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Public School Education

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

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

The provincial public education program is taught in schools organized within the Public Schools Branch and La Commission scolaire de langue française.

A full school program is available for both English language and French language education. The schools of La Commission scolaire de langue française operate in the French language. Second language courses are available in all schools, with instruction beginning no later than grade four. Early French immersion and late French immersion programs are available in some English language Schools.

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

Philosophy of Public Education

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

Purpose

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

Basic Principles

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

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

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

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

The public education system programs reflect a current view of the knowledge, skills, attitudes, and competencies of most worth to the individual and society.

The goals of public education are to enable the student to

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

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

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

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

English Programs

Mandate

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

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

Program and Course Development/Renewal Procedure

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

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

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

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

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

- 1. The Department of Education and Early Years assesses the effectiveness of existing programs and school courses in consideration of the province's educational goals and the students' needs. The following information is used as part of the assessment process:
 - a. reports from teachers;
 - b. submissions from school authorities:
 - c. submissions from community groups;
 - d. government studies and initiatives;
 - e. academic and professional literature in education; and
 - f. results of provincial, national and international assessments.
- 2. The decision to proceed, or not, with the development of a revision project is made by the Department based upon:
 - a. the result of the assessment;
 - b. the impact on other existing courses/programs;
 - c. recommendations from appropriate curriculum committees; and
 - d. fiscal considerations.
- 3. The curriculum development work is carried out by an ad hoc curriculum committee in conjunction with a Department of Education and Early Years leaders. Nominations to a committee are requested from education authorities, and, if appropriate, from educational partners, such as Holland College or the University of Prince Edward Island. The committee
 - a. assesses strengths and weaknesses of the present course or program;
 - b. determines, with reference to provincial education goals and any appropriate foundation documents, the outcomes for the new or revised course;
 - c. evaluates instructional materials;
 - d. outlines a course of studies; and
 - e. makes recommendations on pilot projects and in-service training for pilot teachers.
- 4. Based on recommendations from the ad hoc committee, the leader
 - a. submits a request to the Director for final approval;

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

Position Statements

Education for Reconciliation

The English & French Education, Programs and Services Divisions are committed to meeting the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action. Sections 62 and 63 deal with education, specifically

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

the development of curriculum and the building of student capacity for intercultural understanding, empathy, and mutual respect. Education has played a role in the past regarding Indigenous Peoples and understand that education is the way forward.

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

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

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

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

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

Education for Sustainable Development

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

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



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

²"What you need to know about education for sustainable development." UNESCO, 14 March 2023, https://www.unesco.org/en/education-sustainable-development/need-know. Accessed 6 October 2023.
³"Sustainability | United Nations." the United Nations, https://www.un.org/en/academic-impact/sustainability. Accessed 6 October 2023.

Fair Presentation of Cultural and Other Groups

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

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

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

The following guidelines apply in evaluating instructional materials:

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

Intermediate School

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

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

The intermediate school and its program should encourage students to broaden their interests by exploring and expand their opportunities through programs such as art, music, career and technical education, a second language and many other courses' broadened nature. Exposure to new areas of study takes place within all of the subjects.

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

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

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

Intermediate students will have opportunities to:

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

Codes and Abbreviations

Intermediate Course Codes

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

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

Course Code (E)	Course Code (FI)	Title
7ARTA		Visual Arts
7ENGA		Language Arts
	7FREF	French Language Arts (EFI)
	7FREG	French Language Arts (LFI)
7EXPA		Provincially Developed Exploratory Courses
7EXPB		Provincial Developed Exploratory Modules
7EXPX		Locally Developed Exploratory Modules
7FREA		Core French
7LSFA		Life Skills – Foods (level 1)
7LSFB		Life Skills – Foods (level 2)
7CTEA		Technology Education (level 1)
7CTEB		Technology Education (level 2)
7MATA		Mathematics
	7MATF	Mathematics (EFI)
	7MATG	Mathematics (LFI)
7MUSA		Music Instrumental
7MUSB		Music Vocals
7MUSK		Styles of Musical Performance (StoMP)
7PHEA		Physical and Health Education

7SCIA		Science
ISCIA	7SCIF	Science (EFI)
	7SCIG	Science (LFI)
7SOCA	75010	Social Studies
750CA	7SOCF	Social Studies (EFI)
	7SOCG	Social Studies (LFI)
8ARTA	/30CG	Visual Arts
8AK1A		Visual Arts
8ENGA		Language Arts
	8FREF	French Language Arts (EFI)
	8FREG	French Language Arts (LFI)
8EXPA		Provincially Developed Exploratory Courses
8EXPB		Provincial Developed Exploratory Modules
8EXPX		Locally Developed Exploratory Modules
8FREA		Core French
8LSFA		Life Skills – Foods (level 1)
8LSFB		Life Skills – Foods (level 2)
8CTEA		Technology Education (level 1)
8CTEB		Technology Education (level 2)
8MATA		Mathematics
01/11/11/1	8MATF	Mathematics (EFI)
	8MATG	Mathematics (LFI)
8MUSA		Music Instrumental
8MUSB		Music Vocal
8MUSK		Styles of Musical Performance (StoMP)
8PHEA		Physical and Health Education
8SCIA		Science
oscia	8SCIF	Science (EFI)
	8SCIG	Science (LFI)
8SOCA	03CIO	Social Studies
8SUCA	8SOCF	Social Studies (EFI)
	8SOCF	Social Studies (EFI) Social Studies (LFI)
9ARTA	83000	Visual Arts
9ENGA	OEDEE	Language Arts Eroneh Language Arts (EEI)
	9FREF	French Language Arts (EFI)
OEVDA	9FREG	French Language Arts (LFI)
9EXPA		Provincially Developed Exploratory Courses
9EXPB		Provincial Developed Exploratory Modules
9EXPX		Locally Developed Exploratory Modules
9FREA		Core French
9LSFA		Life Skills – Foods (level 1)
9LSFB		Life Skills – Foods (level 2)
9CTEA		Technology Education (level 1)
9CTEB		Technology Education (level 2)
9MATA		Mathematics
	9MATF	Mathematics (EFI)

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

Time on Task for Intermediate Subjects

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

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

Programming notes:

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

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

Exploratory (1 hour/day)

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

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

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

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

Abbreviations

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

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

Please note:

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

1/p - one per pupil
1/10p - one per 10 pupils
1/t - one per teacher
1/c - one per class
1/s - one per school

1/u - one per education authority

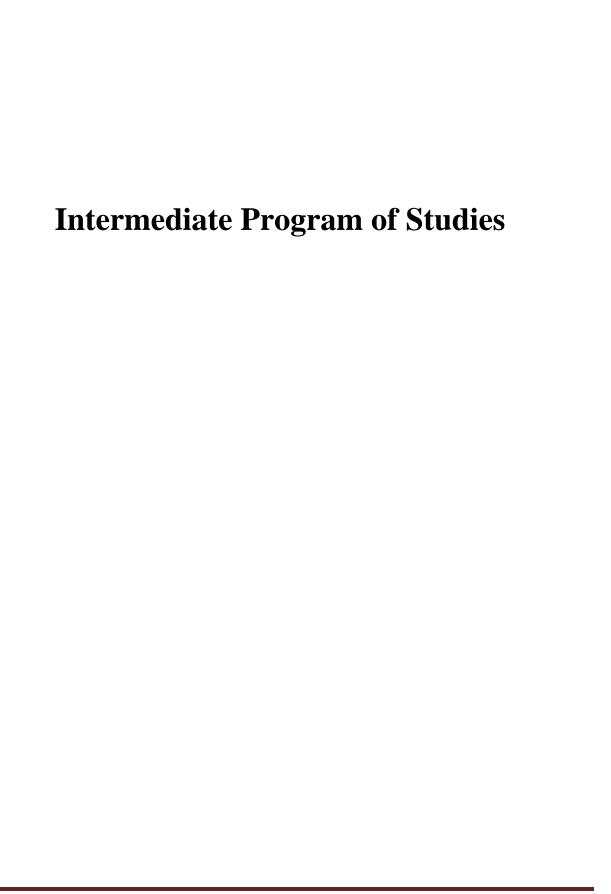
1/ws - one per work stationcs/s - one class set per schoolcs/t - one class set per teacher

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

Publisher Abbreviations

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

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



English Programs

English Language Arts

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

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

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

Students will read independent books daily and engage in plenty of independent reading to provide them with authentic and meaningful literacy experiences, and to create opportunities for them to apply the strategies and skills they have learned. There are a variety of novels and reading materials available to all students in the form of book club selections, classroom libraries, and audiobook applications.

Exploratory Cluster

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

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

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

Music

Arts – Music

The PEI intermediate music curriculum aims to engage students in a creative learner-centred process to cultivate musical literacy, independent musicianship, the enjoyment of music and life long learning. Foundational learnings in earlier elementary grade levels are revisited and further developed at the intermediate level. Students will experience, demonstrate and identify their understanding of the unique characteristics of the musical language through active music making using voice, body and/or instruments. Such active inquiry-based learning creative experiences enables the student to further refine the skills, understandings and responses relative to their music making as an individual and/or within an ensemble. This music making process allows an opportunity for exploration of self and others, thus encouraging an environment fostering social emotional awareness and diversity, equity and inclusion.

Students are encouraged and supported to:

- develop a respect for the abilities and efforts of themselves and others
- demonstrate an understanding of dedication and commitment to their study of music
- develop organizational, effective leadership, instrumental mastery, and self and peerevaluation skills.

Instrumental Music Courses	Vocal Music Courses	StoMP Courses Styles of Musical Performance
7MUSA	7MUSB	7MUSK
8MUSA	8MUSB	8MUSK
9MUSA	9MUSB	9MUSK

Music A – Instrumental

Instrumental music is a performance -based course for students with an interest in instrumental (band) music. Throughout grades 7-9, this course will build musical concepts, skills and knowledge learned through the curriculum outcomes - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual and/or within a small or large instrumental ensemble. The intermediate instrumental music course provides an opportunity for collaborative learning experiences within large ensemble settings. It is recommended that students have opportunities to practice fundamental performance skills throughout the school year.

Music B – Vocal

Vocal music is a performance -based course for students with an interest in singing and performing choral music. Throughout grades 7-9, this course will build musical concepts, skills and knowledge learned through the curriculum outcomes - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual and/or within a small or large choral ensemble. The intermediate vocal music course provides opportunities within ensemble settings such as, traditional choir (SSA,SAB), jazz choir, a cappella group, GLEE club, and/or musical theatre.

Music K – Styles of Musical Performance

StoMP (Styles of Musical Performance) is a course that involves a creative, learner-centred process of music making using the voice, instruments, movement, dramatization, song writing, active and critical listening while engaging in the learner's favorite musical styles and genres, cultural contexts and connections through their music making as an individual and/or within a small or large choral ensemble. Throughout grades 7-9, this course will build musical concepts, skills and knowledge learned through the curriculum outcomes - creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analyzing. Students will explore various genres, styles, cultural contexts and connections through their music making as an individual and/or within a small or large ensemble. The intermediate StoMP music course provides opportunities such as, rock/pop ensembles, traditional music ensembles, RnB band, jazz combo, and/or guitar class.

Visual Arts

The Prince Edward Island Visual Arts curriculum is fundamental to a learners aesthetic, physical, emotional, intellectual, and social development. Visual arts education connects to every area of learning, engages our imagination and allows us to explore our identities, life experiences and emotions, as individuals or members of a diverse global community. Art making is a vehicle through which learners make meaning of the adventures of life and make connections between the world they and others experience.

Intermediate Visual Arts, 7ARTA, 8ARTA, 9ARTA is offered at two levels, each designed to be delivered in sequence. It is an exploratory option for students and focuses on the creative art making process using the elements of art, principles of design, and basic colour theory. This course provides a study of basic art techniques, such as drawing, painting, and printmaking. The historical content of Prehistoric, Indigenous, Ancient, and Renaissance Art is used to support, motivate, and create context. Through images from the past and present, students will come to an understanding and appreciation of the history, storytelling, media, and composition of the visual arts. It is the purpose of this course that through creative and critical art making and viewing, students will come to better value, understand, and enjoy the intercultural visual images in their lives.

Life Skills - Foods

Intermediate Life Skills - Foods is designed as an exploratory option for students and focuses on introducing essential skills in food preparation, safety, and nutrition. It also focuses on the interconnectedness of sustainable development, marketing, culture, and other influences on food choices. The concept of Netukulimk (neh-DOO-goo-limgp) is introduced in this curriculum, recognizing the Mi'kmaw cultural value and respect extended to food, and the resources necessary to produce it.

This course is offered at two levels. Each level is designed to be delivered in sequence within 18 - 25 hours of instruction. Specific curriculum outcomes at each level are organized into the following five strands:

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

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

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

Career and Technical Education

Career and Technical Education (CTE) provides relevance to learning and values the technical skills required to complete meaningful work as equally important to the academic skills required. This blend of thinking and doing is fundamental for CTE students to fully comprehend and demonstrate competency within CTE programming.

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

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

Intermediate Technology Education Unit Breakdown

- Unit A Safety (2 outcomes)
- Unit B Technical Skills (4 outcomes)
- Unit C Design & Critical Thinking (2 outcomes)

Course Descriptions

Level I

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

Level II

The Intermediate Technology Education Level II program is designed to challenge students' ability to apply the engineering design process to develop creative and innovative solutions to complex technical problems. Building on their prior knowledge; students will document and record their process; from clearly defining the problem(s) and identifying criteria and constraints through to building and evaluating design solutions. The focus of the course is on building technical skill, learning through failure, and designing technical solutions to problems. Students are expected to be working safely and responsibly in

Technology

Rationale:

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

Advantages of Technology Integration:

Integration of technology into the curriculum

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

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

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

Software, Applications, and Extensions

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

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

Exploratory Modules (Provincially Developed)

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

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

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

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

- Allyship through Mi'kmaw Language and Culture:
 - Objectives: As part of the 94 Calls to Action in the Truth and Reconciliation Commission, this module allows students to reflect on the meaning and actions of respect as they gain an awareness and understanding of the Indigenous People of Epekwitk, the Mi'kmaq. Students will investigate who they are and where they are from connecting similarities and differences in their identity to the identity of the Mi'kmaw people. They will gain understanding of the Mi'kmaw language and culture, and move forward as a respectful ally by developing and delivering a project to educate others in order to "build student capacity for intercultural understanding, empathy, and mutual respect." The focus for development of essential competencies include citizenship, critical thinking, and communication.

• Beauty of Nature: Just Get Outside

Objectives: Respect and responsibility begins with awareness and appreciation. Rooted in the Mi'kmaq world view of Netuklumink (neh-DU-guh-limk), students will get outside of the classroom and into nature based learning. This module will ask students to consider the reciprocal relationship they have with nature, reminding them that humans are animals too, share the important lessons of not taking more than you need, giving back what you take, and leaving a place the same or even a little better than you found it. By getting outside to observe, reflect, and play in nature, students will begin to develop an appreciation of its beauty and wonder. They will be encouraged to get curious about the language of nature and experience nature with all their senses. They will explore Mi'kmaq names for plants and animals, and be challenged to interact and explore

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

• Community Service Learning:

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

• <u>Digital Photography</u>

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

• Exploring Possibilities: Looking Ahead at Careers

Objectives: Exploring careers is a valuable learning process that connects strengths and interests to the future world of work and careers. Career exploration during the intermediate school years coincides with expanding worldviews of this age. It can assist students in developing short and long term goals towards a potential occupational identity. Students will identify 16 Career Clusters to expand present occupational ideas, and analyze various labor market information to consider for future planning.

Connecting entrepreneurship with career planning opens new possibilities to career futures as well. Throughout this module, students will have opportunity to focus the development of their personal and career development, creativity and innovation, and critical thinking competencies.

• Financial Literacy: Getting a Smart Start

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

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

• Game Makers

Objectives: Game Makers introduces students to systems thinking where they recognize that small positive changes can have a significant impact on the overall behavior and impact of that system. In this module, students design video game ideas. Using online coding programs, students develop and test their games, seeking feedback from test players and peers. Game design is an active, engaging process that allows students to experience the rewards and challenges of design. Students will work collaboratively, supporting the development of ideas, prototypes, and finished products. Game design relies on a cyclic process of observing, defining, ideating (forming an idea), prototyping, playtesting, and refining. Using this process, students consider a game as a complex system and learn to problem solve by looking at how all its parts work together. They learn to seek areas that will improve their game as a whole. Competencies that are of focus in this module include Communication, Creativity and Innovation, and Technological Fluency.

• Genius Hour:

Objectives: This student directed/managed work is based on the adolescent learners' need to be personally associated with the topics and tasks in their learning. It allows students to pursue an interest or passion that ends in a culminating project of their choosing that best represents their learning journey. One of the main competencies of this module will be developing critical thinking skills as they direct and manage their learning. Students will be making decisions about what to pursue, create, and show evidence of their progress. Two other competencies to focus on should be determined by the student. These may include communication, citizenship, technology fluency, personal-career development, and creativity-innovation.

• Interactive Art

Objectives: The Interactive Art exploratory module is a hands-on experience combining artistic self-expression with technology. Students explore creativity using tools and skills that are important in an increasingly digital world. The Interactive Art module challenges students to create something for people to engage with and explore. Interactive art provides opportunities for a wider range of students to be artists and creators. In this module, students embed technology into unique art pieces that respond to the audience. This feature further develops technological skills for the artist and engages them as they look to create something that is unique and innovative. Students will build on their Communication, Creativity and Innovation, and Technological Fluency competencies while creating an interactive art piece that classmates can explore and experience through a gallery walk.

Introduction to Engineering Design with STEAM

Objectives: The engineering design process is an important process utilized in many learning and work situations. Through the investigation of each step of the design process, students will develop and understand the value of engineering design.
 Understanding and engaging in this process will assist students with creativity and Innovation, critical thinking, and effective communication. Through the disciplines of

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

• Introduction to Micro:bits Technology

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

• Stop Motion Animation

Objectives: With a focus on Youth Advocacy, students will select a topic important to them in order to create a stop motion animation video. Working in groups, students will brainstorm ideas, research details, and develop a storyboard to communicate their ideas centered around one of the 17 UN Sustainable Goals. Through the work, a focus on Citizenship, Communication, Technological Fluency, Critical Thinking, and Creativity and Innovation competencies will be the focus of development.

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

Mathematics

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

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

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

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

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

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

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

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

Physical & Health Education

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

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

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

Programming Notes for 7-9 Physical and Health Education

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

Science

The Prince Edward Island science curriculum is guided by the vision that all students will have the opportunity to develop scientific literacy. **Scientific literacy** is the set of knowledge, skills, and attitudes that enables an individual to inquire, problem solve, critically evaluate and make well-informed decisions, and maintain a sense of wonder about the world around them. During intermediate grades, students will transition from early exploratory phases of scientific literacy and begin to approach scientific inquiry and critical thinking more systematically.

7SCIA Science

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

8SCIA Science

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

9SCIA Science

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

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

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

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

Social Studies

7SOCA Social Studies

The grade 7 social studies curriculum draws largely on the discipline of history, but it includes elements of other social studies disciplines including economics, geography, and political science. While the historical focus for grade 7 is the evolution of the Canadian nation from time immemorial to 1900, the curriculum is built on the premise that a historical study is not limited to one time period and the events of the past have shaped the present. The application of historical thinking concepts will engage students in the historical inquiry process as they investigate and communicate informed opinions about issues of historical importance and the growth of the Canadian nation.

8SOCA Social Studies

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

9SOCA Social Studies

The grade 9 social studies curriculum (9SOCA) focuses on geographical thinking and the impact of globalization, equipping students with skills to analyse and understand the interconnectedness of our world. Students will utilize geographical tools and techniques to analyse settlement patterns, population growth, and environmental challenges. 9SOCA students will explore globalization's effects on culture, human rights, and inequality, emphasizing current global events. Finally, students will engage in sustainable practices, social action, and geographic inquiry to address global issues and seek solutions for a more equitable and sustainable world.

French Programs

Core French

The Grades 7-9 Core French Program is taught using a literacy approach, which focuses on the development of all four communication skills – listening, speaking, reading, and writing – in French, with particular emphasis on spoken interaction and is designed to empower students with confidence in learning and using French.

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

Course Outline Information

The Français de base 7^e, 8^e, 9^e programme d'études (Intermediate Core French 7-8-9 Curriculum Guide), 2017 is available from the Department of Education and Early Years and on the Learn platform (learn.edu.pe.ca)

Time Allocation for Core French Programs

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

French Immersion Programs

At the intermediate level, three French immersion programs are available: the Continuing/Early French Immersion program (EFI) from kindergarten to Grade 9; the Middle Immersion program (MI) from Grades 4 to 9, and the Late Immersion program (LFI) from Grades 7 to 9. Please note that from Grades 10 to 12, all immersion students are enrolled in one single French immersion program (with no specific designation); by the end of Grade 9, late French immersion students as well as Middle Immersion are expected to perform at the same level of proficiency as their peers in early French immersion programs. Regardless of program, students develop language skills and move along the continuum of the CEFR (Common European Framework of Reference for Languages) at their own pace. Language development is a highly individualized process and the programs are designed to be flexible enough to engage learners throughout their development.

Intermediate School Subject Time Allotments is as follows:

Intermediate Curriculum Delivery Renewal

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

French Language Arts 20% (1 hour/day)

English Language Arts 10%

Mathematics 20% (1 hour/day)

Social Studies 10% Science 10%

PHE 10% (1 hour/scheduled day)
Exploratory Cluster 20% (1 hour/day)
Total 100% (300 min/day)

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

PHE will not be taught in French.

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

Exploratory Cluster curriculum includes the following:

Music

Art

Technology

Resistant Materials (Woods and Metals)

Life Skills (Foods/Clothing)

Provincial Exploratory Modules (competency-based)

Locally developed exploratory units

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

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

The Continuing or Early French Immersion program is a French-as-a-second-language program which offers instruction in French for a minimum of 50% in grades 7, 8 and 9. The subjects available in French are French language arts, mathematics, science, social studies and exploratory modules (provincially or locally-developed). All of these subjects are not taught, in French, in every immersion school. The French immersion courses offered in Grades 7, 8, and 9 are intended to ensure the reinforcement and development of language skills on a continuum, with the intent of bringing all students to the same level of proficiency at the end of Grade 9.

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

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

Late French Immersion (LFI)

Late French Immersion is a French-as-a-second-language program which offers instruction in French for a minimum 70% in Grades 7 and 8 and 50% in Grade 9. Beginning in Grade 7, the program is intended for students who have had French in a core or intensive French program environment during the elementary school years. English language arts continues to be offered.

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

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

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

French Language Arts (French Immersion)

Early French Immersion/Middle Immersion

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

Late French Immersion

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

French Exploratory Modules (Provincially Developed)

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

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

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

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

• Genius Hour:

Objectives: This student directed/managed work is based on the adolescent learners' need to be personally associated with the topics and tasks in their learning. It allows students to pursue an interest or passion that ends in a culminating project of their choosing that best represents their learning journey. One of the main competencies of this module will be developing critical thinking skills as they direct and manage their learning. Students will be making decisions about what to pursue, create, and show evidence of their progress. Two other competencies to focus on should be determined by the student. These may include communication, citizenship, technology fluency, personal-career development, and creativity-innovation.

• Community Service Learning:

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

Digital Photography

 Objectives: Through the creation of a Photo Essay, students will continue to develop competencies primarily in Technological Fluency, Communication, Personal and Career Development and Creativity and Innovation.

• Interactive Art

Objectives: Students will build on their Communication, Creativity and Innovation, and Technological Fluency competencies while creating an interactive art piece that classmates can experience through a gallery walk.

• Stop Motion Animation

Objectives: With a focus on Youth Advocacy, students will select a topic important to them in order to create a stop motion animation video. Through the work, a focus on Citizenship, Communication, Technological Fluency, Critical Thinking, and Creativity and Innovation competencies will be the focus of development.

• Game Makers

Objectives: Students will create a game development company, complete with a logo, and learn basic coding skills to design a video game. Competencies that are of focus in this module include Communication, Personal - Career Development, Creativity and Innovation, and Technological Fluency.

• Défis STIAMs (Introduction to Engineering Design with STEAM)

Objectives: The engineering design process is an important process utilized in many learning and work situations. Understanding this process will assist students to help them solve problems, think critically, and communicate effectively. Through the disciplines of STEAM (science, technology, Engineering, Art, and Mathematics) challenges will be presented that require students to collaborate and create solutions to various social, environmental, or

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

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

Mathematics (French Immersion)

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

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

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

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

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

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

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

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

Science (French Immersion)

The Prince Edward Island science curriculum is guided by the vision that all students will have the opportunity to develop scientific literacy. **Scientific literacy** is the set of knowledge, skills, and attitudes that enables an individual to inquire, problem solve, critically evaluate and make well-informed decisions, and maintain a sense of wonder about the world around them.

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

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

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

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

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

Social Studies (French Immersion)

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

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

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

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

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

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

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

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

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

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

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

7SOCF Social Studies

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

8SOCF Social Studies

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

9SOCF Social Studies

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

The politics module focuses on civics and aims at educating the citizens of tomorrow. The approach used in this module allows students to become familiar with our country's (and our province's) political issues in order to be able to form their own opinion about a specific issue. The Canadian political system is also at the core of this module.

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

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

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

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

Rationale:

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

Advantages of Technology Integration:

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

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

 $\frac{https://www.princeedwardisland.ca/en/information/education-early-learning-and-culture/communication-and-information-technology-curriculum}{}$

Laptops and desktops:

- MS Office 2013 Plus (Word, Excel, Powerpoint, Access, Publisher)
- MS OneNote 2013
- Smart Notebook 11.4
- Smart Notebook Essentials Gallery
- Movie Maker for Win 7
- Movie Maker XP
- Adobe Reader XI
- Adobe Flash
- Adobe Flash Plugin for Firefox
- Quick Time Player 7.7.5
- Direct X Technology
- MS Net Framework 4 Client Profile
- Silverlight
- Shockwave Player
- Java Plugin
- Firefox Browser V19.08
- Chrome Browser V45
- MS Internet Explorer
- Kurzweil
- Win 7 VLC
- Intermediate Level:
 - Type to Learn
 - Math Trek
 - Math Trek Teacher
 - Inspiration 7.5
 - Understanding Math Plus 2008

- Groupwise Client 8
- T1 Graphing
- Audacity 2.0.5
- Install LAME for Audacity
- Google Sketchup 2015
- Paint Shop Pro 9
- Stop Motion Animator
- Google Earth
- Stellarium
- Notepad
- Notepad++
- Calculator
- Windows Media Player
- ArcGIS
- 7-Zip
- AdobeConnect Plugin
- Photostory 3
- Scratch
- School Connect
- LAN School
 - Understanding Math Plus 2008 Tracking Utility
 - Crocodile Clips
 - InspireData

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

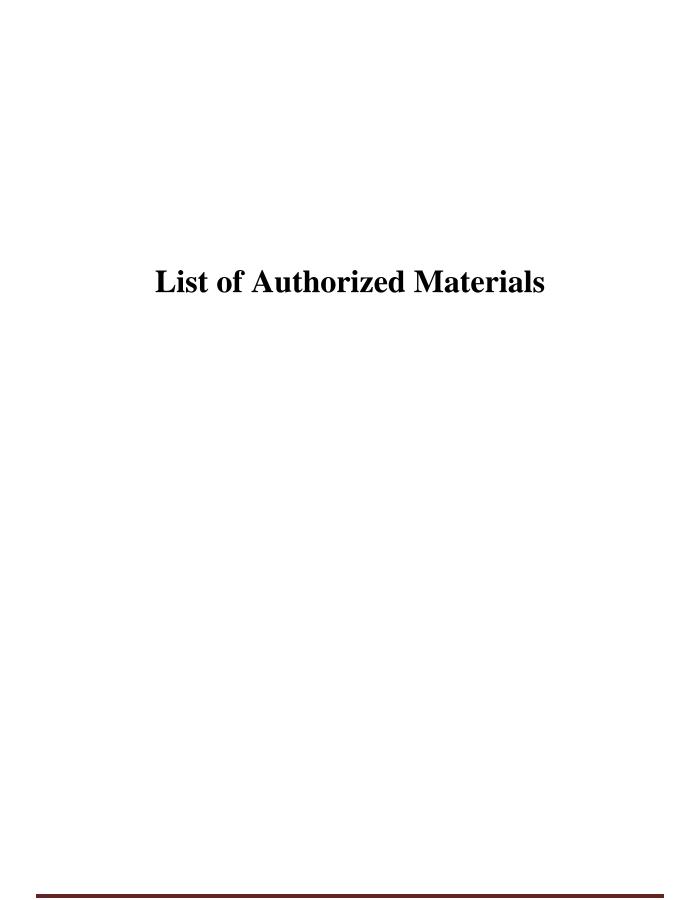
These applications are pushed out to users who log into their @cloud.edu.pe.ca accounts. These applications may be updated, changed, or added to without notice.

- Google Drive
- Google Maps
- Google Sheets
- Google Slides
- Google Forms
- Google Classroom
- Google Dictionary
- Google Docs
- Gmail
- SketchUp for Schools
- VoiceNote II Speech to text
- PDF Viewer

- Mercury Reader
- Fusion Tables (experimental)
- Calculator
- YouTube
- Read & Write for Google ChromeTM
- Camera
- Geoboard
- AdBlock
- GeoGebra Math
- Evernote
- SPARKvue
- Pixlr Suite

Chromebooks Webstore (PEI Education tab)

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



English Programs

Arts

Music

Instrumental Music Curriculum Guide (Intermediate and Senior High Band) Atlantic Canada Arts Education Foundation Document	PEI PEI	•	107-7913 101-1599
Theory Resources 333 Exercises	LMM	1/p	107-7440
Software Resources Breezin' Through Theory			Site License
Instrumental Music			
Teaching Music Through Performance in Beginning Band	LMM	1/t	107-7746
Teaching Music Through Performance in Band (volume 1)	LMM	1/t	107-7747
Teaching Music Through Performance in Beginning Band CD	GIA	1/t	107-7937 OP
Teaching Music Through Performance in Band (volume 1) CD	GIA	1/t	108-8404 OP
Sheet Music Teachers may choose from the following three methods books: Essential Elements Volume 1 Flute Clarinet Alto Saxophone Tenor Saxophone French Horn Trumpet Trombone Baritone	LMM LMM LMM LMM LMM LMM	1/p 1/p 1/p 1/p 1/p 1/p 1/p	107-7443 107-7444 107-7445 107-7446 107-7447 107-7448 107-7449
Tuba		• •	107-7451
Percussion			107-7452
Keyboard Percussion			107-7453
Conductor's Score	LMM	1/p	107-7455
Essential Elements Volume 2			
Flute	LMM	1/p	107-7456
Clarinet	LMM	1/p	107-7457
Bass Clarinet	LMM	1/p	107-7458
Alto Saxophone	LMM	1/p	107-7459
Tenor Saxophone	LMM	1/p	107-7460
Baritone Saxophone	LMM	1/p	107-7461

French Horn	LMM 1/p	107-7462
Trumpet	LMM 1/p	107-7463
Trombone	LMM 1/p	107-7464
Baritone	LMM 1/p	107-7465
Tuba	LMM 1/p	107-7466
Percussion	LMM 1/p	107-7467
Keyboard Percussion	LMM 1/p	107-7468
Conductor's Score	LMM 1/p	107-7470
Yamaha Band Student Book 1 Conductors Score	LMM 1/p	115-15001
Yamaha Band Student Book 1 Flute	LMM 1/p	115-15002
Yamaha Band Student Book 1 Oboe	LMM 1/p	115-15003
Yamaha Band Student Book 1 Bassoon	LMM 1/p	115-15004
Yamaha Band Student Book 1 BB Clarinet	LMM 1/p	115-15005
Yamaha Band Student Book 1 EB Alto Sax	LMM 1/p	115-15006
Yamaha Band Student Book 1 BB Tenor Sax	LMM 1/p	115-15007
Yamaha Band Student Book 1 Trumpet/Coronet	LMM 1/p	115-15008
Yamaha Band Student Book 1 Horn In F		115-15009
Yamaha Band Student Book 1 Trombone	LMM 1/p	115-15010
Yamaha Band Student Book 1 Tuba	LMM 1/p	115-15011
Yamaha Band Student Book 1 Percussion	•	115-15012
Yamaha Band Student Book 1 Keyboard Percussion	• •	115-15013
Yamaha Band Student Book 1 Baritone B.C.		115-15014
Yamaha Band Student Book 2 Conductors Score	• •	115-15015
Yamaha Band Student Book 2 Flute	• •	115-15016
Yamaha Band Student Book 2 Oboe	•	115-15017
Yamaha Band Student Book 2 Bassoon	•	115-15018
Yamaha Band Student Book 2 B.B. Clarinet	• •	115-15019
Yamaha Band Student Book 2 E.B. Alto Sax	• •	115-15020
Yamaha Band Student Book 2 B.B. Clarinet	• •	115-15021
Yamaha Band Student Book 2 Trumpet/Cornet	• •	115-15022
Yamaha Band Student Book 2 Horn In F		115-15023
Yamaha Band Student Book 2 Trombone	•	115-15024
Yamaha Band Student Book 2 Baritone B.C.	• •	115-15025
Yamaha Band Student Book 2 Percussion		115-15026
Yamaha Band Student Book 2 Keyboard Percussion		115-15027
Yamaha Band Student Book 2 E.B. Baritone Sax		115-15028
Yamaha Band Student Book 2 Bass Clarinet	-	115-15029
Yamaha Band Student Book 2 Bass Tuba		115-15030
Turnaria Baria Stadent Book 2 Bass Taba	Σινιινί 1/ β	113 13030
Standards of Excellence – Volume 1		
Teacher's Guide	LMM 1/p	107-7352
Flute	LMM 1/p	
Clarinet	• •	107-7354
Alto Saxophone	LMM 1/p	
Tenor Saxophone		107-7356
Trumpet	• •	107-7357
Horn in F	LMM 1/p	
Trombone	LMM 1/p	
Baritone	• •	107-7360
	, 1	

Tuba	LMM 1/p	107-7361
Electric Bass	LMM 1/p	107-7362
Percussion	LMM 1/p	107-7363
Oboe	LMM 1/p	107-7364
Bass Clarinet	LMM 1/p	107-7365
Baritone Saxophone	LMM 1/p	107-7366
Standards of Excellence – Volume 2		
Teacher's Guide	LMM 1/p	108-8180 OP
Flute	LMM 1/p	108-8181
Clarinet	LMM 1/p	108-8182
Alto Saxophone	LMM 1/p	108-8183
Tenor Saxophone	LMM 1/p	108-8184
Trumpet	LMM 1/p	108-8185
Horn in F	LMM 1/p	108-8186
Trombone	LMM 1/p	108-8187
Baritone	LMM 1/p	108-8188
Tuba	LMM 1/p	108-8189
Electic Bass	LMM 1/p	108-8190
Percussion	LMM 1/p	108-8191
Oboe	LMM 1/p	108-8192
Bass Clarinet	LMM 1/p	108-8193
Baritone Saxophone	LMM 1/p	108-8194
Standards of Excellence – Volume 3		
Teacher's Guide	LMM 1/p	109-9206
Flute	LMM 1/p	109-9207
Clarinet	LMM 1/p	109-9208
Alto Saxophone		109-9209
Tenor Saxophone		109-9210
Trumpet	• •	109-9211
Horn in F	-	109-9212
Trombone	LMM 1/p	109-9213
Baritone	• •	109-9214
Tuba		109-9215
Electric Bass	• •	109-9216
Percussion	• •	109-9217
Oboe	•	109-9218
Bass Clarinet		109-9219
Baritone Saxophone	LMM 1/p	109-9220
In addition, the following may be provided at the ratio of 45 per School.		
MacLeod-Staska Rhythm Etudes Conductor		116-16001
MacLeod-Staska Rhythm Etudes Flute B Oboe		116-16002
MacLeod-Staska Rhythm Etudes Clarinet		116-16003
MacLeod-Staska Rhythm Etudes Alto Sax B Ed Horn		116-16004
MacLeod-Staska Rhythm Etudes Tenor Sax		116-16005
MacLeod-Staska Rhythm Etudes Baritone Sax	<u>-</u>	116-16006
MacLeod-Staska Rhythm Etudes Cornet	LIVIIVI 45/s	116-16007

MacLeod-Staska Rhythm Etudes Horn in F	LMM 45/s	116-16008
MacLeod-Staska Rhythm Etudes Trombone	LMM 45/s	116-16009
MacLeod-Staska Rhythm Etudes Bar. TC B Bass Clarinet	LMM 45/s	116-16010
MacLeod-Staska Rhythm Etudes Bar. BC B Bassoon	LMM 45/s	116-16011
MacLeod-Staska Rhythm Etudes Tuba	LMM 45/s	116-16012
MacLeod-Staska Rhythm Etudes Percussion B Bells	LMM 45/s	116-16013
Russell Ensemble Drills Parts	LMM 45/s	116-16041
The following may be provided at the ratio of 1 score, 1 CD, and 20 parts pe	r school.	
Canadian Brass Quintets Beginning Conductor	LMM	119-19001
Canadian Brass Quintets Beginning Trumpet 1	LMM	119-19003
Canadian Brass Quintets Beginning Trumpet 2	LMM	119-19004
Canadian Brass Quintets Beginning Horn	LMM	119-19005
Canadian Brass Quintets Beginning Trombone	LMM	119-19006
Canadian Brass Quintets Beginning Tuba	LMM	119-19007
Canadian Brass Quintets Easy Conductor	LMM	119-19008
Canadian Brass Quintets Easy Trumpet 1	LMM	119-19010
Canadian Brass Quintets Easy Trumpet 2	LMM	119-19011
Canadian Brass Quintets Easy Horn	LMM	119-19012
Canadian Brass Quintets Easy Trombone	LMM	119-19013
Canadian Brass Quintets Easy Tuba	LMM	119-19014
66 Festive and Famous Chorals		
Flute	LMM 1/p	107-7370
Clarinet 1	LMM 1/p	107-7371
Clarinet 2	LMM 1/p	107-7372
Clarinet 3	LMM 1/p	107-7373
Alto Saxophone 1	LMM 1/p	107-7374
Alto Saxophone 2	LMM 1/p	107-7375
Tenor Saxophone	LMM 1/p	107-7376
Baritone Saxophone	LMM 1/p	107-7377
Bass Clarinet	LMM 1/p	107-7378
French Horn 1	LMM 1/p	107-7379
French Horn 2	LMM 1/p	107-7380
French Horn 3	LMM 1/p	107-7381
Trumpet 1	LMM 1/p	107-7382
Trumpet 2	LMM 1/p	107-7383
Trumpet 3	LMM 1/p	107-7384
Trombone 1	LMM 1/p	107-7385
Trombone 2	LMM 1/p	107-7386
Trombone 3	LMM 1/p	107-7387
Tuba	LMM 1/p	107-7388
Conductor's Score	LMM 1/p	107-7389
Keyboard Percussion	• •	107-7390
History Resources		
Experiencing Music Text	LMM 5/s	107-7424 OP
Experiencing Music Workbook	LMM 1/t	107-7425 OP
Experiencing Music CD	LMM 1/t	107-7426 OP

Rating System Key

100B = ½ - 1

200B = 1 ½ - 2 ½

300B = 2 ½ - 3 ½

400B = 3 ½ - 4 ½

500B = 4 ½ - 5 ½

Before placing an order, please contact the Arts Education Leader.

Grades 7-9 Sheet Music from Long & Mcquade

Trios For All		
Trios For All (Flute/Piccolo)- Belwin Alfred	LMM	1/S
Trios For All (Clarinet/Bass Clarinet)- Belwin Alfred	LMM	1/S
Trios For All (Trumpet)- Belwin Alfred	LMM	1/S
Trios For All (Alto Sax)- Belwin Alfred	LMM	1/S
Trios For All (French Horn)- Belwin Alfred	LMM	1/S
Trios For All (Trombone/Bari Bc/Tuba)- Alfred	LMM	1/S
Trios For All (Tenor Sax/Baritone Tc)- Belwin Alfred	LMM	1/S
Trios For All (Violin)- Belwin Alfred	LMM	1/S
Trios For All (Viola)- Belwin Alfred	LMM	1/S
Trios For All (Cello/Bass)- Belwin Alfred	LMM	1/S
Trios For All (Piano/Conductor/Oboe)- Belwin Alfred	LMM	1/S
Quartets For All		
Quartets For All (C Instruments)- Belwin Alfred	LMM	1/S
Quartets For All (B-Flat Instruments)- Belwin Alfred	LMM	1/S
Quartets For All (E-Flat Instruments)- Belwin Alfred	LMM	1/S
Quartets For All (F Instruments)- Belwin Alfred	LMM	1/S
Quartets For All (Bass Clef Instruments)- Belwin Alfred	LMM	1/S
Quartets For All (Violin)- Belwin Alfred	LMM	1/S
Quartets For All (Viola)- Belwin Alfred	LMM	1/S
Quartets For All (Cello/Bass)- Belwin Alfred	LMM	1/S
Quartets For All (Piano/Conductor/Oboe/Mal)- Belwin Alfred	LMM	1/S
Easy Quintets, Beginning Quintets, Favourite Quintets and Advanced Qu	intets	
Canadian Brass Book Of Easy Quintets (Fr Horn)- Schirm	LMM	1/S
Canadian Brass Book Of Easy Quintets (Trombone)- Schirm	LMM	1/S
Canadian Brass Book Of Easy Quintets (Trumpet I)- Schirm	LMM	1/S
Canadian Brass Book Of Easy Quintets (Trumpet II)- Schirm	LMM	1/S
Canadian Brass Book Of Easy Quintets (Tuba)- Schirm	LMM	1/S
Canadian Brass Book Of Easy Quintets (Conductor)- Schirm	LMM	1/S
Canadian Brass Book Of Beginning Quintets (Cond)- Schirm	LMM	1/S
Canadian Brass Book Of Beginning Quintets (Trp I)- Schirm	LMM	1/S
Canadian Brass Book Of Beginning Quintets (Trp II)- Schirm	LMM	1/S
Canadian Brass Book Of Beginning Quintets (Tbon)- Schirm	LMM	1/S
		4 / 6

1/S

1/S

LMM

LMM

Canadian Brass Book Of Beginning Quintets (Tuba)- Schirm

Canadian Brass Book Of Beginning Quintets (Fhor)- Schirm

Canadian Brass Book Of Book Of Favorite Quintets (Trumpet I)- Schirm	LMM	1/S
Canadian Brass Book Of Book Of Favorite Quintets (Trumpet II)- Schirm	LMM	1/S
Canadian Brass Book Of Book Of Favorite Quintets (French Horn)- Schirm	LMM	1/S
Canadian Brass Book Of Book Of Favorite Quintets (Trombone)- Schirm	LMM	1/S
Canadian Brass Book Of Book Of Favorite Quintets (Tuba)- Schirm	LMM	1/S
Canadian Brass Book Of Book Of Favorite Quintets (Conductor)- Schirm	LMM	1/S
Canadian Brass Book Of Advanced Quintets (Trp I)- Schirm	LMM	1/S
Canadian Brass Book Of Advanced Quintets (Trp II)- Schirm	LMM	1/S
Canadian Brass Book Of Advanced Quintets (Fhrn)- Schirm	LMM	1/S
Canadian Brass Book Of Advanced Quintets (Tbon)- Schirm	LMM	1/S
Canadian Brass Book Of Advanced Quintets (Tuba)- Schirm	LMM	1/S
Canadian Brass Book Of Advanced Quintets (Cond) - Schirm	LMM	1/S
Standard of Excellence: Festive Solos, Books 1 - 3		
SOE Festival Solos – Baritone (BC) -Neil A. Kjos	LMM	1/S
SOE Festival Solos – Bassoon -Neil A. Kjos	LMM	1/S
SOE Festival Solos – Tuba -Neil A. Kjos	LMM	1/S
SOE Festival Solos – Clarinet-Neil A. Kjos	LMM	1/S
SOE Festival Solos – Bass Clarinet-Neil A. Kjos	LMM	1/S
SOE Festival Solos – Flute -Neil A. Kjos	LMM	1/S
SOE Festival Solos – French Horn -Neil A. Kjos	LMM	1/S
SOE Festival Solos – OboeNeil A. Kjos	LMM	1/S
SOE Festival Solos – Piano Accompaniment -Neil A. Kjos	LMM	1/S
SOE Festival Solos – Snare Drum/Mallets -Neil A. Kjos	LMM	1/S
SOE Festival Solos – Complete Assessment Manual-Neil A. Kjos	LMM	1/S
SOE Festival Solos – Trombone-Neil A. Kjos	LMM	1/S
SOE Festival Solos – Baritone (TC)-Neil A. Kjos	LMM	1/S
SOE Festival Solos – Trumpet-Neil A. Kjos	LMM	1/S
SOE Festival Solos – Tenor Saxophone-Neil A. Kjos	LMM	1/S
SOE Festival Solos – Alto Saxophone-Neil A. Kjos	LMM	1/S
SOE Festival Solos – Baritone Saxophone-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Baritone (Bc)-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Bassoon-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Tuba-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Clarinet-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Bass Clarinet-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Flute-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – French Horn-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Oboe-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Piano Accompaniment-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Snare Drum/Mallets-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Trombone-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Baritone (Tc)-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Trumpet-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Tenor Saxophone-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Alto Saxophone-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 2 – Baritone Saxophone-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Baritone (BC)-Neil A. Kjos	LMM	1/S

SOE Festival Solos Bk 3 – Bassoon-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Tuba-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Clarinet-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Bass Clarinet-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Flute-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – French Horn-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Oboe-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Piano Accompaniment-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Percussion-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Trombone-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Baritone (TC)-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Trumpet-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Tenor Saxophone-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Alto Saxophone-Neil A. Kjos	LMM	1/S
SOE Festival Solos Bk 3 – Baritone Saxophone-Neil A. Kjos	LMM	1/S
Standard of Excellence: Festival Ensembles, Book 1 - 2		
SOE Festival Ensembles Bk 1 - Clarinet -Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 – Alto Clarinet -Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 - Conductor-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 - Drums -Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 - Flute-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 - French Horn-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 - Mallet Percussion-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 - Oboe-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 – Alto/Baritone Sax-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 - Tenor Saxophone-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 - Trumpet-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 – Trombone/Bassoon/Baritone(Bc)-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 - Tuba-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 – Piano/Guita-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 – Electric Bass-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 1 – Drumset-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 – Clarinet/Bass Clarinet-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 – Alto Clarinet-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 - Conductor-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 - Flute-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 - French Horn-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 - Mallet Percussion-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 - Oboe-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 – Alto/Baritone Sax-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 - Tenor Saxophone-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 - Trumpet-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 – Baritone (Tc)-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 – Trombone/Bassoon/Baritone(Bc)-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 - Tuba-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 – Piano Accompaniment-Neil A. Kjos	LMM	1/S
SOE Festival Ensembles Bk 2 – Electric Bass-Neil A. Kjos	LMM	1/S

SOE Festival Ensembles Bk 2 – Drums/Timp/Aux.Perc -Neil A. Kjos	LMM	1/S
<u>Grade 7</u> O Canada (Multo Level) By Calixa Lavallée / arr. David Marlatt	Contact Leader	
Lyrical Anasazi – Edmondson (1) Full Score Aztec Sunrise – Edmondson (1) Full Score A Song for Friends – Daehn (1) Full Score Three Chorales for Band – McGinty (½) Full Score Freedom Road – Paul Lavender (1) Full Score Simple Gifts – Jack Bullock (1) Full Score Lullaby for Wind (1) – Loest Gentle Winds (1) Ye banks and Braes O'Bonnie Doon – Sweeney (1), Music Work Be Still My Soul (1) – R. W. Smith Reflections on the Missouri River (1) Abide with Mer (1) – RW Smith Lullaby - Fisher (1)	LMM 107-7598 LMM 107-7599 LMM 107-7602 MUL 107-7614 LMM 107-7638 LMM 107-7639 Contact Leader	
March Kittyhawk March – Edmondson (1) Full Score Diamond Ridge – McQunty (½) Manhattan Beach – Edmundson Baywood March – Robert Lee (½)	Contact Leader LMM 107-7605 Contact Leader Contact Leader Contact Leader	
Other Fantasy A French Song – Edmondson (1) Full Score Anthem and March – McGinty (1) Full Score Cumberland Gap – McGinty (¾ – 1) Full Score Nottingham Castle – Larry Daehn (1) Full Score Furioso – Robert W. Smith (1) Full Score Ayre and Dance –Bruce Pearson (1) Full Score Cardif Castle – Mark Williams (1) Full Score Bugler Dream – Lavender (½) Fanfare on Ode to Joy– Owens (½) Declarata – Neeck-Bernhouse (1) Shine – Rob Grice (½)	MUL LMM LMM LMM LMM LMM Contact Le Contact Le	eader eader

Grade 8

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

March

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

Contemporary

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

Other

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

Grade 9

Lyrical

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

Provenance – Smith (2) Full Score Annabel Lee – Wagner (2 ½) Full Score Canto – W. Francis MacBeth (2 ½) Full Score As Torrents into the Summer – Elgar / Davis (2+) Full Score They Led My Lord Away – G. Adonarim (2+) Full Score Ashokan Farewell – arr. Custer (2) Appalachian Morning – Sheldon In This Quiet Place – Sheldon Chorale From Jupiter – Curnow (2) Colours of A New Day – Meacham (2)	LMM LMM LMM LMM Contact L Contact L Contact L Contact L Contact L	eader eader eader
March His Honor – Fillmore / Balent (2) Full Score Omaha Beach – Edmondson (2) Full Score Normandy Beach – Edmondson (2) Full Score Host of Freedom B Karl King (2 ½) Full Score Unit March –Steve Hodges (2 ½) Full Score	LMM LMM LMM LMM	109-9284 109-9402 109-9289 109-9404 109-9405
Contemporary Peublo – Higgins (2) Full Score Red Balloon – McGinty (2) Full Score Ancient Voices – Sweeney (1 ½ – 2) Full Score Jungle Dance – Brian Balmages (2) Iron Clad – O'Loughlin (2)	LMM LMM LMM Contact L	
Other Fanfare Ode and Festival – B. Margolis (2 ½) Full Score Battle Pavane – B. Margolis (2 ½ – 3) Full Score Donkey Riding – Donald Croakley (2 – 2½) Full Score Music For The Royal Fireworks – Handel/ Pearson – Bardon (2 – 2½) Full Score Creed – Himes (2 ½) Full Score Early English Suite – Duncombe / Finlayson (2) Full Score At the Crossroads – Robert W. Smith (2 – 2½) Full Score The Great Steamboat Race – Robert W. Smith (2½) Full Score Contrasto Grozso – Jacob DeHahn (2) Full Score Rhythm Machine – T. Broege (2½) Full Score Suite in Minor Mode – Kabalevsky / Siekmamin (2½) Full Score Suite From Bohemia – Nehlybel (2½) Full Score Arrowhead Overture – Williams (2) Full Score Barbarossa – Hines (2) Full Score French Canadian Suite – MacLaughlan (2) Full Score With Trumpets Sounding – Holtgrin Full Score Three Czech Folk Songs – Vinson (2½) Full Score Fanfare for the Unsung Hero – Conaway (2) Black Forest Overture – Sweeney (2) Fanfare and Flourishes II – Curnow (2½) Velocity – Neeck (2) Korean Folks Rhaphsody – Curnow (2) Into the Light – Schaffer (2½)	Contact L Contact L Contact L Contact L Contact L Contact L	eader eader eader eader

Strings Instructional Material (for schools offering string programs)

Developed Deliver Deliver Deliver	110.40	440 40004 00
Bornoff B Finger Pattern B Violin	HMS	118-18001 OP
Bornoff B Finger Pattern B Viola	HMS	118-18002 OP
Bornoff B Finger Pattern B Cello	HMS	118-18003 OP
Bornoff B Finger Pattern B Bass	HMS	118-18004 OP
Bornoff B Fun For Fiddle Fingers Violin	HMS	118-18005 OP
Bornoff B Fun For Fiddle Fingers Viola	HMS	118-18006 OP
Bornoff B Fun For Fiddle Fingers Cello	HMS	118-18007 OP
Bornoff B Fun For Fiddle Fingers Bass	HMS	118-18008 OP
Mueller-Rusch-String Method 1 B Violin	LMM 1cs	s/t 118-18009
Mueller-Rusch-String Method 1 B Viola	LMM 1cs	s/t 118-18010
Mueller-Rusch-String Method 1 B Cello	LMM 1cs	s/t 118-18011
Mueller-Rusch-String Method 1 B Bass	LMM 1cs	s/t 118-18012
Mueller-Rusch-String Method 2 B Violin		s/t 118-18013
Mueller-Rusch-String Method 2 B Viola		s/t 118-18014
Mueller-Rusch-String Method 2 B Cello		s/t 118-18015
Mueller-Rusch-String Method 2 B Bass		s/t 118-18016
Mueller-Rusch-String Method 3 B Violin		s/t 118-18017
Mueller-Rusch-String Method 3 B Viola		s/t 118 18017 s/t 118-18018
Mueller-Rusch-String Method 3 B Cello		s/t 118-18018 s/t 118-18019
Mueller-Rusch-String Method 3 B Bass		s/t 118-18019 s/t 118-18020
Widelier-Nuscri-string Method 5 B bass	LIVIIVI IC	5/1 110-10020
Frost-All For Strings B Book 1 Conductor	1 1 1 1 1 1 1 1	s/t 118-18021
Frost-All For Strings B Book 1 Conductor Frost-All For Strings B Book 1 B Violin		s/t 118-18021 s/t 118-18022
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Frost-All For Strings B Book 1 B Viola		s/t 118-18023
Frost-All For Strings B Book 1 B Cello		s/t 118-18024
Frost-All For Strings B Book 1 B Bass		s/t 118-18025
Frost-All For Strings B Book 2 Conductor		s/t 118-18026
Frost-All For Strings B Book 2 B Violin		s/t 118-18027
Frost-All For Strings B Book 2 B Viola		s/t 118-18028
Frost-All For Strings B Book 2 B Cello		s/t 118-18029
Frost-All For Strings B Book 2 B Bass		s/t 118-18030
Frost-All For Strings B Book 3 Conductor		s/t 118-18031
Frost-All For Strings B Book 3 B Violin		s/t 118-18032
Frost-All For Strings B Book 3 B Viola	LMM 1cs	s/t 118-18033
Frost-All For Strings B Book 3 B Cello	LMM 1c	s/t 118-18034
Frost-All For Strings B Book 3 B Bass	LMM 1cs	s/t 118-18035
Essentials for Strings B Score	LMM 1cs	s/t 118-18036
Essentials for Strings B Violin	LMM 1cs	s/t 118-18037
Essentials for Strings B Viola	LMM 1cs	s/t 118-18038
Essentials for Strings B Cello	LMM 1c	s/t 118-18039
Essentials for Strings B Bass	LMM 1c	s/t 118-18040
Applebaum-Orchestral Bowing Etudes B Violin	LMM 1cs	s/t 118-18042OP
Applebaum-Orchestral Bowing Etudes B Viola	LMM 1cs	s/t 118-18043OP
Applebaum-Orchestral Bowing Etudes B Cello	LMM 1cs	s/t 118-18044OP
Applebaum-Orchestral Bowing Etudes B Bass		s/t 118-18045OP
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Intermediate Fiddling

Method Book

The Townsend Old Time Fiddle Method by Eleanor Townsend		
1994 House of Townsend Publishing Ltd.	NAM	107-7703
Sheet Music		
Jerry Holland's Collection of Fiddle Tunes by Jerry Holland		
2000 Cranford Publications, Cape Breton, Nova Scotia	LMM	107-7704
Fiddle Primer For Beginners by Jim Tolles		
1998 Cassette and Video Learning System	LMM	107-7705
The fiddle Music of Prince Edward Island by Ken Perlman		
1996 Mel Bay Productions, Pacific, Mo.	LMM	107-7706
You Can Teach Yourself Fiddling 1990 Mel Bay Productions, Pacific, Mo.	LMM	107-7707
The Fiddling Club Volume 1994, Marshall Crozman Music Ltd	LMM	107-7708
The Fiddling Club Volume 2 2000 Marshall Crozman Music Ltd.	LMM	107-7709
Folk and Country Waltzes For fiddling Miles Coutiere		
2001 ADG. Publications Lawndale, Ca.	LMM	107-7710
Co-Chruinneachadh MhicChoinnich - Volume 1		
Allan J. MacKenize, Cape Breton, Nova Scotia Publisher - Allan MacKenize	LMM	107-7711
Tin Whistle Songbook Irish Ballads and Music Patrick Conway		
Mel Bay Publications, Pacific, Mo.	LMM	107-7712
Soodums Irish Tin Whistle Tutor Irish music and Ballads for Tin Whistle –		
Volume 2 Pat Conway Walton Manufacturing Ltd., Dublin, Ireland	LMM	107-7713
Soodlums Irish Tin whistle Tutor Ballads, Slowairs, Dance Music and		
Popular Tunes Pat Conway Walton Manufacturing Ltd., Dublin, Ireland	LMM	107-7714
Queens County Fiddlers Repertoire Queens County Fiddlers		
Charlottetown, PEI	NAM	107-7715 OP
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Visual Arts

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

English Language Arts

7ENGA English Language Arts

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Teacher Resources			
7ENGA Curriculum Guide	PEI	-	107-7538
7ENGA Curriculum Support Document	PEI		<u>.edu.pe.ca</u>
Atlantic Canada English Language Arts Foundation Document	PEI	-	101-1005
Achievement Standards for Reading and Writing, Grade 7	PEI	•	107-7967
Book Love by Penny Kittle	PEC	1/t	110-10921
Write Beside Them by Penny Kittle	PEC	1/t	110-10922
I Read It, But I Don't Get It by Cris Tovani	PEM	1/s	110-10080
Whole Class Anthologies & Modules			
Nelson Language & Writing 7 Student Text	NEL	1/p	107-7031
Nelson Language & Writing 7 Teacher Resource	NEL	1/t	107-7032
Nelson Literacy 7 Resource			
 Magazines for Independent and Guided Practice (GIRK) 	NEL	1/2t	107-7919 OP
Media Package	NEL	1/t	107-7918
Teacher's Resource	NEL	1/t	107-7920 OP
Selections for Modelling and Demonstration (Transparencies)	NEL	1/t	107-7917
Student Texts Themes:			
Step Up & Tech Effects (Student Book A)	NEL		107-7914
Mysteries & Fears and Phobias (Student Book B)	NEL		107-7915
Send a Message & Make an Impression (Student Book C)	NEL	1/p	107-7916
Nelson Literacy 7 (Digital Copy) Subscription:	Carati		
Teacher: My Nelson Literacy 7 Online Teaching Center Standard Book 5 to Book 5 to Book 5 to Center	Contact Leader Contact Leader		
Student: eBook Extra A, eBook Extra B, and eBook Extra C			
Subscription to Scholastics Scope Magazine (Hard Copy version)			110-10101
Subscription to Scholastics Scope Magazine (Online version)	SCH	1/p	111-11807
Scholastic Book Club: This Is Who I Am		act Lea	
Teacher's Guide		1/clu	
Audio CD (Fluent Reading)	SCH	1/clu	b
Discussion Dice Pack		1/clu	
Fire Girl (Realistic Novel)	SCH	•	
Poet's Corner (E-zine on CD)	SCH	1/clu	b
Know Yourself and Others (Magazine Article)	SCH	16/cl	ub
Marked (Realistic Novel)	SCH	6/clu	b
Brendan Buckley's Universe and Everything in It (Realistic Novel)	SCH	8/clu	b
Rules (Realistic Novel)	SCH	12/cl	ub
Chu Ju's House (Realistic Novel)	SCH	6/clu	b
Roll Call (Science Fiction Novel)	SCH	1/clu	b
FI Case Report (Procedural Report)	SCH	16/cl	ub
Reality Check (Digital Blog on CD)	SCH	1/clu	b
Dusted and Busted: The Science of Finger Printing (Non-Fiction Book)	SCH	6/clu	b
Dusted and Busted: The Science of Finger Printing (Non-Fiction Book) Have You Seen This Face? (Non-Fiction Book)		6/clu 8/clu	

Guilty by a Hair: Real Life DNA Matches! (Non-Fiction Book)	SCH	6/club
Language and Writing 7 B Text	NEL	1/p 107-7031
Language and Writing 7 B Teacher Edition	NEL	1/t 107-7032
Collins Gage Dictionary 2006		1/5p 107-7045 OP
Roget's Student Thesaurus	PEB	6/t 107-7009
Whole Class Novels & Dramas		
Who is Francis Rain? by Margaret Buffie	UTP	1/3p 107-7055 OP
Summer of Fear by Lois Duncan	ATL	1/3p 107-7014
The Other Side of Dark by Joan Lowry Nixon	ATL	1/3p 107-7013
The Brighter Shadow by Avi	ATL	1/5p 107-7057
Wind Catcher by Avi	ALT	1/5p 107-7059
Underground to Canada by Barbara Smucker	PBC	1/3p 107-7075

Book Club Selections

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

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

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

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

Classroom Library Selections

Classroom library titles have been selected to meet the needs and interests of students. Students are encouraged to read freely from titles available to them in the classroom library. Student choice in reading is strongly encouraged in order to increase engagement.

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

Amal Unbound by Aisha Saeed	2/c 107-70000
American Ace by Marilyn Nelson	2/c 107-70002
Awkward by Sverlana Chmakova	2/c 107-70003
Becoming Muhammad Ali by James Patterson and Kwame Alexander	2/c 107-70087

Booked by Kwame Alexander	-	107-70004
Chase by Linwood Barkley	-	107-70005
Effren Divided by Ernesto Cisneros	•	107-70055
Escape by Linwood Barkley	-	107-70007
Estranged (Book 1) by Ethan M. Aldridge	2/c	107-70008
False Prince (Book 1), The by Jennifer A. Nielson	2/c	107-70009
Fever 1793 by Laurie Halse Anderson	2/c	107-70010
Finding Mighty by Sheela Chari	2/c	107-70011
Finding Perfect by Elly Swartz	2/c	107-70012
Focused by Alyson Gerber	2/c	107-70013
Framed! By James Ponti	2/c	107-70014
Garvey's Choice by Nikki Grimes	2/c	107-70016
Geography of You and Me, The by Jennifer E. Smith	2/c	107-70017
Greetings From Witness Protection by Jake Burt	2/c	107-70018
Hawk by Jennifer Dance	2/c	107-70019
How I Became a Ghost by Tim Tingle	2/c	107-70020
Locomotion by Jacqueline Woodson	2/c	107-70024
Loot (Book 1) How To Steal a Fortune by Jude Watson	2/c	107-70025
Lost in the Amazon:A Battle for Survival in the Heart of the Rainforest		
By Tod Olson	2/c	107-70026
Maybe He Just Likes You by Barbara Dee	2/c	107-70073
No Summit Out of Sight by Jordan Romero	2/c	107-70028
Once (Book 1) by Morris Gleitzman	2/c	107-70029
One and Only Ivan, The by Katherine Applegate	-	107-70030
One For Sorrow by Mary Downing Hahn	-	107-70031
Pants Project, The by Cat Clarke	-	107-70033
Pashmina by Nidhi Chanani	•	107-70034
Rising Sea: Flooding, Climate Change and Our New World	, -	
By Keltie Thomas, Belle Wuthrich, et al.	2/c	107-70036
Rising Water: the Story of the Thai Cave Rescue by Marc Aronson	-	107-70037
Ruins of Gorlan: Ranger's Apprentice (Book 1), The by John Flanagan	•	107-70038
Skin I'm in, The by Sharon G. Flake	-	107-70054
Something Rotten: A Fresh Look at Roadkill by Heather L. Montgomery	-	107-70039
Stormbreaker (Book 1 in the Alex Rider series) by Anthony Horowitz	•	107-70042
Swindle by Gordon Korman	-	107-70043
Took: A Ghost Story by Mary Downing Hahn	•	107-70045
Truth as Told by Mason Buttle, The by Leslie Connor	-	107-70046
Unwanteds (Book 1), The by Lisa McMann	•	107-70047
What Was D Day? By Patricia Brennan Demuth	•	107-70048
Where is Alcatraz? Nico Medina	-	107-70049
Whiteout by W.C. Mack	-	107-70043
Wilder Boys (Book 1) by Brandon Wallace	•	107-70051
Wish in the Dark, A by Christina Soontornvat	-	107-70032
Witch Boy (Book 1), The by Molly Knox Ostertag	-	107-70080
WITCH BOY (BOOK 1), THE BY WONY KNOX OSTERLAS	2/0	107-70033
Orca Currents	4 /1	100.0464
121 Express	1/t	108-8461
Ace's Basement	1/t	108-8462
Agent Angus	1/t	108-8489

Bear Market	1/t	108-8501
Benched	1/t	108-8484
Big Dip	-	108-8487
Bio-pirate	1/t	108-8491
Blob	1/t	108-8469
Bones	1/t	108-8495
Branded	1/t	108-8502
Cabin Girl	1/t	108-8465
Caching In	1/t	108-8492
Camp Wild	1/t	108-8479
Caught in the Act	1/t	108-8486
Chat Room	1/t	108-8466
Daredevil Club	1/t	108-8520
Destination Human	1/t	108-8518
Disconnect	1/t	108-8467
Dog Walker	1/t	108-8511
Explore	1/t	108-8473
Facespace	1/t	108-8463
Farmed Out	1/t	108-8512
Fast Slide	1/t	108-8508 OP
Finding Elmo	1/t	108-8488
Flower Power	1/t	108-8503
High Wire	1/t	108-8493
Hold the Pickles	1/t	108-8513
Horse Power	1/t	108-8504
Hypnotized	1/t	108-8514
In a Flash	1/t	108-8505
Junkyard Dog	1/t	108-8500
Living Rough	1/t	108-8474
Marked	1/t	108-8494
Maxed Out	1/t	108-8521
Mirror Image	1/t	108-8470 OP
Nine Doors	_, · 1/t	108-8515
Oracle	1/t	108-8468
Out of Season	1/t	
Perfect Revenge	-	108-8471
Pigboy	1/t	
Power Chord	1/t	108-8519
Pyro	1/t	
Queen of the Toilet Bowl	1/t	
Rebel's Tag	-	108-8475
Reckless	1/t	108-8510 OP
See no Evil	1/t	
Sewer Rats	1/t	
Shade	-	108-8470
Skate Freak	1/t	108-8472
Slick	1/t	108-8472
Snowball Effect, The	1/t 1/t	
Spoiled Rotten	1/t 1/t	108-8517
Sponed Notten	1/ι	100-0402

Stolen	1/t	108-8496
Struck	1/t	108-8477
Sudden Impact	1/t	108-8478
Swiped	1/t	108-8497
Tampered	1/t	108-8499
Vanished	1/t	108-8498
Watch Me	1/t	108-8509
Windfall	1/t	108-8507
Wired	1/t	108-8490

8ENGA English Language Arts

Teacher Resources			
8ENGA Curriculum Guide	PEI	1/t	108-8604
8ENGA Curriculum Support Document	PEI	lear	n.edu.pe.ca
Atlantic Canada English Language Arts Foundation Document	PEI	1/t	101-1005
Achievement Standards for Reading and Writing, Grade 8	PEI	1/t	108-8408
Book Love by Penny Kittle	PEC	1/t	110-10921
Write Beside Them by Penny Kittle	PEC	1/t	110-10922
I Read It, But I Don't Get It by Cris Tovani	PEM	1/s	110-10080
Whole Class Anthologies & Modules			
Nelson Literacy 8 Kit	NEL	1/t	108-8396 OP
The Nelson Literacy 8 Resource			
 Magazines for Independent and Guided Practice 	NEL	1/t	108-8398
Media Package	NEL	1/t	108-8400
Teacher's Resource	NEL	1/t	108-8399
 Selections for Modelling and Demonstration 			
Student Texts Themes:			
 Global Citizens (Student Book A) 	NEL	1/p	108-8401
 Tech Then and Now (Student Book A) 	NEL	1/p	108-8401
 Secrets (Student Book B) 	NEL	1/p	108-8402
 No Limits (Student Book B) 	NEL	1/p	108-8402
 Reality Check (Student Book C) 	NEL	1/P	108-8403
 Chasing a Dream (Student Book C) 	NEL	1/p	108-8403
The digital components of Nelson Literacy 8 are as follows:			
 Teacher Component: My Nelson Literacy8 Online Teaching Center 	Conta	Contact Leader	
 Student Component: eBook Extra A, eBook Extra B, and eBook Extra C 	Conta	Contact Leader	
Subscription to Scope Magazine (Hard Copy version)	SCH	1/p	110-10101
Subscription to Scholastics Scope Magazine (Online version)	SCH	1/p	111-11807
Scholastic Book Club: History Comes Alive	SCH	1/c	108-8420
Teacher's Guide	SCH	1/cl	ub
Audio CD (Fluent Reading)	SCH	1/cl	ub
The True Confessions of Charlotte Doyle (Historical Novel)	SCH	1/cl	ub
Orphan Story Research Notes (Primary Documents)	SCH		
Wharf Watch (web page on CD)	SCH	1/cl	ub

Camp X (Historical Novel) The Wadjet Eye (Historical Novel) Elephant Run (Historical Novel) A Circle of Silver (Historical Novel) Language and Writing 8 -Text Language and Writing 8 - Teacher Edition Roget's Student Thesaurus	SCH SCH SCH SCH NEL NEL PEB	6/club 8/club 12/club 6/club 1/p 108-8048 1/t 108-8049 6/t 107-7009
Whole Class Novels & Dramas		
Lisa by Carol Mathas	FEN	1/6p 108-8024 OP
The True Confessions of Charlotte Doyle by Avi	NIM	1/3 108-8003 OP
Paradise Café and Other Stories by Kevin Majoer	PEC	1/3p 108-8041 OP
The Unseen by Janet Lunn	NIM	1/3p 108-8042 OP
Ultimate Sports by Donald R. Gallo, Ed.	NIM	6/t 108-8058 OP
The Outsiders by S.E. Hinton	CDS	1/3p 108-8032
Blood Red Ochre by Kevin Major	PEC	1/3p 108-8031 OP
Hatchet by Gary Paulsen	ATL	1/3p 108-8001
Silverwing by Kenneth Oppel		
Skateboard Shakedown by Lesley Choyce	FMC	1/10p 107-7004 OP
Tuesday Café by Don Trembath	RAB	1/10p 108-8217

Book Club Selections

Freak the Mighty by Rodman Philbrick

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

SCH 1/10p 108-8218

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

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

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

Classroom Library

Classroom library titles have been selected to meet the needs and interests of students. Students are encouraged to read freely from titles available to them in the classroom library. Student choice in reading is strongly encouraged in order to increase engagement.

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

ALCONO Provide Children Constitution	2/- 400 0522
Al Capone Does My Shirts by Gennifer Choldenko	2/c 108-8522
Among the Hidden by Margaret Peterson Haddix	2/c 108-8523
Amulet: The Stonekeeper by Kazu Kibuishi	2/c 108-8524
Anne of Green Gables by L.M. Montgomery	2/c 108-8525
Anne of Green Gables: A Graphic Novel by Mariah Marsden	2/c 108-8588
Artemis Fowl: The Graphic Novel by Eoin Colfer	2/c 108-8526
Blackthorn Key by Kevin Sands	2/c 108-8573
Blended by Sharon M. Draper	2/c 108-8572
Breadwinner, The by Deborah Ellis	2/c 108-8593
Brian's Winter by Gary Paulsen	2/c 108-8578
City of Ember, The by Jeanne DuPrau	2/c 108-8527
Coraline by Neil Gaiman	2/c 108-8558
Crazy Man, The by Pamela Porter	2/c 108-8528
Diary of a Young Girl by Anne Frank	2/c 108-8606
Dog's Life: The Autobiography of a Stray, A by Ann M. Martin	2/c 108-8563
Drama by Raina Telgemeier	2/c 108-8577
Elite, The by Kiera Cass	2/c 108-8581
Fatty Legs by Christy Jordan-Fenton	2/c 108-8592
Flipped by Wendelin Van Draanen	2/c 108-8529
Forget Me Not by Ellie Terry	2/c 108-8571
George by Alex Gino	2/c 108-8562
Ghost Boys by Jewell Parker Rhodes	2/c 108-8605
Gravesavers, The by Sheree Fitch	2/c 108-8530
Graveyard Book, The by Neil Gaiman	2/c 108-8557
Harry Potter and the Goblet of Fire by J.K. Rowling	1/c 108-8584
Harry Potter and the Philosopher's Stone by J.K. Rowling	2/c 108-8532
Harry Potter and the Half-Blood Prince by J.K. Rowling	1/c 108-8586
Harry Potter and the Prisoner of Azkaban by J.K. Rowling	2/c 108-8583
Harry Potter and the Chamber of Secrets by J.K. Rowling	2/c 108-8582
Harry Potter and the Order of the Phoenix by J.K. Rowling	1/c 108-8585
Homeless Bird by Gloria Whelan	2/c 108-8533
Inkheart by Cornelia Funke	2/c 108-8534
Inkling by Kenneth Oppel	2/c 108-8556
Invention of Hugo Cabret, The by Brian Selznick	2/c 108-8535
Letters to a Bullied Girl by Olivia Gardner	2/c 108-8536
Life on the Refrigerator Door by Alice Kuipers	2/c 108-8537
Lightning Thief, The by Rick Riordan	2/c 108-8538
Love That Dog by Sharon Creech	2/c 108-8539
Maximum Ride by James Patterson	2/c 108-8575
Middle School: The Worst Years of My Life by James Patterson	2/c 108-8540
Momentus by Hannah Alper	2/c 108-8599
	_, c _c _ c _ c _ c _ c _ c _ c _ c _ c

Mud City by Deborah Ellis Night Divided, A by Jennifer A Nielsen Nine Lives of Travis Keeting, The by Jill MacLean	2/c 108-8594 2/c 108-8569 2/c 108-8541
One For the Murphys by Lynda Mullaly Hunt	2/c 108 8541 2/c 108-8561
Pax by Sara Pennypacker	2/c 108-8542
Petey by Ben Mikaelsen	2/c 108-8600
Prince and the Dressmaker, The by Jen Wang	2/c 108-8567
River, The by Gary Paulsen	2/c 108-8601
Rocket Blues by David Skuy	2/c 108-8544 OP
Schooled by Gordon Korman	2/c 108-8590
Sea of Monsters, The by Rick Riordan	2/c 108-8602
Seedfolks by Paul Fleischman	2/c 108-8546
Skellig by David Almond Thing About Leftevers, The by C.C. Payne	2/c 108-8551 2/c 108-8570
Thing About Leftovers, The by C.C. Payne Tracker by Gary Paulsen	2/c 108-8579
Two Degrees by Alan Gratz	2/c 108-8575 2/c 108-8620
We Are Displaced by Malala Yousafzai	2/c 108-8587
Wednesday Wars, The by Gary D. Schmidt	2/c 108-8559
When Stars are Scattered by Victoria Jamieson et al	2/c 108-8619
When Zachary Beaver Came to Town by Kimberly Willis Holt	2/c 108-8603
Wild Robot, The by Peter Brown	2/c 108-8565
Wonder by R. J. Palacio	2/c 108-8554
Year in the Life of a Total and Complete Genius, A by Stacey Matson	2/c 108-8555
Orca Currents	4/1 400 0464
121Express	1/t 108-8461
Acer's Basement	1/t 108-8462 1/t 108-8489
Agent Angus Bear Market	1/t 108-8489 1/t 108-8501
Benched	1/t 108 8381 1/t 108-8484
Big Dip	1/t 108-8487
Bio-pirate	1/t 108-8491
Blob	1/t 108-8469
Bones	1/t 108-8495
Branded	1/t 108-8502
Cabin Girl	1/t 108-8465
Caching In	1/t 108-8492
Camp Wild	1/t 108-8479
Caught in the Act	1/t 108-8486
Chat Room	1/t 108-8466
Daredevil Club	1/t 108-8520
Destination Human	1/t 108-8518
Disconnect Dog Walker	1/t 108-8467 1/t 108-8511
Dog Walker	1/t 108-8511 1/t 108-8473
Explore Facespace	1/t 108-8463
Farmed Out	1/t 108-8403
Fast Slide	1/t 108-8508
Finding Elmo	1/t 108-8488
•	,

Flower Power	1/t	108-8503
High Wire	1/t	108-8493
Hold the Pickles	1/t	108-8513
Horse Power	1/t	108-8504
Hypnotized	1/t	108-8514
In a Flash	1/t	108-8505
Junkyard Dog	1/t	108-8500
Living Rough	1/t	108-8474
Marked	1/t	108-8494
Maxed Out	1/t	108-8521
Mirror Image	1/t	108-8470 OP
Nine Doors	1/t	108-8515
Oracle	1/t	108-8468
Out of Season	1/t	108-8480
Perfect Revenge	1/t	108-8471
Pigboy	1/t	108-8516
Power Chord	1/t	108-8519
Pyro	1/t	108-8483
Queen of the Toilet Bowl	1/t	108-8464
Rebel's Tag	1/t	108-8475
Reckless	1/t	108-8510
See no Evil	1/t	108-8485 OP
Sewer Rats	1/t	108-8476
Shade	1/t	108-8481
Skate Freak	1/t	108-8472
Slick	1/t	108-8506
Snowball Effect, The	1/t	108-8517
Spoiled Rotten	1/t	108-8482
Stolen	1/t	108-8496
Stuck	1/t	108-8477
Sudden Impact	1/t	108-8478
Swiped	1/t	108-8497
Tampered	1/t	108-8499
Vanished	1/t	108-8498
Watch Me	1/t	108-8509
Windfall	1/t	108-8507
Wired	1/t	108-8490

9ENGA English Language Arts

Teacher Resources

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

Whole Class Anthologies & Modules Nelson Literacy 9

The Nelson Literacy 9 Resource includes

• Magazines for Independent ar	nd Guided Practice (see below) N	EL 1,	/t	
 Media Package (see below) 	N	EL 1,	/t	
 EBook (see below) 	N	EL 1,	/p	
 Teacher's Resource Unit 1 	N	EL 1,	/t	109-9556
 Teacher's Resource Unit 2 	N	EL 1,	/t	109-9556
 Teacher's Resource Unit 3 	N	EL 1,	/t	109-9556
 Teacher's Resource Unit 4 	N	EL 1,	/t	109-9556
Selections for Modelling and D	Demonstration N	EL 1,	/t	
Student Texts Themes:				
 It Takes Courage (Student B 	Book A) N	EL 1,	/p	109-9554
 Turning Points (Student Bo 	ok B) N	EL 1,	/p	109-9555

The digital components of Nelson Literacy 9 are as follows:

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

·		
Subscription to Scope Magazine (Hard Copy version)	SCH	1/p 110-10101
Subscription to Scholastics Scope Magazine (Online version)	SCH	1/t 111-11807

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

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

Additional Scholastic Book Club: Future Worlds	SCH	1/s 109-9578
Teacher's Guide	SCH	1/club
Audio CD (Fluent Reading)	SCH	1/club
The Hunger Games (Science Fiction Novel)	SCH	1/club
They're Made out of Meat (Short Story)	SCH	16/club
Robots Among Us (digital web article)	SCH	1/club
Take Over (Science Fiction Novel)	SCH	9/club
Invitation (Science Fiction Novel)	SCH	8/club
Dark Life (Science Fiction Novel)	SCH	12/club
The Other Side of the Island (Science Fiction Novel)	SCH	6/club
Available at Little Red School House (3 Copies)		
I DATE: OBS. L.T.		4/ 400 0407

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

Young Canada Thesaurus	NEL	6/t	109-9052
Whole Class Novels & Dramas			
Banner in the Sky by Ullman	LJK		109-9004
Cue for Treason by Trease	PEC		109-9005
Hunter in the Dark by Hughes	FWH		109-9043 OP

Book Club Selections

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

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

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

5th Wave, The by Rick Yancey	4/c	109-9608
Bifocal by Deborah Ellis and Eric Walters	4/c	109-9609
Bomb by Steve Sheinkin	4/c	109-9610
Boy 21 by Matthew Quick	4/c	109-9611
Boy in the Striped Pajamas by John Boyne	4/c	109-9612
Bruiser by Neal Shusterman	4/c	109-9614
Cinder by Marissa Meyer	4/c	109-9613
Counting By 7s by Holly Goldberg Sloan	4/c	109-9615
Delirium by Lauren Oliver	4/c	109-9616
Fight for Power by Eric Walters	4/c	109-9617
Finding Gobi by Dion Leonard	4/c	109-9618
Great and Terrible Beauty, A by Libba Bray	4/c	109-9619
Harry Potter and the Deathly Hollows by J. K. Rowling	4/c	109-9620
Home Child by Barbara Haworth-Attard	4/c	109-9621
l am Malala by Malala Yousatzai	4/c	109-9622
Inheritance Games, The by Jennifer Lynn Barnes	2/c	109-9701
Invisible by Christina Diaz Gonzalez	2/c	109-9700
Kira Kira by Cynthia Kadohata	4/c	109-9623
Long Walk to Water by Linda Sue Park	4/c	109-9624
Mango Shaped Space, A by Wendy Mass	4/c	109-9625
Northern light, A by Jennifer Donnelly	4/c	109-9627
Pandemonium by Lauren Oliver	4/c	109-9628
Parvana's Journey by Deborah Ellis	4/c	109-9629
Princess Bride, The by William Goldman	4/c	109-9630
Prisoner B-3087 by Alan Gratz	4/c	109-9631
Projekt 1065 by Alan Gratz	4/c	109-9632
Red Queen, The by Victoria Aveyard	4/c	109-9633
Requiem by Lauren Oliver	4/c	109-9634
Rule of Three, The by Eric Walters	4/c	109-9635
Salt to the Sea by Ruta Sepetys	4/c	109-9636

Silent to the Bone by E. L. Konigsburg	4/c	109-9637
So B. It by Sarah Weeks	4/c	109-9638
Sweetness at the Bottom of the Pie by Alan Bradley	4/c	109-9639
We all Fall Down by Eric Walters	4/c	109-9640
Will to Survive by Eric Walters	4/c	109-9641
Within Reach by Barbara Delinsky	4/	c 109-9642

Classroom Library Selections

Classroom library titles have been selected to meet the needs and interests of students. Students are encouraged to read freely from titles available to them in the classroom library. Student choice in reading is strongly encouraged in order to increase engagement.

Many of the titles are available as ebooks and/or audiobooks through the **Sora App** in our Google Apps for Education.

Bloom by Kenneth Oppel	2/c	109-9673
Boys Who Challenged Hitler, The by Phillip Hoose	2/c	109-9665
Broken Strings by Eric Walters	•	109-9668
Brown Girl Dreaming by Jacqueline Woodson	•	109-9686
Canada at War by Paul Keery	2/c	109-9662
Carey Price: How a First Nations Kid became a Superstar by Catherine Rondina	2/c	109-9674
Distance Between Us by Reyna Grande	2/c	109-9687
Ghost Collector, The by Allison Mills	2/c	109-9660
Ground Zero by Alan Gratz	2/c	109-9678
Illegal by Eion Colfer	2/c	109-9658
Legend (Book 1) by Marie Lu	2/c	109-9667
Long Way Down by Jason Reynolds	2/c	109-9663
Masterminds by Gordon Korman	2/c	109-9675
Masterminds: Criminal Destiny by Gordon Korman	2/c	109-9676
Masterminds: Payback by Gordon Korman	2/c	109-9677
Nimona by Noelle Stevenson	2/c	109-9694
One by Sarah Crossan	2/c	109-9679
On the Fence by Kasie West	2/c	109-9671
Paper Hearts by Meg Wiviott	2/c	109-9664
Piecing Me Together by Renee Watson	2/c	109-9685
P.S. I like You by Kasie West	2/c	109-9672
Pumpkinheads by Rainbow Rowell	2/c	109-9659
Refugee 87 by Ele Fountain	2/c	109-9682
Shelter (Book 1) by Harlan Coben	2/c	109-9666
Shoe Dog: A Young Reader's Edition by Phil Knight	2/c	109-9681
Snow Soccer by David Trifunov	2/c	109-9683
Sugar Falls: A Residential Story by David A. Robertson	2/c	109-9661
Very Large Expanse of Sea, A by Tehereh Mafi	2/c	109-9670
Warcross by Marie Lu	2/c	109-9670
Ours Commands		
Orca Currents	4 /-	100.0464
121Express	•	108-8461
Ace's Basement	•	108-8462
Agent Angus	1/t	108-8489

	4 /:	100 0501
Bear Market	1/t	108-8501
Benched Bio Dia	1/t	108-8484
Big Dip	-	108-8487
Bio-pirate	1/t	108-8491
Blob	1/t	108-8469
Bones	1/t	108-8495
Branded	1/t	108-8502
Cabin Girl	1/t	108-8465
Caching In	1/t	108-8492
Camp Wild	1/t	108-8479
Caught in the Act	1/t	108-8486
Chat Room	1/t	108-8466
Daredevil Club	1/t	108-8520
Destination Human	1/t	108-8518
Disconnect	1/t	108-8467
Dog Walker	1/t	108-8511
Explore	1/t	108-8473
Facespace	1/t	108-8463
Farmed Out	1/t	108-8512
Fast Slide	1/t	108-8508
Finding Elmo	1/t	108-8488
Flower Power	1/t	108-8503
High Wire	1/t	108-8493
Hold the Pickles	1/t	108-8513
Horse Power	1/t	108-8504
Hypnotized	1/t	108-8514
In a Flash	1/t	108-8505
Junkyard Dog	1/t	108-8500
Living Rough	1/t	108-8474
Marked	1/t	108-8494
Maxed Out	1/t	108-8521
Mirror Image	1/t	108-8470
Nine Doors	1/t	108-8515
Oracle	1/t	108-8468
Out of Season	•	108-8480
Perfect Revenge	-	108-8471
Pigboy	-	108-8516
Power Chord	1/t	108-8519
Pyro	1/t	108-8483
Queen of the Toilet Bowl	-	108-8464
Rebel's Tag	-	108-8475
Reckless	-	108-8510
See no Evil	1/t	
Sewer Rats	•	108-8476
Shade	-	108-8481
Skate Freak	1/t	108-8472
Slick	1/t	108-8506
Snowball Effect, The	-	108-8517
Spoiled Rotten	-	108-8317
Sponed Noticii	1/ι	100-0407

Stolen	1/t	108-8496
Stuck	1/t	108-8477
Sudden Impact	1/t	108-8478
Swiped	1/t	108-8497
Tampered	1/t	108-8499
Vanished	1/t	108-8498
Watch Me	1/t	108-8509
Windfall	1/t	108-8507
Wired	1/t	108-8490

Career and Technical Education

CTE – Intermediate Technology Education Curriculum Guide

Please contact the Career and Technology Education Leader for resources.

PEI 1/t 110-10956

Life Skills - Foods

Life Skills Foods Curriculum Guide

PEI 1/t 107-7595

Mathematics

7MATA Mathematics

7MATA Curriculum Guide	PEI	1/t	107-7568
Mathology/Matific Online Site Licence (5 yr)	PEI	1/t	108-8625
Mathology Grade 7 Practice Workbook Student Edition	PEC	1/t	107-70092
Mathology Grade 7 Practice Workbook Teacher Edition	PEC	1/t	107-70093
Math on Call (Mathematics Handbook)	MHR	1/t	107-7551

8MATA Mathematics

8MATA Curriculum Guide	PEI	1/t	108-8237
Mathology/Matific Online Site Licence (5 yr)	PEI	1/t	108-8625
Mathology Grade 8 Practice Workbook Student Edition	PEC	1/t	108-8626
Mathology Grade 8 Practice Workbook Teacher Edition	PEC	1/t	108-8627
Math on Call (Mathematics Handbook)	MHR	1/t	107-7551

9MATA Mathematics

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

Physical Education

7-9 Physical and Health Education Curriculum Guide	PEI	1/t	
Physical Education Curricular Intramural, Interschool Safety Guidelines (K-12)	PEI	1/s	100-492
Teaching Personal and Social Responsibility through Physical Activity – 3rd ed.	HUK	1/s	107-7669
Physical Education Assessment Toolkit	HUK	1/s	107-7611 OP
Student-Designed Games	HUK	1/s	107-7665
Transforming Play: Teaching Tactics and Game Sense	HUK	1/s	107-7616
Complete PE Plans for Grades 5-12, 2nd ed.	HUK	1/s	107-7615
Teaching Yoga for Life	HUK	1/s	107-7612 OP
Play Practice, A Games Approach	HUK	1/s	107-7606 OP
Healthy Active Living 2.0	Onlin	ie Co	ontact Leader
Teen Mental Health Literacy	Onlin	ie Co	ontact Leader

Science

7SCIA Science

PEI 1/t

SCH 1/p 109-9597 OP

SCH 1/p 109-9599 OP

PEC 1/cs/t 109-9588

		- <i>i</i> -
Science Safety Resource Manual	PEI	1/t 101-1587
Discovering Science 7, 2008 – Student Edition	MHR	1/p 107-7999
Discovering Science 7, 2008 – Teacher Resource	MHR	1/t <u>learn.edu.pe.ca</u>
8SCIA Science		
8SCIA Curriculum Guide	PEI	1/t
Science Safety Resource Manual	PEI	1/t 101-1587
Discovering Science 8, 2009 – Student Edition	MHR	1/p 108-8418 OP
Discovering Science 8, 2009 – Teacher's Resource	MHR	1/t <u>learn.edu.pe.ca</u>
9SCIA Science		
PEI Science Curriculum Guide (2018)	PEI	1/t
Scholastic Issues21 Series		
-Biodiversity	SCH	1/p 109-9598 OP
-Overpopulation	SCH	1/p 109-9601 OP

Pearson Investigating Science 9 Pearson Big Idea High-Low Reader Series

-Climate Change

-Energy

7SCIA Curriculum Guide

-Diversity of Life PEC 1-2/c 109-9596
-Habitats and Communities PEC 1-2/c 109-9593
-Chemistry PEC 1-2/c 109-9594
-Our Healthy World PEC 1-2/c 109-9595

Social Studies

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

7SOCA Social Studies

History 7 Student Book	NEL	cs/t 107-70065
History 7 Teacher Resource	NEL	1/s 107-70066
History 7 Enhancements	NEL	cs/t 107-70067
History 8 Student Book	NEL	cs/t 107-70069
History 8 Teacher Resource	NEL	1/s 107-70070
History 8 Enhancements	NEL	cs/t 107-70068
Classroom Atlas of Canada and the World Teacher Resource		107-7777 OP

8SOCA Social Studies

8SOCA Curriculum Guide	PEI 1/t 108-8348
Think History	PEC 1/s 108-8622
Think History Teacher's eGuide	Contact Leader
Canadian Identity	NEL 1/p 108-8346
Canadian Identity Teacher Resource	NEL 1/t 108-8347
Classroom Atlas of Canada and the World Teacher Resource	RAM 1/s 107-7777 OP

9SOCA Social Studies

9SOCA Curriculum Guide	Contact Leader		
Nelson GEO 8	NEL 1/s 109-9085		
Nelson GEO 8 Teachers Resource	NEL 1/t 109-9086		
Classroom Atlas of Canada and the World Teacher Resource	RAM 1/s 107-7777 OP		

French Programs

Core French

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

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

7FREA Core French

Mon réseau Ma Vie

*Professional Bundle 1 (digital access and teacher's guide)	1/t	Contact Leader
On est capable	1/p	107-7062
On est en forme	1/p	107-7061
La Roue 7 ^e (French version)	1/p	107-7141
La Roue A1 (to be used as review beginning of the year)	1/t	104-4590
Portfolio d'apprentissage	1/t	107-7023

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

8FREA Core French

Mon réseau Ma Vie

*Professional Bundle (see grade 7)	1/t	Contact Leader
On part à l'aventure	1/p	108-8595
On se débrouille	1/p	108-8596
La Roue 7 ^e (Sept review)	1/t	107-7141
La Roue 8 ^e (French version)	1/p	108-8459
Portfolio d'apprentissage	1/t	107-7023

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

9FREA Core French

Mon réseau Ma Vie 2

Professional bundle 2 (digital access and teacher's guide)	1/t	Contact Leader
On s'informe	1/p	109-9643
On se prépare pour l'avenir	1/p	109-9644
La Roue 8 ^e (to be used for review)	1/t	108-8459

La Roue 9 ^e (French version) Portfolio d'apprentissage	1/p 109-9650 1/t 107-7023
Please note: Grade 8/9 split classes are to contact the curriculum leader.	
Reference Materials for Teachers 7-8-9	

1/t 109-9652

1/t 109-9653

1/t 109-9655

La Communication Orale - Une compétence à développer

Le continuum en communication orale spontanée

Ma roue de cheminement personnelle

Early French Immersion Language Arts (EFI)

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

	,			, ,	
Le métaguide		PEI	1/t	107-7698	
Mes ateliers d'écriture		PEI	1/s	107-7700	
Ma trousse d'écriture 7		TCM	1/t	107-7826	
Recueil d'activités de lecture		TCM	1/t	106-6349	
Une histoire à 4 voix		REN	1/t	107-7135	
Activités Motivantes de Communication Orale		CHN	1/t	107-7990	
L'immersion en français au Canada: Guide pratique d'enseignement		CHE	1/t		
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Grammar Resources

La grammaire de base, Guide d'enseignement (teacher's guide)	ERPI	1/t 107-7570
Clé pour la grammaire	GUE	33/t 107-7197

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

Grade 7	

#Laclasse A1, Manuel de l'élève (numérique seulement) #Laclasse A1, cahier de l'élève (numérique seulement) #Laclasse A1, guide du professeur (numérique)	CLE CLE	1/s 112-12667 1/s 112-12668 1/tContact Leader
Grade 8 #Laclasse A2, Manuel de l'élève (numérique seulement) #Laclasse A2, cahier de l'élève (numérique seulement) #Laclasse A2, guide du professeur (numérique)	CLE CLE CLE	1/s 112-12669 1/s 112-12670 1/tContact Leader
Grade 9		
#Laclasse B1, Manuel de l'élève (numérique seulement)	CLE	1/s 112-12671
#Laclasse B1, cahier de l'élève (numérique seulement)	CLE	1/s 112-12672
#Laclasse B1, guide du professeur (numérique)	CLE	1/tContact Leader

7FREF French Language Arts (EFI)

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

Aller-Retour	REN 1/p 107-7	118
Le Petit Prince	REN 1/p 107-7	594

Reference Materials and literacy support resources 7 (EFI)

L'amour et l'amitié en poésie Le grand Quiz - rouge et or

Coffret Globe-Trotter Mauve Science Humaines ERPI 1/c 107-7992

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

8FREF French Language Arts (EFI)

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

Literature Resources

Carmen en fugue mineur REN 1/p 109-9067

Reference Materials and literacy support resources 8 (EFI)

Clé de l'orthographe des verbes français MOD 6/t 107-7173 Répertoire des anglicismes GUE 1/p 107-7196

Les mots à la bouche

Boîte de littératie - 8e année - Titres variés

9FREF French Language Arts (EFI)

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

Literature Resources

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

Reference Materials and literacy support resources 9 (EFI)

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

Boîte de littératie – 9^e année - Titres variés

Late French Immersion & Middle Immersion

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

•	107-7570 107-7569 OP
PI 1/p	107 7560 OD
	107-7309 OF
M 1/t	107-7698
N 1/t	107-7990
M 1/t	106-6349
E 1/t	
1/t	Contact Leader
1	M 1/t IN 1/t M 1/t IE 1/t

7FREG French Language Arts (LFI)

Français Immersion Tardive – Programme d'études 7^e année PEI 1/t 107-7021

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

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

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

7FREF French Language Arts (MI)

Français Immersion-Précoce programme d'études 7e année PEI 1/t 107-7098

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

Le chandail de hockey REN 1/t 112-12565

Le chandail de hockey DVD

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

8FREG French Language Arts (LFI)

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

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

8FREF French Language Arts (MI)

Français Immersion-Précoce programme d'études 8e année PEI 1/t 107-7098

Reference Materials and literacy support resources 8 (MI) - titres variés Contact Leader

Boîte de littératie – 8^e année (MI) - Titres variés Contact Leader

9FREG French Language Arts (LFI)

Français Immersion Tardive – Programme d'études 9e année	PEI	1/t	109-9592
Carmen en fugue mineure	REN	1/p	109-9067
Placide, l'homme mystérieux à New York	BOU	1/p	109-9247

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

Guide de littérature pour la 9^e année – immersion tardive PEI 1/t 109-9161

9FREF French Language Arts (MI)

Français Immersion-Précoce programme d'études 9^e année PEI 1/t 107-7098

Reference Materials and literacy support resources 9 (MI) - titres variés Contact Leader Boîte de littératie – 9^e année (MI) - Titres variés Contact Leader

Mathematics (French Immersion)

7MATF Mathematic

Programme d'études – Mathématiques 7 ^e	PEI	1/t <u>learn.edu.pe.ca</u>
Chenelière Mathématiques 7 - Manuel de l'élève	TCM	1/p 107-7750
Chenelière Mathématiques 7 - Guide de l'enseignant	TCM	1/t 107-7751
Chenelière Mathématiques 7 - Cahier d'activités et d'exercices	TCM	1/t 107-7764
Chenelière Mathématiques 7 - Cahier d'activités (corrigé)	TCM	1/t 107-7776

8MATF Mathematics

Programme d'études – Mathématiques 8 ^e	PEI	1/t <u>learn.edu.pe.ca</u>
Chenelière Mathématiques 8 - Manuel de l'élève	TCM	1/p 108-8343
Chenelière Mathématiques 8 - Guide de l'enseignant	TCM	1/t 108-8344
Chenelière Mathématiques 8 - Cahier d'activités et d'exercices	TCM	1/t 108-8354
Chenelière Mathématiques 8 - Cahier d'activités (corrigé)	TCM	1/t 108-8349

9MATF Mathematics

Programme d'études – Mathématiques 9 ^e	PEI	1/t <u>learn.edu.pe.ca</u>
Liens mathématiques 9 – Manuel de l'élève	TCM	1/p 109-9547
Liens mathématiques 9 - Guide de l'enseignant	TCM	1/t 109-9548
Liens mathématiques 9 – Banque d'évaluation informatisée	TCM	1/t 109-9557

Science (French Immersion)

7SCIF Science

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

8SCIF Science

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

9SCIF Science

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

Social Studies (French Immersion)

7SOCF Social Studies

Histoire à la carte (1 ^{er} cycle du secondaire) Fascicules 1 à 4	CEC 1/p 107-70088
Géo à la carte-Cartes et croquis (1er cycle du secondaire)	CEC 1/cs/t 107-70090
Horizons 7 : L'Antiquité	TCM 1/4p 107-7922
Je découvre les civilisations anciennes	TCM 1/4p 107-7957
Les Égyptiens	TCM 1/4p 107-7954
Les Grecs	TCM 1/4p 107-7955
Les Romains	TCM 1/4p 107-7956
Civilisations anciennes	MOD 1/4p 107-7941

Reference Materials

Programme d'études – Sciences humaines 7 ^e	PEI	Contact Leader
Les six concepts de la pensée historique	MOD	1/t 107-70077
Affiches de la pensée historique (6 affiches laminées)	PEI	1/t Contact Leader
Enseigner la pensée géographique	CTC	1/t 107-70001
Leçons modèles de la pensée géographique	CTC	1/t 107-70078
Les sept enseignements sacrés (album de David Bouchard)	PLA	1/t 107-70076
Les sept enseignement sacrés (7 affiches)	IND	1/t Contact leader
Cartes- Clichés d'histoire	TC2	1/t 108-8063
Modulo-Manuel de l'élève-7e année	PEI	1/t Contact leader
Étrangère chez moi (roman de Margaret Pokiak-Fenton)	SCH	1/t 107-70075
Ligne de temps-époques historiques (bannière laminée)	PEI	1/t Contact Leader
Carte Equal earth	PEI	1/t Contact Leader
L'Égypte des Pharaons (Encyclopes)	LGO	1/t 107-7944
La Grèce ancienne (Encyclopes)	LGO	1/t 107-7945
Rome et l'Empire romain (Encyclopes)	LGO	1/t 107-7946

8SOCF Social Studies

Histoire à la carte (1∝cycle du secondaire)-Fascicules 5 et 6	CEC 1/p 107-70088
Géo à la carte-Cartes et croquis (1 ^e cycle du secondaire)	CEC 1/cs/t 107-70090
Réalités 1B	ERPI 1cs/t 107-7940
Réalités 2A	ERPI 1cs/t 108-8405 OP
L'Acadie de l'ÎPÉ 300 ans d'histoire (10 copies)	CHE 1cs/t 106-6155

Reference Materials

Programme d'études – Sciences humaines 8 ^e	PEI	1/t Contact leader
Les six concepts de la pensée historique	MOD	1/t 107-70077
Affiches de la pensée historique (6 affiches laminées)	PEI	1/t Contact Leader
Leçons modèles de la pensée géographique	CTC	1/t 107-70078
Ligne de temps-époques historiques (bannière laminée)	PEI	1/t Contact Leader
Carte Equal earth	PEI	1/t Contact Leader
L'enseignement des traités en français	PRE	1/t 108-8621
Passe à l'action pour la réconciliation: Place au changement	SCH	1/cs/t 108-8067
Le chant d'honneur (album)	ACA	1/t 108-8062

La petite robe rouge (album)	ACA	1/t	108-8060
Les Mi'kmaq de l'ÎPÉ.	GRA	1/t	108-8061
Cartes-Tempo Chrono Histoire du Monde	REN	1/t	108-8064
Globe terrestre	BRA	1/t	108-8066
L'époque médiévale	MOD	1/t	108-8387
L'encyclopédie jr : Le Moyen âge	LGO	1/t	108-8412
Enseigner la pensée géographique	CTC	1/t	107-70001
Trésors de la Renaissance		1/t	108-8411 OP

9SOCF Social Studies

Programme d'études – Sciences humaines 9e année	PEI	1/t 109-9170
Territoires 2 – Manuel de l'élève	ERPI	1cs/t 109-9561
Territoires 2 – Guide de l'enseignant	TCM	1/t 109-9606
Enseigner la pensée géographique	CTC	1/t 107-70001
Atlas atlantique Beauchemin	TCM	30/t 109-9378

Reference Materials

Agissez! Guide pour une citoyenneté active	MOD 1/t 109-9571
DVD – Si la Terre était un village de 100 personnes	VEC 1/t 109-9570
L'étude de l'actualité en salle de classe	PEI 1/t 101-1022
Le métaguide	TCM 1/t 107-7698
Carte murale (éducative) de l'ÎPÉ	Contact Leader