

COURSE CALENDAR

2008-2009

Grades 1 – 8



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THE SCHOOL'S OVERALL GOALS AND PHILOSOPHY

OUR MISSION

The mission of Venta Preparatory School is to enable its students to develop their personal potential:

- physically
- intellectually
- socially
- spiritually

OUR GOAL

Our goal is to educate the whole child. We achieve this by applying three basic tenets of the programme with equal emphasis:

- the academic curriculum
- the social environment
- the development of self-discipline and a strong work ethic

Since its founding in 1981, Venta has assumed the role of an alternative to the large school classroom. Enrollment at the school is limited to approximately 90 students; the overall student/teacher ratio is 6:1. This size allows the teachers to give attention to each child so that all students can reach their full potential.

At Venta we provide the opportunity for our students to develop their personal potential: physically, intellectually, socially and spiritually. Venta develops students' talents, following the school motto, "Let the Talent Soar!"

PHILOSOPHY

- each student must perform to his or her personal best
- competence, not competition, is the goal
- the development of a healthy work ethic is important - anything worth doing is worth doing well

CODE OF BEHAVIOUR

Venta Preparatory School is committed to the ideal of developing fully each child's potential - physically, intellectually, socially and spiritually. The following code of student behaviour is viewed as a means of developing self-awareness and self-discipline, and of maintaining a safe and orderly school environment for all students.

Students are expected to:

- Be ***punctual*** for classes, meals, assemblies and all other school activities. If a student is late for any activity he/she inconveniences the teacher, disturbs the other students and misses valuable instruction time.
- Show ***respect for authority*** by complying with the rules of the school and the expectations of the staff. The rules that have been established are based on respect for self and for others.
- Show ***respect for peers*** by being courteous and considerate in their dealings with other students.
- Show ***respect for property*** by treating the school grounds, buildings and all the school property with the same respect normally given to their valued personal property.
- Be ***prepared for classes*** by having notebooks, textbooks and all materials that the teacher has indicated are necessary; having homework completed on time; having assignments submitted on due dates; preparing for tests and examinations.
- Be ***properly attired*** in the school uniform. For students in Grades 9 and 10, classroom wear includes the school jacket, tie and trousers for boys, and the school jacket and kilt for girls. Students in Grades 1-8 wear the same uniform with school sweaters rather than jackets.

Classroom Groupings

The maxim that there are no two individuals alike applies to the students in a Venta classroom. To accommodate different levels of abilities and skills in various subjects, students are grouped according to mastery of the subject matter and/or their individual pace of learning. For this purpose, on admission, all students are assessed by the psychologist and the Director of Studies. After consultation with the teachers, they are placed in groups of 5-12 students, on a per subject basis, according to their skill levels and their individual needs.

Parents will be notified after pre-admission testing as to the programmes that will be set in place in order to assist students to reach their potential. If individual tutoring is indicated, parents will be informed as to the measures taken by the staff.

Evaluation

Every piece of a student's work is evaluated. Only with guidance and encouragement can a young person strive for excellence. Students learn that only a complete, attractively presented and well organized assignment is accepted. Several reviews may be needed before the final copy is achieved.

The students' notebooks are checked regularly; they are a means of enforcing reflection upon the orderliness and aesthetics of one's written work.

The student's performance is reported to the parents three times during the course of the academic year: December (Term 1), April (Term 2) and June (Term 3). Marks for students in Junior 1 to Junior 4 are presented as levels (See Appendix "B1"). For students in Junior 5 and Grade 8 (See Appendix "B2"), two columns in the report card - Term and Exam - reflect the student's application to day by day work (Term mark) and their ability to give an account of what they have learned over the entire year (Exam mark). The term mark is given more weight in relation to the exam mark (70% vs. 30%). The term mark reflects the gradual learning process: participation in class, daily assignments in the form of quizzes and tests, major - long term - projects and book reports. The exam mark reflects the student's ability to work independently, to concentrate in preparation for the exam and to recall the material learned.

The two marks taken together are meaningful indices of the students' cognitive style. Some students are more comfortable in daily work with teacher guidance, and may "freeze" in exam situations; others experience daily work as tedious, but are quick to absorb the material and succeed on an examination.

List of Distinction

Rewards not contingent upon the child's personal effort are discouraged. However, students need tangible markers to see the results of their efforts. In an attempt to meet this need, a List of Distinction has been introduced. In a weekly meeting the teachers reward students who persist at hard work and fulfil their responsibilities, by placing them on the "List", (See appendix "C1"/"C2"), which is displayed in a prominent location:

To be recognized for the List of Distinction, students must strive to do their personal best. If a student performs far below their personal potential or fails to complete assigned work, the student will automatically receive a "Needs Improvement"/"2" in their daily agenda.

If the staff is concerned about a student's performance, the Director of Studies will be in touch with the parents. An interview might be set up, or a request made that a day student remain at school for the supervised evening study. A decision about the best course of action is made in consultation with the parents of the students concerned.

Student of the Month

The student(s) will be recognized as "Student of the Month" if he/she is consistently on the "List" throughout the duration of a specific month. The student(s) will receive a framed certificate acknowledging their sustained efforts.

After School - Home Work

The daily study period is used as a means of training in responsibility. To relieve parents, most of whom work long hours, homework is done at school, under supervision. Depending on the grade level, students have both physical education and study during the periods between 3:15 p.m. to 5:30 p.m.

Assignments are expected to be completed in the study period. Occasionally, students may be expected to augment skills at home, for example - study a speech or research a project. At times, it may be necessary to practice certain skills, such as oral reading; in these instances, the teacher will be in touch with parents.

Transition Year - Grade 8

Grade 8 is considered a transition year. The students become aware of the differences between junior school, and grades nine and ten. At this time, students are introduced to more than one teacher, in a modified way.

In an attempt to encourage independence, students complete assignments at home. However, we do encourage parents to check the daily agenda, which indicates the current and long-term assignments. Parents should be a "presence" at this important time. Homework is best completed in a quiet, controlled environment where an adult, who is similarly occupied, is present. The location should be the same every night and the time allocated for completion should be approximately one and a half hours.

Reporting

The learning process does not depend on natural endowment alone. The ability to learn calls for total personal commitment on the part of the student. Twice a year - in December and April - parents receive an anecdotal report in which the teachers describe the content of the courses, outline the methodologies employed, and, in view of this, relate how students respond to the course material.

Through a variety of assignments teachers determine students' strengths and weaknesses in the curriculum expectations for each course. Marks and comments in reports are a means of inviting parental participation.

Parents should keep a copy of the school reports for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.

Furthermore, there will be three Interim Reports sent to parents and three scheduled parent classroom visits. The reports are designed to give parents a brief overview of their child's progress in terms of learning skills. The classroom visits provide parents with the opportunity to review school work and participate in a student led conference.

SUMMARY

- J1 to J5 Parent Classroom Visit – October 10th, 2008 (2:30-3:30p.m.)
- Interim Report – October 17th, 2008.
- Grade 8 Parent Classroom Visit – October 17th, 2008 (3:15-4:15)
- Progress Report/Report Card – December 12th, 2008 (Term 1)
- Interim Report – February 10th, 2009
- J1 to Grade 8 Parent Classroom Visit – February 13, 2009 (2:30-3:30p.m.)
- Progress Report / Report Card – April 9th, 2009 (Term 2)
- Grade 8 Parent Classroom Visit – April 24th, 2009 (3:15-4:15p.m.)
- J1-J5 Parent Classroom Visit – May 1st, 2009 (3:15-4:15p.m.)
- Interim Report – May 4th, 2009
- Report Card/Principal's Report – June 26th, 2009 (Term 3)

Interviews

In mid-October, after teachers have become more knowledgeable about student patterns and learning styles, interviews will be set up with parents. Junior 1 to Junior 4, and all new parents will meet with staff at this time. Junior 5 and grade 8 sessions will occur in January. However, interviews may be scheduled at any time by contacting the Director of Studies (Ext. 224).

All appropriate teachers, the Principal, and the Director of Studies will be present. These consultations will be one half hour in duration. A telephone conference will be arranged with parents who are unable to attend.

COURSE DESCRIPTIONS

General Comments

A number of our academic programmes have features that are true for all elementary grades. Expectations might vary between students in Junior 1 and Grade 8, but the goals are similar.

These generalized summaries are here at the beginning of the course descriptions and pertain to all grades. Specific course descriptions for each grade follow these general comments which include some activities which are unique to Venta Preparatory School.

Art Programme

The teaching of visual arts at Venta takes place at all grade levels and develops creativity in our students. As with music, art enhances learning and has a positive carry over to other subject areas. Students develop an appreciation of design, architecture and the Great Masters. Regular trips to workshops at the National Gallery provide an opportunity to view the outstanding collection. This experience allows students to experiment with techniques, under the supervision of gallery staff.

Annually, students submit work for the Venta Art Show. Parents are invited to view and judge student work.

A nominal fee is charged for supplies. The amount does not cover the total cost and is pegged to the cost of supplies used at each grade level.

Specific Expectations : Grades 1-8

Our students will be exposed to the basic elements of visual art: colour, line, geometric and organic shape and form, texture, and design. They will be encouraged to make artistic choices when producing art. Through experience, they will be able to identify a variety of artistic tools, materials, and techniques they will need, to execute their work. Our goal is to make them aware of the many ways in which art enhances the quality of their lives.

At all levels, they will critique their own drawings as well as those of peers. As well, they will be encouraged to respond to a variety of art work appropriate to their age level. In all grades students will react to work of a variety of artists, appropriate to their grade level. For example, J.E.H. MacDonald's "The Tangled Garden" in grade 3, "The Red Maple" by A.Y. Jackson in grade 5, and "Lyra" by Aiko Suzuki in grade 7.

French Programme - Le Français at Venta

Venta students are involved in a French programme designed to meet their individual academic needs, in an engaging atmosphere which is structured to develop creative and accurate linguistic competency. French is the language of communication during all oral reinforcement classes, so students can practise speaking in French and hearing French spoken consistently. Language experimentation is highly encouraged in order to develop, through error correction, a greater degree of fluency. Language skills are learned in an atmosphere in which communication is encouraged as the basis for developing more complex reading and writing skills. Venta's French programme is specifically designed to ensure that all students develop the confidence to communicate in French, and the skills to read and write accurately and consistently. Lessons are presented in a highly supportive environment in which speaking skills are gradually introduced, continuously practised and consolidated. These skills are concurrently supported and enhanced with the introduction and refinement, to an advanced level, of reading and writing, based upon Ontario Ministry of Education learning expectations. Learning activities contain a balance of oral communication, reading and writing skills taught in contexts that reflect the students' interests and concerns. In this way, students are encouraged to apply their knowledge of French to situations that are meaningful to them. Additionally, through cognitive grammar exercises students develop the basic understanding of the language necessary to progress with a high level of linguistic accuracy. Venta's French programme supports all learners, from beginners to students with previous immersion experience. Each student is challenged to develop and enhance his or her skills using a wide range of resources, including conversation with the teacher and others in class, French textbooks, novels from the school library, and research sources, including the Internet.

LANGUAGE PROGRAMME : Grades 1-8

At all grade levels students are encouraged to read for information and enjoyment. Students complete book reports; understanding of the elements of the novel - plot, character, setting and conflict, varies from student to student. It is our goal to have students working towards the edge of their comfort range. One quick way of knowing whether a novel is suitable, is to consider the vocabulary. Read three or four pages. If the content is to offer a challenge, the reader should refer to a dictionary to understand two or three words. Less than this number indicates the book is too easy, and more than ten presents a problem.

Our developing writers are encouraged to prepare a number of drafts, and to edit carefully for errors in spelling, punctuation and sentence structure. Peer evaluation is a useful tool as well.

All students in J2-Grade 10 compete in an annual public speaking contest. Parents are invited to join us for the school event which takes place towards the end of the first semester.

Music Programme and School Band

Music is an integral part of the academic programme at Venta. The programme begins with the Orff and Kodaly methods of tonal and rhythmic training, which focus on the child's ability to listen, to match tones between instruments and to transpose a melody from one instrument to another. This programme requires that the child learn to play not as a soloist, but as a member of the group, hence socialization. The programme is extremely beneficial in refining language skills. Learning at Venta is greatly enhanced by these classes, which involve the brain at almost every level.

To reinforce the student's mastery of his own self-listening, a great deal of singing is included in the programme. This allows for listening to one's own voice, learning to master voice control and translating this mastery into the harmony and melody of song.

School Bands

All students from Junior 5 to Grade 10 are members of the Senior Band. As much as possible, students are assigned to an instrument, which suits their learning style.

The senior band performs at school functions and takes part in the annual MusicFest regional competition. We admire the goals of this organization, which evaluates each participating band on an individual basis. After each MusicFest performance, a professional musician instructs band members, in a constructive manner; the emphasis through this friendly gathering is on growth and learning.

PHYSICAL EDUCATION AND HEALTH

Sports Programme

The underlying philosophy of Venta's daily Physical Education programme is "healthy body - healthy mind". Our goal is to instill in the students a life-long habit of regular physical activity, which will enhance their physical and mental well-being.

Competence rather than competition is our approach in the classroom and on the playing field. All students, regardless of age or ability, are instructed in team sports. They also participate in track and field, snowshoeing, skating and skiing. The annual ski trip is integrated into the Physical Education programme. In all of these activities there is a three-fold aim of refining the body, teaching skills and instilling the habits of good sportsmanship.

The Physical Education Programme usually takes place outside, on a number of well-maintained areas developed for specific activities and sports: soccer, football, baseball, hockey, track and field, basketball and snow shoeing are some examples.

Students are grouped for instruction at appropriate levels. Junior 5 and grade 8 are together, but the programme is designed so that content differences between the two grades are accommodated. The same practice is followed for the combination of grades in Junior 3 and Junior 4. Health instruction is delivered to the aforementioned groupings with the same proviso as with physical activities. Occasionally, inclement weather necessitates an indoor period.

Following the Christmas break, students are required to bring the following items to school in order to participate fully in the winter sports activities:

- skates and hockey stick;
- hockey helmet with face mask.

GRADE 1

ART PROGRAMME

Students will:

- produce two- and three-dimensional works of art that communicate ideas thoughts, feelings, experiences, for specific purposes;
- use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art;
- describe how the ideas in a variety of art works relate to their own knowledge and experience;
- use correct vocabulary and art terminology associated with the specific expectations for this grade.

CORE FRENCH: Grades 1-3

Specific Expectations

The focus for all elementary students continues to be the development of strong oral communication skills. These skills are concurrently supported and enhanced with the introduction of reading and writing, based upon each student's competency level. Learning activities continue to focus upon students' interests, activities and needs in order to encourage their participation.

Because listening and speaking are inseparable in real-life situations, these skills are developed together in the classroom. Risk-taking and language experimentation are highly encouraged in order to develop, through error correction, a greater degree of fluency.

LANGUAGE

Writing

Students will:

- develop the ability to form cursive letters;
- write words and simple sentences in order to communicate personal ideas and known information.

- begin to revise and edit with assistance, in order to correct errors and refine their work;
- use correct conventions of spelling and grammar.

Reading

Students will:

- read and demonstrate understanding of a variety of resources;
- participate in daily oral reading and read in a way that communicates meaning;
- participate in independent reading, and select a variety of authors;
- understand the vocabulary and language structures appropriate to this grade level;
- use vocabulary and cueing systems to read aloud fluently.

Oral and Visual Communication

Students will:

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- react to a variety of sources;
- participate in choral work;
- create simple media works;
- use correct conventions of oral communication;
- follow rules which allow civilized dialogue in groups;
- ask questions about their immediate environment and offer personal opinions.

Media Literacy

Students will:

- demonstrate an understanding of a variety of media texts;
- identify how the conventions and techniques associated with some media forms are used to create meaning;
- create a variety of texts for a variety of purposes.

MATHEMATICS

Students use a variety of materials, including manipulatives, tiles and geoboards to enhance the mathematics programme. As well text book lessons will provide for whole class, small group, and individual activities. The use of calculators is not allowed for day-to-day computation exercises.

The topics covered will include:

- number Sense and Numeration;
- measurement;
- geometry and spatial sense;
- patterning and Algebra;
- data management and probability.

Number Sense and Numeration

Students will:

- read and write number words and symbols in meaningful contexts;
- understand numerals, ordinals;
- understand the concept of order by sequencing events;
- represent fractions as related to a whole;
- understand basic operations (addition and subtraction);
- solve simple mathematical problems using a variety of mental strategies.

Measurement

Students will:

- understand terms (height, length, width, time, money, temperature);
- estimate and make comparisons in a variety of contexts;
- use both standard and non-standard units to solve measurement problems.

Geometry and Spatial Sense

Students will:

- identify, sort, and compare three-dimensional figures and two-dimensional shapes in a variety of ways;
- construct a variety of geometrical shapes;
- understand transformational geometry;
- describe the relative location of objects using positional language.

Patterning and Algebra

Students will:

- identify, describe, extend, and create repeating patterns;
- demonstrate an understanding of the concept of equality, using concrete materials and addition and subtraction.

Data Management and Probability

Students will:

- collect, organize and describe data using concrete materials;
- interpret displays of data;
- apply probability to everyday situations.

MUSIC

Elements

Students will:

- demonstrate an understanding of the basic elements of music (identify specific sounds, beat, rhythms, higher and lower pitch) through listening to, performing, and creating music;
- use correctly the vocabulary and musical terminology associated with expectations for this grade;

- listen to and identify music from different cultures and historical periods;
- communicate their response to music through visual arts, drama, creative movement, and language.

Creative Work

Students will:

- express responses to various types of music;
- sing music from a variety of cultures and historical periods;
- produce a specific effect using voice, musical instruments;
- create rhythmic patterns;
- create and perform musical compositions.

PHYSICAL EDUCATION AND HEALTH

Fundamental Movement Skills

Students will:

- perform the basic movement skills required to participate in physical activities;
- demonstrate the principles of movement;
- participate on a regular basis in physical activities;
- acquire living skills through physical activities.

Healthy Living

Students will:

- identify healthy eating habits;
- identify the stages in development of humans;
- recognize safety risks and safe practices;
- recognize commonly used medicines and household products.

SCIENCE AND TECHNOLOGY

Students will prepare a Science Fair project every two years.

The topics covered include:

- Life Systems;
- Matter and Materials;
- Energy and Control;
- Structure and Mechanisms;
- Earth and Space Systems.

Life Systems

Students will develop an understanding of:

- basic needs of animals and plants;
- characteristics and needs of animals and plants;
- good health for humans.

Matter and Materials

Students will develop an understanding of:

- the difference between objects and materials;
- properties of materials;
- function of specific materials and manufactured objects.

Energy and Control

Students will recognize:

- energy in daily life;
- common devices and systems that use energy;
- uses of energy within the home.

Structures and Mechanisms

Students will develop an understanding of:

- distinctive characteristics of structures;
- design of structures to a specific need;
- the characteristics of different structures and of ways in which they are made;
- the use of some systems in the home or at school.

Earth and Space Systems

Students will be familiar with:

- climate and living patterns;
- changes in daily and seasonal cycles;
- adaptation.

SOCIAL STUDIES

The expectations for social studies for grades 1 to 6 are organized into two strands:

- Heritage and Citizenship;
- Canada and World Connections.

Heritage and Citizenship

Students will demonstrate an understanding of:

- significant people - personal and historical;
- timelines;
- roles and responsibilities of family and community members.

Students will prepare a project for Heritage Fair every two years.

World Connections

Students will:

- demonstrate an understanding that a local community is made up of groups of people;
- locate the distinguishing features of their local community;
- describe how people interact to meet basic needs.

GRADE 2

ART

Students will:

- produce two- and three-dimensional works of art that communicate ideas thoughts, feelings, experiences, for specific purposes;
- use the elements of design (colour, line, shape, form, space, texture), in ways appropriate for this grade, when producing and responding to works of art;
- use correct vocabulary and art terminology associated with the specific expectations for this grade, and to other works they have studied.

CORE FRENCH : Grades 1-3

The focus for all elementary students continues to be the development of strong oral communication skills. These skills are concurrently supported and enhanced with the introduction of reading and writing, based upon each student's competency level. Learning activities continue to focus upon students' interests, activities and needs in order to encourage their participation.

Because listening and speaking are inseparable in real-life situations, these skills are developed together in the classroom. Risk-taking and language experimentation are highly encouraged in order to develop, through error correction, a greater degree of fluency.

LANGUAGE

Oral Communication

Students will:

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

Students will:

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

Students will:

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

Students will:

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

Mathematical Process Expectations

Problem Solving

- apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding;

Reasoning And Proving

- apply developing reasoning skills (e.g., pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others);

Reflecting

- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct);

Selecting Tools and Computational Strategies

- select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems;

Connecting

- make connections among simple mathematical concepts and procedures, and relate mathematical ideas to situations drawn from everyday contexts;

Representing

- create basic representations of simple mathematical ideas (e.g., using concrete materials; physical actions, such as hopping or clapping; pictures; numbers; diagrams; invented symbols), make connections among them, and apply them to solve problems;

Communicating

- communicate mathematical thinking orally, visually, and in writing, using everyday language, a developing mathematical vocabulary, and a variety of representations.

Number Sense and Numeration

Students will:

- read, represent, compare, and order whole numbers to 100, and use concrete materials to represent fractions and money amounts to 100¢;
- demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points;
- solve problems involving the addition and subtraction of one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division.

Measurement

Students will:

- estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units;
- compare, describe, and order objects, using attributes measured in non-standard units and standard units.

Geometry and Spatial Sense

Students will:

- identify two-dimensional shapes and three-dimensional figures and sort and classify them by their geometric properties;
- compose and decompose two-dimensional shapes and three-dimensional figures;
- describe and represent the relative locations of objects, and represent objects on a map.

Patterning and Algebra

Students will:

- identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns;
- demonstrate an understanding of the concept of equality between pairs of expressions, using concrete materials, symbols, and addition and subtraction to 18.

Data Management and Probability

Students will:

- collect and organize categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along horizontal axes, as needed;
- read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers;
- describe probability in everyday situations and simple games.

MUSIC

Elements

Students will:

- demonstrate an understanding of the basic elements of music (identify specific sounds, beat, rhythms, higher and lower pitch) through listening to, performing, and creating music;
- recognize a variety of sound sources and use some in performing and creating music;
- use correctly the vocabulary and musical terminology associated with expectations for this grade;
- identify and perform music from different cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (visual arts, drama, creative movement, language).

Creative Work

Students will:

- express responses to various types of music;
- sing music from a variety of cultures and historical periods;
- produce a specific effect using voice, musical instruments;
- create rhythmic patterns;
- create and perform musical compositions;
- create short songs and instrumental pieces;
- produce a specific effect (create a soundscape to a story or poem).

SCIENCE AND TECHNOLOGY

Life Systems

Students will:

- demonstrate an understanding of the similarities and differences among various types of animals and the ways in which animals adapt to different environmental conditions;
- investigate physical and behavioural characteristics and the process of growth of different types of animals;
- identify ways in which humans can affect other animals.

Matter and Materials

Students will:

- demonstrate an understanding of the properties of familiar liquids (e.g., vinegar, detergent, water, oil) and solids (e.g., sugar, salt, sand), and of interactions between liquids and between liquids and solids;
- investigate the properties of and interactions between liquids and between liquids and solids, and identify the types of objects or materials that can be used to contain liquids and solids (e.g., a plastic bowl will hold liquid or a solid but a paper towel will only hold a dry solid);
- identify and describe ways in which we use our knowledge of liquids and solids in making useful objects and in living in our environment.

Energy and Control

Students will:

- demonstrate and understanding of the movement of air and of water as sources of energy;
- design and construct devices that are propelled by moving air or moving water;
- identify wind and moving water as renewable sources of energy and determine the advantages and disadvantages of using them.

Structures and Mechanisms

Students will:

- describe the position and movement of objects, and demonstrate an understanding of how simple mechanisms enable an object to move;
- design and make simple mechanisms, and investigate their characteristics;
- recognize that different mechanisms and systems move in different ways, and that the different types of movement determine the design and the method of production of these

mechanisms and systems.

Earth and Space Systems

Students will:

- demonstrate an awareness of the forms in which water and air are present in the environment, and describe ways in which living things are affected by water and air;
- investigate the visible effects of air and water in the environment;
- describe ways in which clean air and water are vital for meeting the needs of humans and other living things.

SOCIAL STUDIES

Traditions and Celebrations

Students will:

- demonstrate an understanding that Canada is a country of many cultures;
- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations;
- explain how the various cultures of individuals and groups contribute to the local community.

Features of Communities Around the World

Students will:

- demonstrate an understanding that the world is made up of countries, continents, and regions and that people's lifestyles may differ from country to country;
- use a variety of resources and tools to gather, process, and communicate geographic information about the countries studied;
- explain how the environment affects people's lives and the ways in which their needs are met.

PHYSICAL EDUCATION AND HEALTH

Fundamental Movement Skills

Students will:

- perform the basic movement skills required to participate in physical activities;
- demonstrate the principles of movement;

- acquire living skills (problem solving, decision making, goal-setting, and interpersonal skills) through physical activities;
- follow safety procedures.

Healthy Living

Students will:

- identify healthy eating practices and use a model to make food choices;
- describe parts of the human body, their functions;
- outline safety rules and safe practices;
- describe the effects on the body of appropriate and inappropriate uses of medicines.

GRADE 3

ART

Elements

Students will:

- recognize warm and cool colours;
- identify characteristics of a variety of lines;
- understand foreground, middle ground, and background;
- develop an understanding of texture;
- recognize symmetry in both man-made and natural worlds.

Creative Work

Students will:

- solve artistic problems in their art works using introduced elements;
- identify and explain their choices in planning a work of art;
- discuss strengths and areas for improvement.

CORE FRENCH : Grades 1-3

The focus for all elementary students continues to be the development of strong oral communication skills. These skills are concurrently supported and enhanced with the introduction of reading and writing, based upon each student's competency level. Learning activities continue to focus upon students' interests, activities and needs in order to encourage their participation.

Because listening and speaking are inseparable in real-life situations, these skills are developed together in the classroom. Risk-taking and language experimentation are highly encouraged in order to develop, through error correction, a greater degree of fluency.

LANGUAGE

Oral Communication

Students will:

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

Students will:

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

Students will:

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

Students will:

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with

them are used to create meaning;

- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

Mathematical Process Expectations

Problem Solving

- apply developing problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding;

Reasoning And Proving

- apply developing reasoning skills (e.g., pattern recognition, classification) to make and investigate conjectures (e.g., through discussion with others);

Reflecting

- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g., by explaining to others why they think their solution is correct);

Selecting Tools and Computational Strategies

- select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems;

Connecting

- make connections among simple mathematical concepts and procedures, and relate mathematical ideas to situations drawn from everyday contexts;

Representing

- create basic representations of simple mathematical ideas (e.g., using concrete materials; physical actions, such as hopping or clapping; pictures; numbers; diagrams; invented symbols), make connections among them, and apply them to solve problems;

Communicating

- communicate mathematical thinking orally, visually, and in writing, using everyday

language, a developing mathematical vocabulary, and a variety of representations.

Number Sense and Numeration

Students will:

- read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10;
- demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points;
- solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.

Measurement

Students will:

- estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units;
- compare, describe, and order objects, using attributes measured in standard units.

Geometry and Spatial Sense

Students will:

- compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties;
- describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures;
- identify and describe the locations and movements of shapes and objects.

Patterning and Algebra

Students will:

- describe, extend, and create a variety of numeric patterns and geometric patterns;
- demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers.

Data Management and Probability

Students will:

- collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed;
- read, describe, and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs;
- predict and investigate the frequency of a specific outcome in a simple probability experiment.

MUSIC

Knowledge of Elements

Students will:

- demonstrate understanding of the difference between the terms beat and rhythm;
- identify the beat, rhythm, melodic contour, dynamics, and tempo;
- recognize that sounds and silences may be represented by symbols;
- identify the percussion instruments.

Creative Work

Students will:

- sing music from a variety of sources;
- indicate the dynamics heard in familiar music;
- create or arrange music to accompany a reading or dramatization;
- create and perform musical compositions.

PHYSICAL EDUCATION AND HEALTH

Fundamental Movement Skills

Students will:

- perform the basic movement skills required to participate in physical activities: locomotion/travelling, manipulation, and stability;
- demonstrate the principles of movement using locomotion/travelling, manipulation and stability.

Healthy Living

Students will:

- describe the relationship among healthy eating practices, healthy active living, and healthy bodies;
- outline development and growth of humans from birth to childhood;
- list safety procedures in home, school, and community;
- describe what drugs are (e.g. nicotine, caffeine, alcohol) and describe their effects on the body.

SCIENCE AND TECHNOLOGY

Life Systems

Students will:

- demonstrate an understanding of the similarities and differences in the physical characteristics of different plant species and the changes that take place in different plants as they grow;
- investigate the requirements of plants and the effects of changes in environmental conditions on plants;
- describe ways in which plants are important to other living things, and the effects of human activities on plants.

Matter and Materials

Students will:

- demonstrate an understanding of the properties of materials that can be magnetized or charged and of how materials are affected by magnets or static electric charges;
- identify and describe, using their observations, ways in which static electric charges are made in everyday materials, as well as different types of interactions that take place both between charged materials and between magnetized materials;
- identify familiar uses of magnets and give examples of static electric charges that are created in the home or at school.

Energy and Control

Students will:

- demonstrate an understanding of how movement is caused by forces and by energy that is stored and then released;
- investigate how different forces affect the operation of everyday devices, and design and construct devices that use a form of energy to create controlled movement;
- identify objects, devices, and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us.

Structures and Mechanisms

Students will:

- demonstrate an understanding of the factors that affect the stability of objects;
- design and make structures that include mechanisms and that can support and move a load, and investigate the forces acting on them;
- describe, using their observations, systems involving mechanisms and structures, and explain how these systems meet specific needs and how they have been made.

Earth and Space Systems

Students will:

- demonstrate an understanding of the similarities and differences between various soils and the effects of moving water on soils;
- investigate the components of various soils, and describe the effects of moving water on these soils;

- recognize the dependence of humans and other living things on soil and recognize its importance as a source of materials for making useful objects.

SOCIAL STUDIES

Early Settlements in Upper Canada

Students will:

- describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;
- compare aspects of life in early settler communities and present-day communities.

Urban and Rural Communities

Students will:

- identify and compare distinguishing features of urban and rural communities;
- use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- explain how communities interact with each other and the environment to meet human needs.

GRADE 4

ART

Knowledge of Elements

Students will:

- identify monochromatic colour schemes;
- understand the emotional quality of lines;
- recognize depth;
- understand the creation of texture.

Creative Work

Students will:

- solve artistic problems using their understanding of elements of design (e.g. create a self-portrait); produce a 2- plus 3-dimensional work of art using learned elements.

CORE FRENCH

Oral Communication: The focus for all elementary students continues to be the development of strong oral communication skills. These skills are concurrently supported and enhanced with the introduction of reading and writing, based upon each student's competency level. Learning activities continue to focus upon students' interests, activities and needs in order to encourage their participation.

Because listening and speaking are inseparable in real-life situations, these skills are developed together in the classroom. Risk-taking and language experimentation are highly encouraged in order to develop, through error correction, a greater degree of fluency.

Reading: Students have one formal full reading period per week. They currently are reading from a series of twelve graduated readers. They practise reading aloud using correct pronunciation and intonation. Students are encouraged to use all available cues (e.g. visual cues, knowledge of basic sounds, and context) to determine meaning. They are furthering their ability to read and respond orally to short questions pertaining to their reading.

Writing: Students' writing skills include copying and writing simple words, phrases, and short sentences, using basic vocabulary and very simple language structures found in their readers. They

also are developing the skills to respond in writing to open-ended questions pertaining to the stories they read.

Oral Communication, Reading, and Writing

By the end of Grade 4, students will:

- talk about familiar topics, using very simple phrases and sentences;
- listen to short, very simple oral texts, and respond to specific simple questions;
- read a variety of very simple materials, 50 to 100 words long, containing basic learned vocabulary, and demonstrate understanding;
- write very simple texts and responses following a model;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level;

Nouns and Pronouns

- words and expressions used to identify nouns (e.g., *C'est Lise. Ce sont des crayons. Voilà Céline. Il y a ...*);
- pronoun subjects (*je, j', tu, vous, il, elle*);
- addition of *s* to form the plural of nouns (*un enfant/des enfants*);
- agreement of definite articles (e.g., *le/lal'/les*), and indefinite articles (*un/une/des*) with nouns.

Verbs

- present tense of *être, avoir* and some regular *-er* verbs with a singular pronoun or noun subject (e.g., *j'aime, Paul aime*).

Adjectives

- addition of *e* to form the feminine of simple, regular adjectives (*grand/grande*).

Prepositions

- prepositions of place (e.g., *sur, sous, dans*) and to indicate possession (e.g., *de*).

Interrogative constructions

- questions with rising intonation and with *est-ce que*;
- question words (*comment, où, combien, quel/quelle, quest-ce que, and qui*).

Vocabulary

- basic vocabulary (e.g., colours, numbers from 1 to 31; words associated with classroom objects, time, calendar, family);
- new words from units of study, and words from personal word lists, class lists;
- word banks of identical cognates (e.g., *un animal, le golf*).

Spelling rules and strategies

- use of lower-case letters for the days of the week and months of the year;
- use of rhyming words as *père* and *mère*, and of basic sounds and their related spelling patterns in French (e.g., *fâché/février, auto/chameau/jaune*).

LANGUAGE

Oral Communication

Students will:

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

Students will:

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

Students will:

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

Students will:

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

Number Sense and Numeration

Students will:

- read, represent, compare, and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to \$100;
- demonstrate an understanding of magnitude by counting forward and backwards by 0.1 and by fractional amounts;
- solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies;
- demonstrate an understanding of proportional reasoning by investigating whole-number unit rates.

Measurement

Students will:

- estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies;
- determine the relationships among units and measurable attributes, including the area and perimeter of rectangles.

Geometry and Spatial Sense

Students will:

- identify quadrilaterals and three-dimensional figures and classify them by their geometric properties, and compare various angles to benchmarks;
- construct three-dimensional figures, using two-dimensional shapes;
- identify and describe the location of an object, using a grid map, and reflect two-dimensional shapes.

Patterning and Algebra

Students will:

- describe, extend, and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections;

- demonstrate an understanding of equality between pairs of expressions, using addition, subtraction, and multiplication.

Data Management and Probability

Students will:

- collect and organize discrete primary data and display the data using charts and graphs, including stem-and-leaf plots and double bar graphs;
- read, describe, and interpret primary data and secondary data presented in charts and graphs, including stem-and-leaf plots and double bar graphs;
- predict the results of a simple probability experiment, then conduct the experiment and compare the prediction to the results.

MUSIC

Knowledge of Elements

Students will:

- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
- create and perform music, using a variety of sound sources;
- use correctly the musical terminology associated with the specific expectations for this grade;
- begin to read standard musical notation;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g. through visual arts, drama, creative movement, language).

Creative Work

Students will:

- write new words to familiar melodies, using their knowledge of rhythm to ensure that the new text fits with the melody;
- create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, and tone colour;
- read music, using their knowledge of contour mapping and notation;
- read and perform simple rhythmic patterns in 4/4 time;
- sing or play expressively, giving particular attention to using suitable dynamics and tempi;
- create musical compositions that show appropriate use of some of the elements of music (e.g. tempo, dynamics, pitch, beat, rhythm, tone colour), and perform them;
- create an accompaniment for a song, using a melodic ostinato (short melodic pattern repeated throughout the song);
- sing and/or play in tune songs from a variety of times and places.

SCIENCE AND TECHNOLOGY

Understanding Life Systems – Habitats and Communities

Students will:

- analyse the effects of human activities on habitats and communities;
- investigate the interdependence of plants and animals within specific habitats and communities;
- demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

Understanding Structures and Mechanisms – Pulleys and Gears

Students will:

- evaluate the impact of pulleys and gears on society and the environment;
- investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects;
- demonstrate an understanding of the basic principles and functions of pulley systems and gear systems.

Understanding Matter and Energy – Light and Sound

Students will:

- assess the impact on society and the environment of technological innovations related to light and sound;
- investigate the characters and properties of light and sound;
- demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.

Understanding Earth and Space Systems – Rocks and Minerals

Students will:

- assess the social and environmental impacts of human uses of rocks and minerals;
- demonstrate an understanding of the physical properties of rocks and minerals.

SOCIAL STUDIES

Heritage and Citizenship – Medieval Times

Students will:

- identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era);
- use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society;
- relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.

Canada and World Connections: Canada's Provinces, Territories and Regions

Students will:

- name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each;
- use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories;
- identify, analyse, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.

PHYSICAL EDUCATION AND HEALTH

Fundamental Movement Skills

Students will:

- perform the movement skills required to participate in lead-up games, gymnastics, dance, and outdoor pursuits: locomotion/travelling, manipulation, and stability;
- demonstrate the principles of movement in acquiring and then beginning to refine movement skills.

Health

Students will:

- explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size;
- identify the physical, interpersonal, and emotional aspects of healthy human beings;
- use living skills to address personal safety and injury prevention;
- identify influences affecting the use of tobacco.

Overview of Sex Education/Family Life Education

- Living in Relationship: families spend time together; families show love; sharing responsibilities; making friends;
- Created Sexual: Male and Female: how life begins; what makes you you; from a tiny cell to a new baby; the baby arrives; thinking about growing up;
- Growing in Commitment: what is a commitment; making commitments; keeping commitments .

GRADE 5

ART

Elements

Students will:

- identify 3 pairs of complementary colours;
- use line to create movement and depth;
- understand positive and negative shapes;
- recognize the relationship between a work of art and its surroundings;
- choose correct media for different works of art.

Creative Work

Students will create:

- a still life, using colour, texture, and shape;
- a variety of 2 and 3 dimensional works of art (painting and sculpting), painting, print making;
- these works will communicate a range of thoughts, feelings and ideas.

CORE FRENCH

Oral Communication: The focus for all elementary students continues to be the development of strong oral communication skills. These skills are concurrently supported and enhanced with the introduction of reading and writing, based on each student's competency level. Learning activities continue to focus upon students' interests, activities and needs in order to encourage their participation.

Because listening and speaking are inseparable in real-life situations, these skills are developed together in the classroom. Risk-taking and language experimentation are highly encouraged in order to develop, through error correction, a greater degree of fluency.

Reading: Students are further developing their skills in formal French novel-study. They are now encouraged to move from reading a series of graduated readers to choosing individual novels from the school library. The emphasis continues to be upon reading for enjoyment and for challenge. As well as reading silently, students now more frequently practise reading aloud, using correct pronunciation and intonation. They continue to develop the ability to read and now respond in

writing to short questions pertaining to their reading. Students also practise restating information based upon what they have read.

Writing: Students' writing skills include writing more complex phrases, sentences and questions, using learned vocabulary and simple language structures. Students now are expected to focus upon correct spelling, particularly of verb forms.

Oral Communication, Reading and Writing:

By the end of Grade 5, students will:

- listen to and talk about short, simple oral texts dealing with familiar topics;
- read a variety of simple materials, 100 to 150 words long, and demonstrate understanding;
- write ideas and facts, or provide written responses to simple questions, using simple sentences;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level;

Nouns and Pronouns

- pronoun subjects (*nous, vous, ils, elles*)

Verbs

- present tense of *être, avoir* and some regular *-er* verbs with a plural pronoun or noun subject (e.g., *nous sommes, Nico et Marie sont*)
- expressions with *avoir* (e.g., *J'ai faim. J'ai dix ans*)
- direct infinitive to show preferences (e.g., *J'aime manger*)

Adjectives

- agreement, in gender and number, of regular adjectives with nouns (e.g., *un crayon bleu, des plumes bleues*)

Negation

- negative *ne ... pas* in a simple sentence and contracted if necessary (e.g., *Je n'aime pas la musique classique*)

Prepositions

- prepositions with nouns in short sentences (e.g., *Paul est derrière Lorraine*)

Interrogative constructions

- questions words (*pourquoi, à quelle heure, de quelle couleur, quand*)

Vocabulary

- basic vocabulary (e.g., numbers from 1 to 69, words associated with weather, seasons, sports, clothing, animals, parts of the body)
- new words from units of study and vocabulary to do simple math (e.g., add, subtract, multiply, divide)
- word lists using identical and similar cognates (e.g., *une comédie, la boxe*), oral vocabulary, personal word lists, and class lists
- use of an English-French dictionary to expand vocabulary

Spelling rules and strategies

- use of abbreviations to spell frequently used words (e.g. *Monsieur/M., Madame/Mme, Mademoiselle/Mlle, professeur/prof.*)
- use of basic sounds and their related spelling patterns in French (e.g., *content/grand, cinéma/adorer/craie*)
- use of resources (e.g., classroom-displayed vocabulary, text, visual dictionary) to confirm spelling

LANGUAGE

Writing

Oral Communication

Students will:

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

Students will:

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

Students will:

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literary

Students will:

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

Number Sense and Numeration

Students will:

- read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers;
- demonstrate an understanding of magnitude by counting forward and backwards by 0.01;
- solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies;
- demonstrate an understanding of proportional reasoning by investigating whole-number rates.

Measurement

Students will:

- estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies;
- determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism.

Geometry and Spatial Sense

Students will:

- identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures;
- identify and construct nets of prisms and pyramids;
- identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes.

Patterning and Algebra

Students will:

- determine, through investigation using a table of values, relationships in growing and shrinking patterns, and investigate repeating patterns involving translations;
- demonstrate, through investigation, an understanding of the use of variables in equations.

Data Management and Probability

Students will:

- collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs;
- read, describe, and interpret primary data and secondary data presented in charts, graphs, including broken-line graphs;
- represent as a fraction the probability that a specific outcome will occur in a simple probability experiment, using systematic lists and area models.

MUSIC

Knowledge of Elements

Students will:

- interpret correctly whole notes, half-notes, quarter-notes, and eighth-notes, and the corresponding rests in 4/4 time;
- conduct in 4/4 and 2/4 time, using standard conducting patterns;
- recognize the major scale through listening and in notation;
- demonstrate understanding of the meaning of the sharp, flat, and natural symbols;
- explain the use of key signatures and identify the key (e.g. G major) of music they sing or play;
- begin to sing or play the major scale in keys that occur in the music they sing, play, or hear;
- recognize different kinds of tone colour in pieces of music (e.g. the sound of steel drums);
- recognize and classify various instruments (e.g. as woodwind, brass, stringed, or percussion instruments);
- sing or play in tune (e.g. in unison songs, "partner" songs, rounds);
- demonstrate an understanding of correct breathing technique and posture when playing and/or singing;
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Creative Work

Students will:

- create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, tone, colour, and melody;
- sing or play expressively, showing awareness of different tone colours;
- create musical compositions that show appropriate use of various elements of music (e.g. tempo, dynamics, melody, form, tone colour), and perform them;
- create and perform a song based on a scene from a story or poem;
- sing familiar songs and manipulate a musical element to change the overall effect (e.g. change tempo or rhythm in "Hot Cross Buns").

PHYSICAL EDUCATION AND HEALTH

Fundamental Movement Skills

Students will:

- perform the movement skills required to participate in games, gymnastics, dance, and outdoor pursuits alone and with others: locomotion/travelling (e.g., running in patterns in game activities), manipulation (e.g. catching, throwing), and stability (e.g. transferring their weight);
- demonstrate the principles of movement while refining their movement skills (e.g. matching the movements of a partner in a sequence).

Active Participation

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g. one-on-one or two-on-two soccer-types games);
- identify the components of physical fitness and describe physical activities that improve these components;
- apply living skills (e.g. goal-setting, conflict-resolution techniques, and interpersonal skills that contribute to positive group interaction) to physical activities (e.g. games, gymnastics, dance, outdoor pursuits);
- follow safety procedures related to physical activity, equipment, and facilities.

Healthy Living

Students will:

- analyze information that has an impact on healthy eating practices (e.g. food labels, food guides, care-of-teeth brochures);
- describe physical, emotional, and interpersonal changes associated with puberty;
- apply strategies to deal with threats to personal safety (e.g. in response to harassment) and to prevent injury (e.g. from physical assault);
- identify the influences (e.g. the media, peers, family) affecting alcohol use, as well as the effects and legalities of, and healthy alternatives to, alcohol use.

Overview of Sex Education/Family Life Education

- Life the Journey: stages of development; the end of the journey (dealing with death);
- Living in the Family: families have rules, families change;

- We Are Wonderfully Made: the body that gives life; human fertility; female fertility; male fertility; becoming parents; puberty; physical changes during puberty; what happens to girls during puberty; the female reproductive system; the male reproductive system; the creation of a new human life;
- Learning To Be Responsible: our actions have consequences; where are my commitments.

SCIENCE AND TECHNOLOGY

Understanding Life Systems

Students will:

- analyse the impact of human activities and technological innovations on human health;
- investigate the structure and function of the major organs of various human body systems;
- demonstrate an understanding of the structure and function of human body systems and interactions within and between systems.

Understanding Matter and Energy

Students will:

- evaluate the social and environmental impacts of processes used to make everyday products;
- conduct investigations that explore the properties of matter and changes in matter;
- demonstrate and understanding of the properties or matter, changes of state, and physical and chemical change.

Understanding Structures and Mechanisms

Students will:

- analyse social and environmental impacts of forces acting on structures and mechanisms;
- investigate forces that act on structures and mechanisms;
- identify forces that act on and within structures and mechanisms, and describe the effects of these forces on structures and mechanisms.

Understanding Earth and Space and Systems

Students will:

- analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources;
- investigate energy transformation and conversation;
- demonstrate and understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.

SOCIAL STUDIES

Heritage and Citizenship

Students will:

- identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment;
- use a variety of resources and tools to investigate characteristics of a number of early civilizations, including their significant innovations and technological advances; show how innovations made by various early civilizations have influenced the modern world.

Canada Within The World Community

Students will:

- summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures;
- use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process;
- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.

GRADE 6

ART

Knowledge of Elements

Students will:

- understand the colour wheel and create a tertiary colour;
- understand how line can influence the viewer;
- know how to create depth with use of one-point perspective;
- demonstrate a third dimension through shadows and shading;
- place sculpture in a specific location.

Creative Work

Students will:

- continue to create works of art showing heightened awareness of principles of design.

CORE FRENCH

Oral Communication: The focus for all elementary students continues to be the development of strong oral communication skills. These skills are concurrently supported and enhanced with the introduction of reading and writing, based upon each student's competency level. Learning activities continue to focus upon students' interests, activities and needs in order to encourage their participation.

Because listening and speaking are inseparable in real-life situations, these skills are developed together in the classroom. Risk-taking and language experimentation are highly encouraged in order to develop, through error correction, a greater degree of fluency.

Reading: In Grade 6 students continue to develop their skills in formal French novel-study. Students now are expected to choose individual novels from the school library. The emphasis continues to be upon reading for enjoyment and for challenge. Students now have the ability to identify the main idea as well as a few supporting details. Students now are able to use various independent reading strategies to determine meaning (e.g. glossaries, dictionaries, contextual clues).

Writing: Students' writing skills to date include writing simple phrases, short sentences and questions, using learned vocabulary and simple language structures. Students now are expected to

focus upon correct spelling, particularly of verb forms and of familiar language structures.

Oral Communication, Reading and Writing

By the end of Grade 6, students will:

- participate in dialogues about familiar topics, and listen to and talk about short oral texts;
- read a variety of classroom and simple authentic materials, 150 to 200 words long, containing familiar and new vocabulary, and demonstrate understanding;
- communicate ideas and facts in writing for specific purposes;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade.

Nouns and Pronouns

- agreement of the partitive article (*du, de la, de l', des*) with nouns.

Verbs

- present tense of some regular *-ir* and *-re* verbs, and *faire* and *aller*, with singular and plural pronoun or noun subjects (e.g., *Pauline et Catou choisissent*);
- expressions with *faire* (e.g., *faire du ski*);
- imperative forms of known verbs (e.g., *chantons, arrêtez*).

Adjectives

- possessive adjectives (*mon/ma/mes, ton/ta/tes, son/sa/ses*).

Conjunctions

- conjunctions (*mais, et, parce que/parce qu'*).

Adverbs

- common adverbs (e.g., *peu, assez, beaucoup, trop*) and expressions of quantity (e.g., *un verre, un morceau, une boîte, une canette*).

Vocabulary

- basic vocabulary (e.g. numbers from 1 to 100; words associated with meals, menus, restaurants, home, space);
- words from units under study and from oral vocabulary, personal word lists, and class lists;
- use of an English-French dictionary to expand vocabulary.

Spelling Rules and Strategies

- use of basic sounds and their related spelling patterns in French (e.g. beau/chaud/aujourd'hui);
- use of resources (e.g. classroom – displayed vocabulary, text, French-English dictionary) to check spelling.

LANGUAGE

Oral Communication

Students will:

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

Students will:

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

Students will:

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literary

Students will:

- demonstrate an understanding of a variety of media text;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

Number Sense and Numeration

Students will:

- read, represent, compare, and order whole numbers to 1 000 000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers;
- solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies;
- demonstrate an understanding of relationships involving percent, ratio, and unit rate.

Measurement

Students will:

- estimate, measure, and record quantities, using the metric measurement system;
- determine the relationship among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism.

Geometry and Spatial Sense

Students will:

- classify and construct polygons and angles;
- sketch three-dimensional figures, and construct three-dimensional figures from drawings;
- describe location in the first quadrant of a coordinate system, and rotate two-dimensional shapes.

Patterning and Algebra

Students will:

- describe and represent relationships in growing and shrinking patterns (where the terms are whole numbers), and investigate repeating patterns involving rotations;
- use variables in simple algebraic expressions and equations to describe relationships.

Data Management and Probability

Students will:

- collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs;
- read, describe, and interpret data, and explain relationships between sets of data;
- determine the theoretical possibility of an outcome in a probability experiment, and use it to predict the frequency of the outcome.

MUSIC

Knowledge of Elements

Students will:

- read correctly familiar and unfamiliar music with a variety of notes in 4/4 time;

- read music using knowledge of flats, sharps, naturals, and key signatures;
- identify structural patterns in music;
- sing and play in tune;
- communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media.

Creative Work

Students will:

- create musical compositions;
- create accompaniments for a variety of expressions;
- conduct pieces in 4/4, 2/4 and 3/4 time, using standard conducting patterns.

PHYSICAL EDUCATION AND HEALTH

Fundamental Movement and Skills

Students will:

- perform movement skills in the kind of combinations that are required in a variety of modified games, gymnastics, dance, and outdoor pursuits: locomotion/travelling (e.g. running, jumping), manipulation (e.g. stepping sideways to get into position), and stability (e.g. running and jumping and landing);
- demonstrate the principles of movement while refining movement skills;

Healthy Living

Students will:

- explain how body image and self-esteem influence eating practices;
- identify the major parts of the reproductive system and their functions and relate them to puberty;
- use basic prevention and treatment skills (e.g. basic first aid) to help themselves and others;
- identify the influences affecting the use of cannabis and other drugs, as well as the effects and legalities of, and the healthy alternative to, Cannabis and other drugs.

Active Participation

Students will:

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g. skipping rope to music);
- apply living skills, including interpersonal skills, in physical activities (e.g. games, gymnastics) and describe the benefits of using these skills in a variety of physical activities;
- follow safety procedures related to physical activity, equipment, and facilities, and begin to take responsibility for their own safety.

Overview of Sex Education/Family Life Education

- Life the Journey: stages of development; the end of the journey (dealing with death);
- Living in the Family: families have rules, families change;
- We Are Wonderfully Made: the body that gives life; human fertility; female fertility; male fertility; becoming parents; puberty; physical changes during puberty; what happens to girls during puberty; the female reproductive system; the male reproductive system; the creation of a new human life;
- Learning To Be Responsible: our actions have consequences; where are my commitments.

SCIENCE AND TECHNOLOGY

Understanding Life Systems

Students will:

- assess human impacts on biodiversity, and identify ways of preserving biodiversity;
- investigate the characteristics of living things, and classify diverse organisms according to specific characteristics;
- demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.

Understanding Energy and Control

Students will:

- assess the societal and environmental impacts of devices that make use of the properties of air;

- investigate the properties of air, and apply these properties when designing flying devices;
- demonstrate an understanding of the properties of air, and explain ways in which they can be applied to the principles of flight and flying devices.

Understanding Structures and Mechanisms

Students will:

- evaluate the impact of the use of electricity on both the way we live and the environment;
- investigate the characteristics of static and current electricity, and construct simple circuits;
- demonstrate an understanding of the principles of electrical energy and its transformation into and from other forms of energy.

Understanding Earth and Space Systems

Students will:

- assess the impact of space exploration on society and the environment;
- investigate characteristics of the systems of which the earth is a part and the relationships between the earth, the sun, and the moon;
- demonstrate an understanding of components of the systems of which the earth is a part, and explain the phenomena that result from the movement of different bodies in space.

SOCIAL STUDIES

Heritage and Citizenship

Students will:

- describe characteristics of pre-contact First Nation cultures across Canada, including their close relationship with the natural environment; the motivations and attitudes of the European explorers; and the effects of contact on both the receiving and the incoming groups;
- use a variety of resources and tools to investigate different historical points of view about the positive and negative effects of early contact between First Nation peoples and European explorers;
- analyse examples of interaction between First Nation peoples and European explorers to

identify and report on the effects of cooperation and the reasons for disagreements between the two groups.

Canada and World Connections

Students will:

- identify and describe Canada's economic, political, social and physical links with the United States and other regions of the world;
- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world;
- explain the relevance to Canada of current global issues and influences.

Current Events

Students will:

- be knowledgeable about world events;
- understand world issues as presented by a variety of sources (newspaper, internet, television, radio);
- discuss concerns;
- analyse human development;
- prepare weekly presentations.

GRADE 7

ART

Knowledge of Elements

Students will:

- understand how the repetition of elements creates rhythm;
- identify the focal point in a work of art;
- understand how two-point perspective creates the illusion of depth;
- understand balance.

Creative Work

Students will:

- organize their art works to express ideas;
- continue to create two and three dimensional works of art and incorporate more sophisticated elements;
- communicate with the teacher their plan for executing a work of art.

CORE FRENCH

Oral Communication: The focus for all elementary students continues to be the development of strong oral communication skills. These skills are concurrently supported and enhanced with the introduction of reading and writing, based upon each student's competency level. Learning activities continue to focus upon students' interests, activities and needs in order to encourage their participation.

Because listening and speaking are inseparable in real-life situations, these skills are developed together in the classroom. Risk-taking and language experimentation are highly encouraged in order to develop, through error correction, a greater degree of fluency.

Reading: In Grade 7 students are continuing to develop their skills in formal French novel-study. Students now choose individual novels from the school library. The emphasis continues to be upon reading for enjoyment and for challenge. Students are furthering their ability to identify the main idea as well as a variety of supporting details. They are required to use various independent reading strategies to determine meaning (e.g. glossaries, dictionaries, contextual clues). In Grade 7, the new

challenge for students is to express personal preferences or reactions to a text.

Writing: Students' writing skills include writing simple and some compound sentences and questions, using familiar and new vocabulary. Students are expected to focus upon correct spelling, particularly of verb forms and familiar language structures.

By the end of Grade 7, students will:

- listen to and talk about short texts in structured and open-ended situations;
- read a variety of classroom and simple authentic materials, 200 to 400 words long, and demonstrate understanding;
- communicate information and ideas in writing, in structured and open-ended situations, for different purposes;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level;

Verbs

- present tense of the irregular verbs, *vouloir*, *pouvoir*, *partir*, *sortir*, and *devoir*, with singular and plural subjects;
- double verb constructions (e.g., *Je veux écouter de la musique*);
- *aller* plus an infinitive to form *le future proche* (e.g., *Je vais manger*);
- agreement of verb with compound subject (e.g., *Mon ami et moi allons au cinéma*);
- imperative of some regular *-er*, *-ir*, and *-re* verbs.

Adjectives

- demonstrative adjectives (*ce/cet/cette/ces*);
- adjectives that precede the noun (e.g., *grand, petit, nouveau*);
- plural possessive adjectives (*notre/nos, votre/vos, leur/leurs*);
- singular and plural, feminine and masculine, of some irregular adjectives (e.g., *beau/bel/beaux/belle/belles*);
- agreement, in number and gender, or irregular adjectives with nouns (e.g., *les beaux chandails*).

Interrogative constructions

- subject-verb inversions (e.g., *Vas-tu au cinéma?*).

Contractions

- the prepositions *à* and *de* plus the definite article (e.g., *au/aux, du/des*).

Vocabulary

- basic vocabulary (e.g., numbers from 1 to 1000; words associated with outdoor and leisure activities, shopping, current events, food, films, television, radio);
- vocabulary from units under study.

Spelling rules and strategies

- use of related spelling patterns and sounds associated with accents (e.g., *aigu, grave, cédille*);
- use of resources (e.g., dictionary, text).

GEOGRAPHY

The topics in grade 7 geography are:

- The Themes of Geographic Inquiry
- Patterns in Physical Geography
- Natural Resources

Themes of Geographic Inquiry

Students will:

- identify and explain the themes of geographic inquiry: location/place, environment, region, interaction, and movement;
- use a variety of geographic resources and tools to gather, process, and communicate geographic information;
- analyse current environment issues or events from the perspective of one or more of the themes of geographic inquiry.

Patterns

Students will:

- identify patterns in physical geography and explain the factors that produce them;
- use a variety of resources and tools to gather, process, and communicate geographic information about the earth's physical features and patterns;
- explain how patterns of physical geography affect human activity around the world.

Natural Resources

Students will:

- describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources;
- use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources;
- describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.

HISTORY

The topics for grade 7 history are:

- New France
- British North America
- Conflict and Change

New France

Students will:

- outline the reasons why settlers came to New France; identify the social, political, religious, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with the First Nation peoples;
- use a variety of resources and tools to gather, process, and communicate information about how settlers in New France met the physical, social, and economic challenges of the new land;
- identify and explain similarities and differences in the goals and interests of various

groups in New France, including French settlers, First Nation peoples, and both French and English fur traders.

British North America

Students will:

- explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of the various groups of settlers, and outline the causes, events, and results of the War of 1812;
- use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new British colonies;
- identify some themes and personalities from the period, and explain their relevance to contemporary Canada.

Conflict and Change

Students will:

- describe the causes, personalities, and results of the rebellions of 1837-38 in Upper and Lower Canada in relation to themes of conflict and change;
- use a variety of resources and tools to gather, process, and communicate information about issues and conflicts in Upper and Lower Canada, and about the attempts to resolve them;
- compare methods of conflict resolution in both historical and contemporary situations.

LANGUAGE

Oral Communication

Students will:

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Writing

Students will:

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Reading

Students will:

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Media Literacy

Students will:

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

Mathematical Process Expectations:

The mathematical process expectations are to be integrated into student learning associated with all the strands.

Students will:

PROBLEM SOLVING

- develop, select, apply, and compare a variety of problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding;

REASONING AND PROVING

- develop and apply reasoning skills (e.g. recognition of relationships, generalization through inductive reasoning, use of counter-examples) to make mathematical conjectures, assess conjectures and justify conclusions, and plan and construct organized mathematical arguments;

SELECTING TOOLS AND COMPUTATIONAL STRATEGIES

- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g. by assessing the effectiveness of strategies and processes used, by proposing alternative approaches, by judging the reasonableness of results, by verifying solutions).

REFLECTING

- select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems;

CONNECTING

- make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts (e.g. other curriculum areas, daily life, current events, art and culture, sports);

REPRESENTING

- create a variety of representations of mathematical ideas (e.g. numeric, geometric, algebraic, graphical, pictorial; onscreen dynamic representations), connect and compare them, and select and apply the appropriate representations to solve problems;

COMMUNICATING

- communicate mathematical thinking orally, visually, and in writing, using mathematical vocabulary and a variety of appropriate representations, and observing mathematical conventions.

Number Sense and Numeration

Students will:

- represent, compare, and order numbers, including integers;
- demonstrate an understanding of addition and subtraction of fractions and integers, and apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers;
- demonstrate an understanding of proportional relationships using percent, ratio, and rate.

Measurement

Students will:

- report on research into real-life applications of area measurements;
- determine the relationship among units and measurable attributes, including the area of a trapezoid and the volume of a right prism.

Geometry and Spatial Sense

Students will:

- construct related lines, and classify, triangles, quadrilaterals, and prisms, develop an understanding of similarity, and distinguish similarity and congruence.

SCIENCE AND TECHNOLOGY

Life Systems

Students will

- assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts;
- investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem;
- demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.

Matter and Energy

Students will

- evaluate the social and environmental impacts of the use and disposal of pure substance and mixtures;
- investigate the properties and applications of pure substances and mixtures;
- demonstrate an understanding of the properties of pure substances and mixtures, and describe these characteristics using the particle theory.

Structures and Mechanisms

Students will:

- analyse personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices;
- design and construct a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them;
- demonstrate an understanding of the relationship between structural forms and the forces that act on and within them.

Earth and Space Systems

Students will:

- assess the costs and benefits of technologies that reduce heat loss or heat-related impacts on the environment;
- investigate ways in which heat changes substances, and describe how heat is transferred;
- demonstrate an understanding of heat as a form of energy that is associated with the movement of particles and is essential to many processes within the earth's systems.

MUSIC

Knowledge of Elements

Students will:

- demonstrate an understanding of the basic elements of music theory through listening to, performing, and creating music;
- sing and play instruments with expression and proper technique;
- use correctly the musical terminology associated with the specific expectations for this

- grade;
- read, write, and perform from musical notation accurately and with some fluency;
- communicate their understanding and knowledge of music in appropriate ways;
- identify and perform music of a variety of cultures and historical periods.

Creative Work

Students will:

- sing or play a variety of pieces expressively;
- sing familiar songs and manipulate a musical element to change the overall effect;
- create and perform musical compositions that make use of elements studied in pieces learned in grade 7;
- create and perform two contrasting songs based on a scene from a story, poem or play, and connect them with the dialogue.

PHYSICAL EDUCATION AND HEALTH

Fundamental Movement Skills

Students will:

- combine a variety of movement skills (locomotion/travelling, manipulation, and stability) in games, gymnastics, dance, and outdoor pursuits (e.g. basketball, flag football, gymnastics floor routines, novelty dances like the Alley Cat, orienteering);
- apply the principles of movement while refining movement skills (e.g. running into an open space to elude an opponent in soccer).

Active Participation

Students will:

- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g. power walking, hiking);
- identify the benefits of each component of physical fitness (e.g. cardio-respiratory fitness – healthy heart and lungs);
- apply living skills (e.g. basic problem-solving, decision-making, goal-setting, and conflict resolution techniques) in physical activities (e.g. games, gymnastics, dance, music, outdoor pursuits);
- transfer appropriate interpersonal skills (e.g. exhibiting etiquette, fair play, co-

- operation, and respectful behaviour) to new physical activities;
- follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for their own safety.

Healthy Living

Students will:

- relate healthy eating practices and active living to body image and self-esteem;
- describe age-appropriate matters related to sexuality;
- explain how harassment relates to personal safety;
- apply living skills to deal with peer pressure related to substance use and abuse.

Overview of Sex Education/Family Life Education

- All Kinds of Relationships: intimacy; learning to relate; supportive relationships; communication in the family; friendship and how to fit in the group; peer pressure; balancing family and friends;
- Understanding Sexuality: male and female persons; male and female persons in relationship; understanding sexual roles; body image during puberty; changing appearance; understanding sexual attraction; homosexuality;
- A New Human Life: development and birth; heredity and environment;
- Exploring Commitment: new responsibility- new freedom, being responsible; being true to yourself; balancing responsibility; peer pressure; handling stress.

GRADE 8

ART

Knowledge of Elements

Students will:

- understand how repetition of elements creates rhythm and unity of composition;
- take the focal point to understand contrast in colour, line, shape or texture;
- Critique a variety of art pieces.

Creative Work

Students will:

- organize their art works to create a specific effect and mood;
- produce two- and three-dimensional art with a specific audience in mind (e.g. illustrations for a children's book);
- suggest strategies for improving their own work.

CORE FRENCH

Oral Communication: The focus for all elementary students continues to be the development of strong oral communication skills. These skills are concurrently supported and enhanced with the introduction of reading and writing, based upon each student's competency level. Learning activities continue to focus upon students' interests, activities and needs in order to encourage their participation.

Because listening and speaking are inseparable in real-life situations, these skills are developed together in the classroom. Senior students are now encouraged to use their acquired strategies (such as intonation, context, cognates and prior knowledge) to deduce the meaning of new words and to make sense of spoken language. Risk-taking and language experimentation are highly encouraged in order to develop, through error correction, a greater degree of fluency.

As an independent study project, each senior student is responsible for a major oral presentation at the end of each school term.

Reading: In Grade 8 students continue to further develop their skills in formal French novel-study. Students are expected to choose individual novels from the school library. The emphasis is upon reading for enjoyment and for challenge. Students are furthering their ability to identify the novel's main idea as well as a variety of supporting details. They are required to use various independent reading strategies to determine meaning (e.g. glossaries, dictionaries, contextual clues). Students

continue to refine their ability to express personal preferences or reactions to a novel. In Grade 8, the challenge for students continues to be to prepare a weekly written summary in French, based upon their comprehension of their novel.

Writing: Students' writing skills to date include writing simple and compound sentences and questions, using familiar and new vocabulary. They are learning to organize information into paragraphs. Students are expected to proofread and correct their work, focussing upon grammar, punctuation and spelling of verb forms and familiar language structures. Students also are responsible for one major essay project at the end of each term, based upon the content of their oral presentations.

By the end of Grade 8, students will:

- listen to and talk about simple orally presented texts in structured and open-ended situations;
- express ideas, feelings, and opinions in conversations and discussions, using learned language structures and a variety of vocabulary and expressions;
- read a variety of simple materials, 400 to 600 words long, and demonstrate understanding;
- write in a variety of forms, adjusting language to suit the audience;
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level;

Pronouns

- object pronouns *y* and *en*;
- pronoun *on*.

Verbs

- subject and auxiliary verbs in *le passé composé*;
- *le passé composé* of regular *-er*, *-ir*, and *-re* verbs, and some irregular verbs (e.g., *avoir*, *être*, *faire*, *prendre*) with the verb *avoir*;
- singular form of *le passé composé* of a few high-frequency verbs formed with the verb *être* (e.g. *aller*, *partir*).

Adjectives

- comparative and superlative forms of adjectives (e.g., *Le fromage est plus cher que le pain. C'est le film le plus populaire*);
- partitive article with negation (e.g., *Je n'ai pas de...*).

Adverbs

- formation of adverbs with adjectives (e.g., *naturelle, naturellement, heurux/heureusement*).

Vocabulary

- basic vocabulary (e.g. words associated with careers, transportation, clothing, music, films, travel);
- words from units under study, phrases and expressions from oral vocabulary, personal word lists, and class lists.

Spelling rules and strategies

- Use of basic sounds and their related spelling pattern, knowledge of cognates (e.g., *adore/adorer, nutrition/nutritif, universel/universelle*);
- Use of some generalizations about spelling (e.g. word families: *musique/musical/musicalement/musicien/musicienne*);
- Use of resources (e.g., classroom-displayed vocabulary, text, dictionary) to check spelling.

GEOGRAPHY

The topics for Grade 8 geography are:

- Patterns in Human Geography
- Economic Systems
- Migration

Patterns in Human Geography

Students will:

- identify the main patterns of human settlement and identify the factors that influence population distribution and land use;
- use a variety of geographic representations, resources, tools, and technologies to gather,

- process, and communicate geographic information about patterns in human geography;
- compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future.

Economic Systems

Students will:

- describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems;
- compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets.

Migration

Students will:

- identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities;
- connect the real experiences of Canadians to information about the causes and effects of migration.

HISTORY

The topics for Grade 8 are:

- Confederation
- The Development of Western Canada
- Canada: A Changing Society

Confederation

Students will:

- describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation;
- use a variety of resources and tools to gather, process, and communicate information about the needs and challenges that led to the formation and expansion of the Canadian federation;

- compare Canada as it was in 1867 to the Canada of today, including political, social, and other issues facing the country in both periods.

The Development of Western Canada

Students will:

- outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon, and describe the effects of development on various groups of people in the region from a variety of perspectives;
- use a variety of resources and tools to gather, process, and communicate information about conflicts and changes that occurred during the development of western Canada;
- show how the history of the Canadian west has influenced both artistic/imaginative works and Canadian institutions.

A Changing Society

Students will:

- describe key characteristics of Canada between 1885 and 1914, including social and economic conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political responses to these pressures;
- use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it was entering the twentieth century;
- compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

LANGUAGE

Oral Communication:

Students will:

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

Students will:

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently;
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

Students will:

- generate, gather, organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

Students will:

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters, and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

Students will:

Problem Solving

- develop, select, apply, and compare a variety of problem-solving strategies as they pose and solve problems and conduct investigations, to help deepen their mathematical understanding;

Reasoning and Proving

- develop and apply reasoning skills (e.g. recognitions of relationships, generalization through inductive reasoning, use of counter-examples) to make mathematical conjectures, assess conjectures and justify conclusions, and plan and construct organized mathematical arguments;

Reflecting

- demonstrate that they are reflecting on and monitoring their thinking to help clarify their understanding as they complete an investigation or solve a problem (e.g. by assessing the effectiveness of strategies and processes used, by proposing alternative approaches, by judging the reasonableness of results, by verifying solutions);

Selecting Tools and Computational Strategies

- select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems;

Connecting

- make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts (e.g. other curriculum areas, daily life, current events, art and culture, sports);

Representing

- create a variety of representations of mathematical ideas (e.g. numerical, geometric, algebraic, graphical, pictorial; onscreen dynamic representations), connect and compare them, and select and apply the appropriate representations to solve problems;

Communicating

- communicate mathematical thinking orally, visually, and in writing, using mathematical vocabulary and a variety of appropriate representations, and observing mathematical conventions.

Number Sense and Numeration

Students will:

- represent, compare, and order equivalent representations of numbers, including those involving positive exponents;
- solve problems involving whole numbers, decimal numbers, fractions, and integers, using a variety of computational strategies;
- solve problems by using proportional reasoning in a variety of meaningful contexts.

Measurement

Students will:

- research, describe, and report on applications of volume and capacity measurement;
- determine the relationship among units and measurable attributes, including the area of a circle and the volume of a cylinder.

Geometry and Spatial Sense

Students will:

- demonstrate an understanding of the geometric properties of quadrilaterals and circles and the applications of geometric properties in the real world;
- develop geometric relationships involving lines, triangles, and polyhedral, and solve problems involving lines and triangles;
- represent transformations using the Cartesian coordinates plane, and make connections between transformations and the real world.

Patterning and Algebra

Students will:

- represent linear growing patterns (where the terms are whole numbers) using graphs, algebraic expressions, and equations;
- model linear relationships graphically and algebraically, and solve and verify algebraic equations, using a variety of strategies, including inspection, guess and check, and using a “balance” model.

Data Management and Probability

Students will:

- collect, and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots;
- apply a variety of data management tools and strategies to make convincing arguments

- about data;
- use probability models to make predictions about real-life events.

MUSIC

Knowledge of Elements

Students will:

- read music appropriate to this grade level;
- identify and perform the major scales;
- identify unique notation for each instrument (clefs, ledger lines, accidentals, vocabulary, terms);
- perform advanced rhythm including time signatures, eighth notes, rests, ties;
- introduction to composers and music history;
- introduction to composition;
- recognize rondo form.

Creative Work

Students will:

- improvise a solo melodic line;
- create musical compositions, and perform them;
- sing and play with expression.

PHYSICAL EDUCATION AND HEALTH

Fundamental Movement Skills

Students will:

- apply a variety of movement skills in combination and in sequence (locomotion/travelling, manipulation, and stability) in physical activities (e.g. dance) and formal games (e.g. badminton, soccer);
- apply the principles of movement while refining movement skills (e.g. dribbling a ball quickly and slowly in basketball).

Active Participation

Students will:

- participate on a regular basis in physical activities that maintain or improve physical

- fitness (e.g. aerobics to music);
- apply living skills (e.g. basic problem-solving, decision-making, goal-setting, and conflict-resolution techniques) in physical activities (e.g. games, gymnastics, dance, outdoor pursuits);
- transfer appropriate interpersonal skills (e.g. exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities;
- follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for personal safety.

Healthy Living

Students will:

- adopt personal goals that reflect healthy eating practices;
- identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality;
- identify local support groups and community organizations that provide information and services related to health;
- analyze situations that are personally dangerous to personal safety;
- apply living skills to respond to matters related to sexuality, drug use, and healthy eating habits.

Overview of Sex Education/Family Life Education

- Living in Relationship: the family; the experience of friendship; issues in friendship; moods; cliques;
- Different People, Different Styles: exploring your personality;
- Male and Female Persons in Relationship: dating, sexual intimacy and marriage;
- Sexual Identity and Sexual Roles; growing up as males and females; understanding sexual roles; body image during puberty; a growing awareness of fertility; the stages of puberty;
- Relating as Sexual People: sexual attraction; respect for self and others; sexuality and decision making;
- Sexually transmitted diseases: the implications for fertility;
- Sexuality and Decision Making.

SCIENCE AND TECHNOLOGY

Understanding Life Systems

Students will:

- access the impact of cell biology on individuals, society, and the environment;

- investigate functions and processes of plant and animal cells;
- demonstrate an understanding of the basic structure and function of plant and animal cells and cell processes.

Understanding Structures and Mechanisms

Students will:

- assess the personal, social, and/or environmental impacts of a system, and evaluate improvements to a system and/or alternative ways of meeting the same needs;
- investigate a working system and the ways in which components of the system contribute to its desired function;
- demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation.

Understanding Matter and Energy

Students will:

- analyze how the property of fluids are used in various technologies, and assess the impact of these technologies on society and the environment;
- investigate the properties of fluids;
- demonstrate an understanding of the properties and uses of fluids.

Understanding Earth and Space Systems:

Students will:

- assess the impact of human activities and technologies on the sustainability of water resources;
- investigate factors that affect local water quality;
- demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems on a specific region.

Reach Ahead Grade 8

Students in grade 8 may reach ahead and take high school credits. This occurs only when the Principal and Director of Studies, in consultation with the parents, decide that enrichment at the grade 8 level is no longer satisfying the students' academic needs. The student will have to meet all requirements of the grade 9 credit course before the credit is granted.

COMMUNITY HOURS

As part of the diploma requirement, each student must make a positive contribution to the well-being of the community. The community involvement consists of student self-directed activities of at least

40 hours, which can start in grade 9. The activities must occur outside of normal instructional hours.

The purpose of the community involvement is to:

- promote community values;
- help students understand how they can make a positive difference;
- have students demonstrate their integrity;
- have students contribute to their community;
- increase student awareness of community needs;
- discover the role students can play in making their communities a better place in which to live and work;
- develop a positive self-image and a greater sense of identity in the community;
- provide a possibility for exploring career opportunities.

Appendix “A”

Community Hours

This information given here uses material from "**Policy/Program Memorandum No. 124a**" issued under the authority of the Deputy Minister of Education, and found at: <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>.

Introduction

Every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity. A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the board’s list of approved activities, or choose an activity that is *not* on the list, provided that it is not an activity specified on the ministry’s and the school’s lists of ineligible activities. If the activity is not on the list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed “Notification of Planned Community Involvement Activities” form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A “Completion of Community Involvement Activities” form must be completed by the student, the student’s parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student).

Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the “Notification of Planned Community Involvement Activities” form and the “Completion of Community Involvement Activities” form if the student is under the age of eighteen years.

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfill their community involvement requirement in a safe environment. The person overseeing the student’s activity must verify the date(s) and the number of hours completed on the “Completion of Community Involvement Activities” form.

Procedures for Students

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a “Notification of Planned Community Involvement Activities” form. The student will select an activity (or activities) from the board’s list of approved activities, or an activity that is *not* on the list, provided that it is not an activity that is on the ministry’s or board’s list of ineligible activities (see “Ineligible Activities” below). If the activity is not on the board’s list of approved activities, the student will have to obtain written approval from the principal (that is, the principal’s signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parents, and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal (for example, the student’s teacher-adviser). More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

When the activity is completed, the student must fill out the “Completion of Community Involvement Activities” form. The sponsor of the activity - that is, the person or organization that provided the community involvement activity - will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student’s parents if the student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal.

Students will provide their parents with a copy of the board’s document “Information on the Community Involvement Diploma Requirement”, which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student’s lunch breaks or “spare” periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as “designated substances” under the *Occupational Health and Safety Act*;
- requires the knowledge of a trades person whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

Community Hours Suggestions

Below are some suggestions for volunteer activities. In each case, the coordinator has agreed to consider applications from Venta students, if spaces are available.

The Ottawa Public Library:

Libraries train volunteers and encourage students to spend their entire involvement within the library. As well, library staff will call students when needs arise within the system.

Usually, two students, for each library, are chosen after an interview. Libraries are popular as a volunteer location, so plan to make your application early.

As well, staff at local branches are willing to consider students and interview for specific jobs.

Carp Branch:
Stittsville Branch
Hazeldean Branch
Beaverbrook Branch

The Diefenbunker:

This fundraiser for the Carp Library is an annual event held in May. Volunteers are needed to help organize the stations, and to distribute water to participants.

Retirement Homes:

Students are welcome to apply for a variety of jobs. They are very anxious to have companions to the residents - to read to them, and to establish relationships. Young people are highly prized as volunteers. The following are residences which would welcome Venta students, but you need not feel constrained to it; check out retirement homes in your community.

Almonte Country Haven
Kanata Retirement Residence
Fairfield (Kanata)
Stittsville Villa
Friends of the Carp River: carpriverfriends@yahoo.ca

History Buffs:

Local museums, including the Diefenbunker, welcome students to help out with a variety of responsibilities.

Huntley Township Historical Society

Goulbourn Township Historical Society

The Diefenbunker

Billings Bridge Estate

Bytown Museum

Notification of Planned Community Involvement Activities

Student Principal

_____ || _____

School Telephone

_____ || _____

Please provide the information requested below about the community involvement activities in which you plan to participate.

ACTIVITY	Est'd no. of hours	Est'd date of completion	Location and telephone #	Supervisor's name	Principal's signature, if required

Is each activity identified on the school board's list of approved activities? ___ Yes ___ No

If you checked "No", you must obtain written approval from the principal (the principal's signature above) before starting the activity

Student's signature

Date

Parent's or guardian's signature

Date

Appendix “B1”

**Report Card Example
(Junior 1 – Junior 4)**

VENTA PREPARATORY SCHOOL
2013 Old Carp Road, Carp, Ontario K0A 1L0

The 4-Level Performance Assessment/Evaluation Continuum To correspond to Ministry of Education Standards				
0% to 49%	Level 1 50% to 59%	Level 2 60% to 69%	Level 3 70% to 79%	Level 4 80% to 100%
Achievement is NOT MEETING grade expectations (Required knowledge/skills are not demonstrated. There may be insufficient evidence to assign a grade or extensive remediation required)	Achievement is Passable and FALLS BELOW the STANDARD (Knowledge/skills are demonstrated in limited ways)	Achievement is Moderate and Below but APPROACHES the STANDARD (Knowledge/skills are demonstrated with some competence.)	Achievement is High and MEETS the STANDARD (Knowledge/skills are demonstrated with considerable competence.)	Achievement is Very High to Outstanding and ABOVE the STANDARD (Knowledge/skills are demonstrated in complex, proficient, insightful ways.)

TO: _____

Student: _____

Year: 2006-2007

Grade: _____

REPORT CARD

	FIRST TERM	SECOND TERM	THIRD TERM	Final
	Term	Term	Term	
LANGUAGE				
MATHEMATICS				
SOCIAL STUDIES				
SCIENCE & TECHNOLOGY				
FRENCH				
MUSIC				
ART				
PHYSICAL EDUCATION				
Days Late:				
Days Absent:				

Promoted To: _____

Date: _____

Shaun Quinn, M. Ed.
Director of Studies

Marilyn Mansfield, M.Ed.
Principal

Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline2000. Access to OSR may be obtained by contacting the principal.

To parents or guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the students Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.

Parent Signature _____

(Please sign and return by fax to: 613-839-1956)

Appendix “B2”

**Report Card Example
(Junior 5 – Grade 8)**

VENTA PREPARATORY SCHOOL 2013 Old Carp Road, Carp, Ontario K0A 1L0				
The 4-Level Performance Assessment/Evaluation Continuum To correspond to Ministry of Education Standards				
0% to 49%	Level 1 50% to 59%	Level 2 60% to 69%	Level 3 70% to 79%	Level 4 80% to 100%
Achievement is NOT MEETING grade expectations (Required knowledge/skills are not demonstrated. There may be insufficient evidence to assign a grade or extensive remediation required).	Achievement is Passable and FALLS BELOW the STANDARD (Knowledge/skills are demonstrated in limited ways)	Achievement is Moderate and Below but APPROACHES the STANDARD (Knowledge/skills are demonstrated with some competence.)	Achievement is High and MEETS the STANDARD (Knowledge/skills are demonstrated with considerable competence).	Achievement is Very High to Outstanding and ABOVE the STANDARD (Knowledge/skills are demonstrated in complex, proficient, insightful ways.)

TO:

Student:
Year: 2006-2007
Grade: _____

REPORT CARD

	FIRST TERM	SECOND TERM	THIRD TERM		Final
	Term	Term	Term	Exam	
ENGLISH					
MATHEMATICS					
SCIENCE & TECHNOLOGY					
GEOGRAPHY					
HISTORY					
FRENCH					
MUSIC					
ART					
PHYSICAL EDUCATION					
Average:					
Days Late:					
Days Absent:					

Promoted To:

Date:
Shaun Quinn, M. Ed.
Director of Studies
Marilyn Mansfield, M.Ed.
Principal

Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline 2000. Access to OSR may be obtained by contacting the principal.

To parents or guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the students Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.

Parent Signature _____
(Please sign and return by fax to: 613-839-1956)

Appendix “C1”

List of Distinction
(Junior 1 – Junior 2)

RUBIC FOR THE LIST OF DISTINCTION				
Planner score criteria	☹	☺	☺	●
Categories	Insufficient	Needs Improvement	Good	OUTSTANDING!
Homework	The student:			
-completed and submitted -organized and meets teacher standards	-does not submit homework	-does not fully complete homework -produces homework which is below teachers expectations in terms of neatness, quality and/or organization	-completes all homework -produces homework which meets teachers expectations in terms of neatness, quality and/or organization	-completes all homework -produces work which has exceeded teachers expectations in terms of neatness, quality and organization
Achievement Level	The student:			
-daily work, assignments, essays, tests, etc.(when graded) meets the students= ability - determined on an individual basis	-produces marked work which is far below the teachers expectations, and is not at all representative of the students ability	-produces marked work which is below the teachers expectations, and is not representative of the students ability	-produces marked work which meets the teachers expectations, and is representative of the students ability	-produces marked work which exceeds the teachers expectations and shows significant individual effort
Behaviour	The student:			
-on time, prepared for class -effort level and time management	-arrives late, poorly prepared for class, demonstrates unreasonable behaviour, <i>and</i> manages time inefficiently	-arrives late, poorly prepared for class, demonstrates unreasonable behaviour, <i>or</i> manages time inefficiently	-arrives on time, prepared for class, demonstrates reasonable behaviour, and manages time efficiently	-arrives on time, prepared for class, demonstrates perfect behaviour, and manages time with an exceeding amount of efficiency
Participation	The student:			
-participant in the learning process -initiative	-does not show initiative <i>and</i> does not participate in class to the teachers expectations	-does not show initiative <i>or</i> does not participate in class to the teachers expectations	-shows initiative and participates in class to the teachers expectations	-shows initiative and participates in class beyond the teachers expectations
Note: this rubric is for teachers reference only.				

Appendix “C2”

List of Distinction
(Junior 3 – Grade 10)

RUBRIC FOR THE LIST OF DISTINCTION				
Planner score criteria				
Categories	1	2	3	4
Homework	The student:			
-completed and submitted -organized and meets teacher standards	-does not submit homework	-does not fully complete homework -produces homework which is below teachers expectations in terms of neatness, quality and/or organization	-completes all homework -produces homework which meets teachers expectations in terms of neatness, quality and/or organization	-completes all homework -produces homework which has exceeded teachers expectations in terms of neatness, quality and organization
Achievement Level	The student:			
-daily work, assignments, essays, tests, etc.(when graded) meets the students= ability - determined on an individual basis	-produces marked work which is far below the teachers expectations, and is not at all representative of the students ability	-produces marked work which is below the teachers expectations, and is not representative of the students ability	-produces marked work which meets the teachers expectations, and is representative of the students ability	-produces marked work which exceeds the teachers expectations and shows significant individual effort
Behaviour	The student:			
-on time, prepared for class -effort level and time management	-arrives late, poorly prepared for class, demonstrates unreasonable behaviour, and manages time inefficiently	-arrives late, poorly prepared for class, demonstrates unreasonable behaviour, or manages time inefficiently	-arrives on time, prepared for class, demonstrates reasonable behaviour, and manages time efficiently	-arrives on time, prepared for class, demonstrates perfect behaviour, and manages time with an exceeding amount of efficiency
Participation	The student:			
-participant in the learning process -initiative	-does not show initiative and does not participate in class to the teachers expectations	-does not show initiative or does not participate in class to the teachers expectations	-shows initiative and participates in class to the teachers expectations	-shows initiative and participates in class beyond the teachers expectations
<u>Note: this rubric is for teachers reference only.</u>				