-7952
L'Égypte des Pharaons (Encyclopes)	LGO	1/t	107-7944
La Grèce ancienne (Encyclopes)	LGO	1/t	107-7945
Rome et l'Empire romain (Encyclopes)	LGO	1/t	107-7946
Atlas atlantique Beauchemin	CHN	1/t	109-9378
Le métaguide	CHN	1/t	107-7698

### 8SOCG Social Studies LFI

Atlas atlantique Beauchemin	CHN	1/t	109-9378
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#### *Reference Materials*

Le métaguide	CHN	1/t	107-7698
Réalités 1B	ERPI	1cs/t	107-7940
Réalités 2A	ERPI	1cs/t	108-8405
Atlas d'Histoire	LGO	1/4p	107-7948

### ***Reference Materials***

Programme d'études – Sciences humaines 8 <sup>e</sup> (2011) - Available online	PEI	1/t	108-8298
Les sentiers de la civilisation	CHN	5/c	108-8389
L'époque médiévale	MOD	1/t	108-8387
L'encyclopédie jr : Le Moyen âge	LGO	1/t	108-8412
Le Journal de l'histoire : Le Moyen âge	LGO	1/t	108-8413
Trésors de la Renaissance	LGO	1/t	108-8411
Le Journal de l'histoire : Les Explorateurs	LGO	1/t	108-8414
Atlas atlantique Beauchemin	CHN	1/t	109-9378
Le métaguide	CHN	1/t	107-7698

## **9SOCG Social Studies LFI**

La Diversité du Canada Atlantique – Texte	CHN	1/p	109-9168
La Diversité du Canada Atlantique – Guide	CHN	1/t	109-9169

### ***Reference Materials***

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	CHN	30/t	109-9378
Le métaguide	CHN	1/t	107-7698
Les Provinces de l'Atlantique : fiches d'activités	PEI	1/t	109-9087
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
Carte murale (éducative) de l'Î.-P.-É. ( <b>Contact Specialist</b> )	PEI	1/t	