Intermediate Program of Studies and Authorized Materials 2010-2011
# Table of Contents

**Intermediate School.** .................................................................................................................. 1
  Intermediate Course Codes. .................................................................................................................. 2
  Time on Task for Intermediate Subjects. ............................................................................................. 6
  Abbreviations ...................................................................................................................................... 7
  Publisher Abbreviations. ....................................................................................................................... 8
  Public School Education. ....................................................................................................................... 10
  Philosophy of Public Education. ............................................................................................................ 10

**English Programs.** .......................................................................................................................... 12
  Mandate. .............................................................................................................................................. 12
  Course Development/update Procedure. ................................................................................................. 12
  Fair Presentation on Cultural and Other Groups. .................................................................................. 13
  Visual Arts. .......................................................................................................................................... 14
  Communication and Information Technology. ....................................................................................... 15
  English Language Arts. .......................................................................................................................... 17
  Health ................................................................................................................................................. 18
  Home Economics .................................................................................................................................. 19
  Industrial Technology. ............................................................................................................................ 20
    9INDA Industrial Technology. ............................................................................................................. 21
  Mathematics. ......................................................................................................................................... 22
  Music. .................................................................................................................................................... 24
  Physical Education. ................................................................................................................................ 25
  Resource-based Learning and School Library Programs. ....................................................................... 26
  Resource/Special Education. .................................................................................................................. 27
  Science. ................................................................................................................................................ 28
    7SCIA Science. .................................................................................................................................... 28
    8SCIA Science. .................................................................................................................................... 29
    9SCIA Science. .................................................................................................................................... 29
  Social Studies. ....................................................................................................................................... 31
    7SOCA Social Studies. .......................................................................................................................... 31
    8SOCA Social Studies. .......................................................................................................................... 31
    9SOCA Social Studies. .......................................................................................................................... 32

**French Programs.** ............................................................................................................................. 33
  Core French. .......................................................................................................................................... 33
  Enhanced French. ................................................................................................................................... 34
  French Immersion Programs. ............................................................................................................... 35
  Early French Immersion and Middle French Immersion (EFI & MI). .................................................. 36
  French Language Arts (EFI & MI). ........................................................................................................ 36
  Health (EFI). ......................................................................................................................................... 36
Mathematics (EFI – MI) ............................................................ 37
Science (EFI – MI) ................................................................. 38
Social Studies (EFI and LFI) ..................................................... 38
    7SOCF Social Studies (EFI) .................................................. 39
    8SOCF Social Studies (EFI) .................................................. 39
    9SOCF Social Studies (EFI) .................................................. 39
Late French Immersion .............................................................. 40
French Language Arts (LFI) ...................................................... 40
Health (LFI) .............................................................................. 41
Mathematics (LFI) ................................................................. 42
Science (LFI) .......................................................................... 42
Social Studies (LFI) ............................................................... 42
    7SOCG Social Studies (LFI) ................................................. 42
    8SOCG Social Studies (LFI) ................................................. 43
    9SOCG Social Studies (LFI) ................................................. 43

Authorized Instructional Materials ........................................................................ 45
Visual Arts ........................................................................ 46
English Language Arts .............................................................. 47
    7ENGA English Language Arts ............................................. 47
    8ENGA English Language Arts ............................................. 48
    9ENGA English Language Arts ............................................. 49
Health ........................................................................... 53
    7HEAA Health................................................................. 53
    8HEAA Health................................................................. 53
    9HEAA Health................................................................. 53
Home Economics .................................................................. 54
Industrial Technology .............................................................. 55
    9INDA Industrial Technology – Manufacturing Technology Module ........................................ 55
Mathematics .................................................................... 56
    7MATA Mathematics ....................................................... 56
    8MATA Mathematics ....................................................... 56
    9MATA Mathematics ....................................................... 56
Music ............................................................................. 57
    Theory Resources ............................................................. 57
    Vocal Instructional Material ............................................... 57
    Instrumental Music ........................................................... 57
    Sheet Music .................................................................... 57
    Strings Instructional Material ............................................. 65
Physical Education ................................................................. 69
Science ........................................................................... 70
    7SCIA Science ................................................................. 70
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9HEAG Health (LFI)</td>
<td>104</td>
</tr>
<tr>
<td>Mathematics (LFI)</td>
<td>105</td>
</tr>
<tr>
<td>7MATG Mathematics LFI</td>
<td>105</td>
</tr>
<tr>
<td>8MATG Mathematics LFI</td>
<td>105</td>
</tr>
<tr>
<td>9MATG Mathematics LFI</td>
<td>105</td>
</tr>
<tr>
<td>Science (LFI)</td>
<td>105</td>
</tr>
<tr>
<td>7SCIF Science LFI</td>
<td>105</td>
</tr>
<tr>
<td>8SCIF Science LFI</td>
<td>106</td>
</tr>
<tr>
<td>9SCIF Science LFI</td>
<td>106</td>
</tr>
<tr>
<td>Social Studies (LFI)</td>
<td>107</td>
</tr>
<tr>
<td>7SOCG Social Studies LFI</td>
<td>107</td>
</tr>
<tr>
<td>8SOCG Social Studies LFI</td>
<td>107</td>
</tr>
<tr>
<td>9SOCG Social Studies LFI</td>
<td>108</td>
</tr>
</tbody>
</table>
Intermediate School

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

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

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

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

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

<table>
<thead>
<tr>
<th>Number of Characters</th>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grade</td>
<td>7 = Grade 7 8 = Grade 8 9 = Grade 9</td>
</tr>
<tr>
<td>3</td>
<td>Subject</td>
<td>Example: MAT = Mathematics, HIS = History</td>
</tr>
<tr>
<td>1</td>
<td>Program</td>
<td>The fifth character is used as a program identifier as well as to distinguish between courses that would otherwise be identical in their coding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A to E = English-language courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F to J = French immersion courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M to Q = French-language courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W to Z = local program courses</td>
</tr>
<tr>
<td>1</td>
<td>Program</td>
<td>There may be a sixth character in a code that distinguish between programs that would otherwise be identical in their coding.</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code (E)</th>
<th>Course Code (FI)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>7ARTA</td>
<td></td>
<td>Visual Arts</td>
</tr>
<tr>
<td>7ENGA</td>
<td>7FREF 7FREG</td>
<td>Language Arts  French Language Arts (EFI)  French Language Arts (LFI)</td>
</tr>
<tr>
<td>7EXPA</td>
<td></td>
<td>Exploratory Cluster  (consisting of only provincial modules such as Home Economics, Industrial Technology)  Exploratory CIT Modules (consisting of provincial IT modules)</td>
</tr>
<tr>
<td>7EXPB</td>
<td></td>
<td>Exploratory Cluster  (consisting of only provincial modules such as Home Economics, Industrial Technology)  Exploratory CIT Modules (consisting of provincial IT modules)</td>
</tr>
<tr>
<td>7FREA</td>
<td></td>
<td>Core French</td>
</tr>
<tr>
<td>7FREB</td>
<td></td>
<td>Enhanced French</td>
</tr>
<tr>
<td>7HECAF 7HECAC</td>
<td></td>
<td>Home Economics (Foods)  Home Economics (Clothing)</td>
</tr>
<tr>
<td>7HEAA</td>
<td></td>
<td>Health</td>
</tr>
<tr>
<td>Course Code (E)</td>
<td>Course Code (FI)</td>
<td>Title</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 7HEAF 7HEAG     |                  | Health (EFI)  
|                 |                  | Health (LFI)  |
| 7INDAW 7INDAT   |                  | Industrial Technology (woods, metals, plastics and ceramics)  
|                 |                  | Industrial Technology (graphics, electricity, power, computer)  |
| 7MATA           | 7MATF 7MATG      | Mathematics  
|                 |                  | Mathematics (EFI)  
|                 |                  | Mathematics (LFI)  |
| 7MUSA 7MUSB 7MUSC |                  | Music Instrumental  
|                 |                  | Music Vocals  
|                 |                  | Music Strings  |
| 7PEDA           |                  | Physical Education  |
| 7SCIA           | 7SCIF 7SCIG      | Science  
|                 |                  | Science (EFI)  
|                 |                  | Science (LFI)  |
| 7SOCA           | 7SOCF 7SOCG      | Social Studies  
|                 |                  | Social Studies (EFI)  
|                 |                  | Social Studies (LFI)  |
| 8ARTA           |                  | Visual Arts  |
| 8ENGA           | 8FREF 8FREG      | Language Arts  
|                 |                  | French Language Arts (EFI)  
|                 |                  | French Language Arts (LFI)  |
| 8EXPA 8EXPB     |                  | Exploratory Cluster  
|                 |                  | (consisting of only provincial modules such as Home Economics, Industrial Technology)  
|                 |                  | Exploratory CIT Modules (consisting of provincial IT modules)  |
| 8FREA           |                  | Core French  |
| 8FREB           |                  | Enhanced French  |
| 8HECAF 8HECAC   |                  | Home Economics (Foods)  
|                 |                  | Home Economics (Clothing)  |
| 8HEAA           | 8HEAF 8HEAG      | Health  
|                 |                  | Health (EFI)  
|                 |                  | Health (LFI)  |
| 8INDAW 8INDAT   |                  | Industrial Technology (woods, metals, plastics and ceramics)  
<p>|                 |                  | Industrial Technology (graphics, electricity, power, computer)  |</p>
<table>
<thead>
<tr>
<th>Course Code (E)</th>
<th>Course Code (FI)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>8MATA</td>
<td>8MATF 8MATG</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics (EFI)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics (LFI)</td>
</tr>
<tr>
<td>8MUSA 8MUSB 8MUSC</td>
<td></td>
<td>Music Instrumental</td>
</tr>
<tr>
<td>8MUSA</td>
<td></td>
<td>Music Vocal</td>
</tr>
<tr>
<td>8MUSB</td>
<td></td>
<td>Music Strings</td>
</tr>
<tr>
<td>8PEDA</td>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td>8SCIA</td>
<td>8SCIF 8SCIG</td>
<td>Science</td>
</tr>
<tr>
<td>8SCIA</td>
<td></td>
<td>Science (EFI)</td>
</tr>
<tr>
<td>8SCIA</td>
<td></td>
<td>Science (LFI)</td>
</tr>
<tr>
<td>8SOCA</td>
<td>8SOCF 8SOCG</td>
<td>Social Studies</td>
</tr>
<tr>
<td>8SOCA</td>
<td></td>
<td>Social Studies (EFI)</td>
</tr>
<tr>
<td>8SOCA</td>
<td></td>
<td>Social Studies (LFI)</td>
</tr>
<tr>
<td>9ARTA</td>
<td></td>
<td>Visual Arts</td>
</tr>
<tr>
<td>9ENGA</td>
<td>9FREF 9FREG</td>
<td>Language Arts</td>
</tr>
<tr>
<td>9ENGA</td>
<td></td>
<td>French Language Arts (EFI)</td>
</tr>
<tr>
<td>9ENGA</td>
<td></td>
<td>French Language Arts (LFI)</td>
</tr>
<tr>
<td>9EXPA 9EXPB</td>
<td></td>
<td>Exploratory Cluster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(consisting of only provincial modules such as Home Economics, Industrial Technology)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exploratory CIT Modules (consisting of provincial IT modules)</td>
</tr>
<tr>
<td>9FREA</td>
<td></td>
<td>Core French</td>
</tr>
<tr>
<td>9FREB</td>
<td></td>
<td>Enhanced French</td>
</tr>
<tr>
<td>9HECA</td>
<td></td>
<td>Home Economics</td>
</tr>
<tr>
<td>9HEAA</td>
<td>9HEAF 9HEAG</td>
<td>Health</td>
</tr>
<tr>
<td>9HEAA</td>
<td></td>
<td>Health (EFI)</td>
</tr>
<tr>
<td>9HEAA</td>
<td></td>
<td>Health (LFI)</td>
</tr>
<tr>
<td>9INDAW 9INDAM 9INDAT</td>
<td></td>
<td>Industrial Technology (woods, metals, plastics and ceramics)</td>
</tr>
<tr>
<td>9INDAW 9INDAM 9INDAT</td>
<td></td>
<td>Industrial Technology (manufacturing technology module)</td>
</tr>
<tr>
<td>9INDAW 9INDAM 9INDAT</td>
<td></td>
<td>Industrial Technology (graphics, electricity, power, computer)</td>
</tr>
<tr>
<td>9MATA</td>
<td>9MATF 9MATG</td>
<td>Mathematics</td>
</tr>
<tr>
<td>9MATA</td>
<td></td>
<td>Mathematics (EFI)</td>
</tr>
<tr>
<td>9MATA</td>
<td></td>
<td>Mathematics (LFI)</td>
</tr>
<tr>
<td>Course Code (E)</td>
<td>Course Code (FI)</td>
<td>Title</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>9MUSA 9MUSB 9MUSC</td>
<td></td>
<td>Music Instrumental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Vocal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Strings</td>
</tr>
<tr>
<td>9PEDA</td>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td>9SCIA</td>
<td>9SCIF 9SCIG</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science (EFI)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science (LFI)</td>
</tr>
<tr>
<td>9SOCA</td>
<td>9SOCF</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Studies (EFI)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Studies (LFI)</td>
</tr>
</tbody>
</table>
Time on Task for Intermediate Subjects

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>18 - 22%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>18 - 22%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>13 - 15%</td>
</tr>
<tr>
<td>Science</td>
<td>13 - 15%</td>
</tr>
<tr>
<td>Other official language</td>
<td>11 - 13%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4 - 6%</td>
</tr>
<tr>
<td>Health Education</td>
<td>4 - 6%</td>
</tr>
</tbody>
</table>

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

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

**Late French Immersion**

**Grades 7 and 8**
- French Language Arts 18 - 22%
- Mathematics 18 - 22%
- Social Studies 13 - 15%
- Science 13 - 15%
- Health 4 - 6%

**Grade 9**
- French Language Arts 18 - 22%
- Social Studies 13 - 15%
- Science 13 - 15%

**Continuing/Early French Immersion**

**Grades 7, 8, 9**
- French Language Arts 12 - 18%
- Social Studies 13 - 15%
- Math 13 - 15%
- Science 13 - 15%
- Health 4 - 6%

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

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

<table>
<thead>
<tr>
<th>Title and Author</th>
<th>Publisher</th>
<th>Ratio</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen Keller by M. MacDonald</td>
<td>SCH</td>
<td>1/p</td>
<td>104-4042</td>
</tr>
</tbody>
</table>

**Please note:**

1. The publisher abbreviations and the publishers they refer to are listed on the following pages.

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

3. The stock number is a unique number for each item. The numbers are assigned by the Provincial Learning Materials Distribution Centre (PLMDC).

4. There is a unique course code for each subject in the curriculum and the course code for each section is explained. Furthermore, the code is used at the beginning of the description of each course.
<table>
<thead>
<tr>
<th>Publisher Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA Éditions d'Acadie</td>
</tr>
<tr>
<td>AQC Aquilla Communications</td>
</tr>
<tr>
<td>BAN Bantam Books (H.H. Marshall)</td>
</tr>
<tr>
<td>BEAU Éditions Beauchemin</td>
</tr>
<tr>
<td>BRA Brault &amp; Bouthillier</td>
</tr>
<tr>
<td>BRU Brunswick Press</td>
</tr>
<tr>
<td>CAH CAHPER</td>
</tr>
<tr>
<td>CAW Canada &amp; the World</td>
</tr>
<tr>
<td>CBE Carleton Bd of Education</td>
</tr>
<tr>
<td>CEC Centre Éducatif et Culturel</td>
</tr>
<tr>
<td>CEP Centre Pédagogique</td>
</tr>
<tr>
<td>CGPC Can Gov't Publishing Centre</td>
</tr>
<tr>
<td>CHN Les Éditions de la Chenelière</td>
</tr>
<tr>
<td>CIRA Can Intramural Recreation</td>
</tr>
<tr>
<td>CMP Company's Coming Pub</td>
</tr>
<tr>
<td>CRC Canadian Red Cross Soc</td>
</tr>
<tr>
<td>CRF Centre Ress Franco Ont</td>
</tr>
<tr>
<td>CTF Canadian Track &amp; Field Assn</td>
</tr>
<tr>
<td>DDI Diffusion Dimedia ( Médialiv )</td>
</tr>
<tr>
<td>DFL Diffulivre Inc.</td>
</tr>
<tr>
<td>DGL Douglas &amp; McIntyre</td>
</tr>
<tr>
<td>DIS Distican</td>
</tr>
<tr>
<td>DJA Davis &amp; Johnson Assoc.</td>
</tr>
<tr>
<td>DLM Diffusion Du Livre Mirabel</td>
</tr>
<tr>
<td>DLC Directional Learning Canada Ltd.</td>
</tr>
<tr>
<td>DSP Dominion Simplicity Patterns</td>
</tr>
<tr>
<td>DUV Duval Education</td>
</tr>
<tr>
<td>EFW E.F. Williams</td>
</tr>
<tr>
<td>EIA Éditions Image de L'Art</td>
</tr>
<tr>
<td>EDU Éducalivres</td>
</tr>
<tr>
<td>ERPI Éditions du Renouveau Pédagogique Inc.</td>
</tr>
<tr>
<td>FID Éditions Fides</td>
</tr>
<tr>
<td>FRA Éditions Française</td>
</tr>
<tr>
<td>FWH Fitzhenry &amp; Whiteside</td>
</tr>
<tr>
<td>GNP General Pub Co (&amp; Irwin)</td>
</tr>
<tr>
<td>GRA Les Publications Graficor</td>
</tr>
<tr>
<td>GRO Grolier (Now Nelson)</td>
</tr>
<tr>
<td>GUE Guérin Editeur</td>
</tr>
</tbody>
</table>
Information on Publishers
For current information on English and French publishers, including publishers of audio visual materials, consult The Canadian Publishers Directory. The directory is revised annually, and may be obtained by writing:

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

The cost of the directory is $15.
Public School Education

In Prince Edward Island the public school system embodies grades 1-12. For program planning purposes, grades 1-6 are the elementary grades, 7-9 are the intermediate grades and 10-12 the senior high grades. The program is taught in schools which are organized within the Western School Board, the Eastern School District and La Commission scolaire de langue française.

A full school program is available for both English language and French language education. The schools of La Commission scolaire de langue française operate in the French language. Second language courses are available in all schools, with instruction beginning not later than grade four. Early French Immersion and late French Immersion programs are available in some English language schools.

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

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

Philosophy of Public Education

In 1989 the aims of public education were reviewed. The resulting document, A Philosophy of Public Education for Prince Edward Island Schools, was adopted in March 1990. It contains a statement of the purpose, principles and goals, summarized below, along with the supporting rationale and context.

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

Basic Principles
Public education in P.E.I. is based on a quality program that respects the intrinsic value of the individual and centres on the development of each child.

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

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

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

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

• develop an appreciation for learning, an intellectual curiosity, and a desire for lifelong learning;
• develop the ability to think critically, apply knowledge, and make informed decisions;
• acquire the basic knowledge and skills necessary to comprehend and express ideas through the use of words, numbers, and other symbols;
• develop an understanding of the natural world and of the applications of science and technology in society;
• acquire knowledge about the past and an orientation to the future;
• develop an appreciation for one’s heritage and a respect for the culture and traditions of others;
• develop a sense of self-worth;
• develop a respect for community values, a sense of personal values, and a responsibility for one’s actions;
• develop a sense of pride and respect of one’s community, province, and country;
• develop a sense of stewardship for the environment;
• develop creative skills, including those in the arts, and an appreciation of creativity in others;
• develop skills and attitudes related to the workplace;
• develop good mental and physical health and the ability to creatively use leisure time;
• acquire knowledge of the second official language and an understanding of the bilingual nature of the country;
• develop an understanding of gender equity issues and of the need to provide equal opportunities for all; and,
• develop an understanding of fundamental human rights and an appreciation for the worth of all individuals.

Although the family and the community have important roles to play in public education, the school’s curriculum is of prime importance in addressing the goals. The curriculum may be defined as all the experiences, formal and informal, which the student encounters under the guidance of the school. The present document, Program of Studies and List of Authorized Materials, outlines the formal part of the school’s program.
The English Programs Division provides quality English language curriculum and support services to teachers and students and provides leadership and coordination in the development of quality learning opportunities for all students.

There are more than 200 courses in the public school curriculum. With such a large number of courses, the process of course development, replacement, updating or other types of revisions is a continuous one. The procedures for conducting such work are described below.

Course Development/update Procedure

1. The Department of Education and Early Childhood Development assesses the effectiveness of existing school courses in consideration of the Province’s educational goals and the needs of students. The following information is used as part of the assessment process:
   a. reports from teachers
   b. submissions from school boards/district
   c. submissions from community groups
   d. government studies and initiatives
   e. academic and professional literature in education
   f. the results of provincial testing programs.

2. The decision of whether or not to proceed with development of a revision project is made by the department based upon:
   a. the result of the assessment
   b. the impact on other existing courses/programs
   c. recommendations from appropriate curriculum committees
   d. approval of the appropriate Standing Committee if major changes are involved
   e. fiscal considerations.

3. The curriculum development work is carried out by an Ad Hoc Curriculum Committee in conjunction with a Department of Education and Early Childhood Development Specialist. Nominations to a committee are requested from each school board/district, and, if appropriate, from Holland College or the University of Prince Edward Island. The committee:
   a. assesses strengths and weaknesses of the present course or program
   b. determines, with reference to provincial education goals and any appropriate Foundation Documents, the outcomes for the new or revised course
   c. evaluates instructional materials
   d. outlines a course of studies
   e. makes recommendations on pilot projects and in-service training for pilot teachers.
4. Based on recommendations from the Ad Hoc Committee and the Specialist, the appropriate Department of Education and Early Childhood Development Coordinator:
   a. submits a request to the appropriate Standing Committee for approval in principle and to the Director for final approval.
   b. consults with school boards to identify pilot schools and teachers.
   c. insures that pilot materials are ordered and that appropriate in-service training is carried out.

5. The Department of Education and Early Childhood Development monitors the progress of the pilot projects and provides information back to the Standing Committee. With this information the committee:
   a. reviews the progress of the project and recommends discontinuing the project, continuing the project, or proceeding to implement a new or revised course
   b. revises, as needed, the course of study to reflect any course changes
   c. makes provision for in-service training and other supports which will ensure effective implementation.

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

**Fair Presentation on Cultural and Other Groups**

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

(i) To evaluate aims, instructional materials and courses of study to ensure that there is fair and reasoned comment upon the characteristics or practices of any cultural group. Fair and reasoned comment is characterized by, for example, providing clear and reasonably complete explanations of characteristics and practices, distinguishing between facts and inferences or value judgements in discussions of characteristics and practices, and discouraging students from making hasty value judgements about characteristics and practices or other cultures.

(ii) To evaluate educational aims, instructional materials and courses of study to ensure that generalizations made about people are based upon reasonable evidence and that stereotypes are voided.

The following guidelines apply in evaluating instructional materials:

1. Texts and other instructional materials should portray a wide variety of occupations, activities and interests as being equally suitable for both men and women.
2. Human experiences presented in textbooks should include references to both men and women.
3. Messages about society and an individual’s place in it should imply equality of women and men.

Additional guidelines apply in evaluating instructional materials and can be found in the document called *Evaluation and Selection of Learning Resources: A Guide*. 
The emphasis for learning in the Intermediate Visual Arts, Level 1 and 2 is on the creation of images. The historical content (Prehistoric, Ancient, and Renaissance Art) is used to support, motivate, and create context. Through images from the past and present, students will come to an understanding and appreciation of the history, storytelling, media, and composition of the visual arts. It is the purpose of this course that through creative and critical art making and viewing, students will come to better value, understand, and enjoy the visuals images in their lives.

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

The visual arts outcomes for the intermediate years are extended over the two levels. These two levels can be scheduled over two or three years. Painting and drawing must be completed in order to continue to the next level. The time allotted to this subject area can vary. Though the 3-D Form Unit and Printmaking Unit are optional, they are both recommended for students’ artistic development. It is suggested that 3-D forms be taught before proceeding with the unit on printmaking. This allows students to explore the 3-D form. Students will have the opportunity to explore 2-D through drawing and painting. Printmaking is another 2-D process.

The suggested time on task for each unit at each of the two levels is as follows:
Drawing - 30% - To be completed (22 hrs)
Painting - 40% - To be completed (28 hrs)
3-D Form - 15% - Optional, but highly recommended (10.5 hrs)
Printmaking - 15% - Optional, but recommended (10.5 hrs)

The offering of Level 1 and Level 2 depends on the scheduling structure in a school. Level 1 could be introduced at grade 7, 8 or 9. If Level 1 is completed by the end of grade 7 or 8, a school could offer level 2 in grade 9. The preferred option would be that students would experience two levels of Visual Arts in the exploratory time over the three year period.

Where Art courses are offered, they may be designated 7ARTA for a grade 7 course, similarly grade 8 courses may be 8ARTA, and grade 9 courses may be 9ARTA.

Additional Note:
The resource, “Narratives of Nationhood” is available to grade 8 art classrooms. This resource is also used in grade 8 Social Studies.
**Rationale:**
To focus on how CIT can be used from grades 7-9 and across all areas of the curriculum as part of a more global strategy that will contribute to the development of technologically competent and literate individuals graduating from our school system.

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

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

The documents *Working Toward Communication and Information Technology Literacy grade 7 to grade 9* were distributed and implemented. These documents contain descriptions of CIT Outcomes and lesson plans with links to Specific Curriculum Outcomes. These documents are also available online at: [http://www.gov.pe.ca/eecd/index.php3?number=1026202&lang=E](http://www.gov.pe.ca/eecd/index.php3?number=1026202&lang=E)

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

- Appleworks 5
- Arc Explorer
- Atutor
- Audacity
- Building Perspective
- Color Magic
- Corel Presentations 12
- Corel Word Perfect 12
- Crocodile Clips
- EBSCO
- Front Page 2000
- Google Earth
- InspireData
- Inspiration 7.5
- Microsoft Word 2007
- Internet Explorer
- Net Mail
- Paint Shop Pro
- Quattro Pro 12
- Stollarium
- Type to Learn
- Understanding Math Plus 2008
**Description**

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

Within the objectives and approach described above, teachers have flexibility. The main textbooks contain numerous instructional ideas and more than enough literature for each year of the course; in addition, a variety of novels is available. Additional materials are listed for all three grade levels.

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

Three themes for the various grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Themes</th>
<th>Grade Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>New Implementation 2010-2011</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Heroic Adventures Changes What A Story!</td>
<td></td>
</tr>
</tbody>
</table>

Two sets of an additional theme for the grade 7 and 8 grade levels are available in each Board/District on Prince Edward Island. These are at St. Jean’s Resource Centre in the Eastern District and at the McNeill Centre in the Western School Board.

Grade 8 – People Profiles
Grade 9 – Play Making

Videos which correspond to each theme are located at the Video Library. Two sets per theme are available for teachers from the Eastern School District at St. Jean’s Resource Centre. In the Western School Board, these videos are available for teachers at the Little Red School House.
The aim of the intermediate health curriculum is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. To achieve this aim, students require an understanding of self as the basis for healthy interactions with others and for career development and lifelong learning. Students also require a safe and caring school and community environment in which to explore ideas and issues surrounding personal choice, to seek accurate information, and to practise healthy behaviours.

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

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

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

**Life Learning Choices**: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.
This Home Economics program is authorized for use in all the intermediate grade levels. The guidelines for the Intermediate Home Economics program are included in the curriculum guides.

**Areas of study include:**

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

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

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

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

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

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

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

Phase 2
In this phase the students are introduced to the various technologies prevalent in the world of work and the interdependence of these technologies. This is also in a multiple activity environment and takes advantage of programmed learning.

The following technologies are studied:
• Graphic Communications – drafting and design, photography, and printing
• Electricity/Electronics
• Power
• Industry
• Computer Awareness
**Curriculum outcomes**
The vision for technology education in Atlantic Canada fosters the development of all learners as technologically literate and capable citizens who can develop, implement, and communicate practical, innovative, and responsible technological solutions to problems. Industrial technology 7-9 provides modular curriculum components designed to achieve the general curriculum outcomes (GCOs) for technology education.

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

---

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

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

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

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

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

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

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

Please note that the intermediate mathematics program is in the process of being restructured. The restructured grade nine mathematics curriculum will be implemented in the 2010-2011 school year.

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

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

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

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

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

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

- Mathematics learning is an active and constructive process.
- Learners are individuals who bring a wide range of prior knowledge and experiences, and who learn via various styles and at different rates.
- Learning is most likely to occur when placed in meaningful contexts and in an environment that supports exploration, risk taking and critical thinking and that nurtures positive attitudes and sustained effort.
- Learning is most effective when standards of expectation are made clear with on-going assessment and feedback.
The Prince Edward Island Mathematics Curriculum Guides for grades seven, eight, and nine, based on The Western and Northern Canadian Protocol for Collaboration in Education, provide a philosophical and pedagogical underpinning for the mathematics education in our province.
The music education courses strive to provide musical development experiences that will enable students to:

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

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

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

<table>
<thead>
<tr>
<th>Instrumental</th>
<th>Vocal</th>
<th>Strings</th>
</tr>
</thead>
<tbody>
<tr>
<td>7MUSA</td>
<td>7MUSB</td>
<td>7MUSC</td>
</tr>
<tr>
<td>8MUSA</td>
<td>8MUSB</td>
<td>8MUSC</td>
</tr>
<tr>
<td>9MUSA</td>
<td>9MUSB</td>
<td>9MUSC</td>
</tr>
</tbody>
</table>

Please note, where band courses are taught, they are arranged in six levels, each level corresponding to a year of study. The first three levels will pertain to intermediate schools only. (Detailed information may be found in the document, *Instrumental Music Curriculum Intermediate and Senior High Band.*
Where particular courses are to be designated, the course codes 7PEDA, 8PEDA, or 9PEDA may be used to indicate courses in grades 7, 8, or 9.

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

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

**Goals:**

1. The physical education program should assist the student's development of motor skills that are effective, efficient, and applicable to a wide variety of physical activities.

2. The physical education program should assist the student to develop, monitor and maintain an appropriate fitness level.

3. The physical education program should assist the student to understand concepts basic to physical movement and to apply these understandings to a variety of physical activities.

4. The physical education program will assist the student to develop positive personal attributes.

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

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

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

Support for school library instructional programs continues to be available in the form of professional development days, services offered by specialists, the revised edition of the *School Library Skills Continuum*, and a portion of the *PEI School Library Handbook* is also devoted to curriculum and instruction. School library personnel (at all levels) continue to be supported through training and technical support with the MicroCat library automation program as well as the new Koha, web-based open source, automation program. Included in the implementation of the new Koha program is an upgrade of the existing library computers, bar code scanners, and printers, as well as a new laptop for each Teacher-Librarian/Library Contact.
The Special Education Program of Studies is a separate booklet and gives information on course codes, a list of suggested resources with a brief description of each, and ordering information. Please check with your School Book Contact.

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

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

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

### 7SCIA Science

**Interactions within Ecosystems**
- Components of an Ecosystem
- Food Webs
- Decomposers
- Ecological Succession
- Action

**Earth’s Crust**
- Geological Plate Tectonics and Time Scale
- Rocks and Minerals
- The Rock Cycle
- Weathering
- Soil

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

**Mixtures and Solutions**
- Mixtures
- Solutions
- Concentration of Solutions
- Mixtures, Solutions, and the Environment
8SCIA Science

Water Systems on Earth
• Waves, Tides and Water Currents
• Shorelines
• Ocean Basins and Continental Drainage Systems
• Oceans and Species Distribution
• Glaciers and Polar Ice Caps

Optics
• Properties of Visible Light
• Reflection
• Refraction and Dispersion
• Electromagnetic Radiation

Fluids
• Floating and Sinking – Density
• Forces in Fluids
• Viscosity of Liquids

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

9SCIA Science

Reproduction
• Cellular Processes
• Asexual and Sexual Reproduction
• Genetic Changes

Atoms and Elements
• Safety Considerations and Physical Properties
• Chemical Changes and Reactions
• Atomic Theory
• Periodic Law

Characteristics of Electricity
• Static Electricity
• Static Electricity and Electric Current
• Series and Parallel Circuits
• Use of Electrical Energy
• Electricity and the Environment
Space Exploration

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

### 7SOCA Social Studies

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

### 8SOCA Social Studies

**Description**
The grade 8 social studies course complements the grade 7 program by continuing the study of Canada’s post-war 1920s era up to present-day Canada. The focus of the grade 8 year’s study is **Canadian Identity** and its varied cultural, political, and societal roots. Students begin by examining the general concept of “**Canadian Identity**” and then they explore this concept within the contexts of **Geographic Influences**, **Decades of Change**, and **Citizenship**. The final unit, a project-based expression of their own understanding of Canadian Identity, will be discussed in the earlier stages of the program, worked on over the course of study, and presented in the final weeks of the program as a culmination activity.
9SOCA Social Studies
Currently under development

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

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

Course Outline Information
Atlantic Canada in a Global Community Curriculum Guide
Interim Curriculum Plan for Grade 9 Social Studies
French Programs

Core French

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

Course Outline Information
The Français de base 7e, 8e, 9e Programme d’études et guide pédagogique (Intermediate Core French Grades 7-8-9 Curriculum Guide), 2008 is available from PLMDC.

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

**Description**

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

Students’ work is organized around the following themes:

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8 (in pilot)</th>
<th>Grade 9 (in pilot)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robots</td>
<td>A camp for teens</td>
<td>Life in the 20th Century</td>
</tr>
<tr>
<td>Celebrating Winter</td>
<td>Inventions great and small</td>
<td>A magazine by teens, for teens</td>
</tr>
<tr>
<td>The Environment</td>
<td>Publicity and its influence</td>
<td>Extreme Sports</td>
</tr>
<tr>
<td>Strange Phenomena in Canada</td>
<td>Famous Canadians</td>
<td>A Class Album of Mementoes</td>
</tr>
</tbody>
</table>

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

**Course Outline Information**

The document *Guides pédagogiques - français approfondi I, II et III 2009* is available from the curriculum specialist.

**Time Allocation for Enhanced French Programs**

Students in Enhanced French receive the same amount of instructional time in French as compared to their counterparts in Core French. As outlined in a departmental directive, the time allotment for Intermediate Enhanced French is 11-13%. This is the equivalent of 198-234 minutes in a 6-day cycle or 264-312 minutes in an 8 day cycle.

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

**Description**
At the intermediate level, three French immersion programs are available: the Continuing/Early French Immersion program (EFI)–from pre-school to 9; the Middle immersion program (MI)–from grade 4 to 9, and the Late immersion program (LFI)–from grade 7 to 9. Please note that from grade 10 to 12, all immersion students are brought together into one French immersion program (with no specific designation); they are all expected to perform at the same level of proficiency without distinction.

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

**Late French Immersion**
Grades 7 and 8
- French Language Arts: 18-22%
- Mathematics: 18-22%
- Social Studies: 13-15%
- Science: 13-15%
- Health Education: 4-6%

Grade 9
- French Language Arts: 18-22%
- Social Studies: 13-15%
- Science: 13-15%

**Continuing/Early and Middle French Immersion**
- French Language Arts: 12-18%
- Social Studies: 13-15%
- Math: 13-15%
- Science: 13-15%
- Health Education: 4-6%
Early French Immersion and Middle French Immersion (EFI and MI)

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

French Language Arts (EFI and MI)

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

Health (EFI)

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

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

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

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

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

**Additional Notes**
1. Time allotment should be about 90 minutes per 6-day cycle.
2. Parental permission is required in order for students to take part in the study of human sexuality.
Description
The Mathematics Curriculum is shaped by a vision which fosters the development of mathematically literate students who can extend and apply their learning and who are effective participants in an increasingly technological society. The teaching and learning in mathematics activities and classrooms should enable all students to:

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

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

The outcomes for the Mathematics Curriculum are organized in terms of four content strands:

- number concepts/number relationships and relationship operations
- patterns and relations
- shape and space
- data management and probability.

In summary, instructional practices in mathematics should promote:

- classrooms as mathematical communities
- logic and mathematical evidence as verification
- mathematical reasoning
- conjecturing, inventing and problem-solving
- connecting mathematics, its ideas and its applications.
**Science (EFI – MI)**

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

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

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

---

**Social Studies (EFI and MI)**

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

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

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

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

While social studies are introduced at the elementary level by way of a theme approach, the foundation for a formal social studies program is laid in Grades 7 and 8 with a geography and history-centred curriculum.
According to Van Santbergen, a disciple of the learned Swiss psychologist Jean Piaget, the onset of adolescence is characterized by a curiosity about the past. This is borne out when students are asked to construct time lines of their own short life, and when they demonstrate a curiosity about “the way things were”. A goal of the Grades 7 and 8 social studies course is to develop skills which will allow students to understand the influence of people and events in the past so that they may better appreciate the realities of present-day Canada. These realities, past and present, are largely the result of geographical and cultural considerations: terrain, climate, vegetation, natural resources, traditions, life styles, etc. For this reason, it is important for students in Grade 7 and 8 to see the inherent links between history and geography.

Van Santbergen goes on to suggest that at approximately age 14, with the expanding adolescent mind comes a preoccupation with the present, and especially surrounding social realities. The stage is ripe to develop critical thinking and the ability to analyse, synthesize, formulate and justify opinions and draw conclusions. The Grade 9 social studies course is an introduction to three social sciences, sociology, political science and economics; however, since history and geography form the organizational base for all social sciences, a review of the history and geography of the Atlantic region is necessary to set the stage for examining cultural, social, political and economic realities of the region in which we live. This course also draws heavily from current events at the local, national and international level. To isolate the Atlantic region in the classroom would be counter-productive to the goals of the course.

7SOCF Social Studies EFI

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

8SOCF Social Studies EFI

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

9SOCF Social Studies EFI

**Description**
This course utilizes a student centred inquiry approach to explore the geography, history, culture, society, politics, economics and global interdependence of the Atlantic region. The focus is on contemporary issues in the four Atlantic provinces.
Late French Immersion is a French-as-a-second-language program which offers instruction in French during approximately 75% of the six day cycle in grades 7 and 8 and 50% in grade 9. Beginning at grade seven, the program is intended for students who have had French as a second language during elementary school years. English language arts continues to be offered as in the regular English programs.

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

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

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

**Grade 9** – 50% in French with the following courses combined:
- French, social studies, science, health education

**French Language Arts (LFI)**

*Description*
A French second language methodology is used to develop the four basic communication skills: listening, speaking, reading and writing in the Late Immersion program. Due to the heavy concentration of time in French in all subjects, the students progress rapidly through the program, developing linguistic, and communicative proficiency and confidence. The program also includes an introduction to literature, beginning with a collection of easy texts in grade 7 and moving to more challenging ones in grade 8 and 9. Throughout their intermediate years, Late French immersion students are also exposed to a variety of audio-visual materials to develop their listening, speaking and comprehension skills.
Health (LFI)

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

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

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

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

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

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

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

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

Science (LFI)

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

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

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

Social Studies (LFI)

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

7SOCG Social Studies LFI

Description
The grade 7 social studies program is an activity oriented course which integrates history and geography skills for the purpose of understanding the interdependence inherent in these two social sciences. Major themes studied in this course are Native Peoples of Canada, Early Explorations, European Settlement, and Life in Upper and Lower Canada. In this course, Canada is the context for developing basic skills in cartography and for understanding the physical, political and cultural realities of Canada past and present.
8SOCG Social Studies LFI

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

9SOCG Social Studies LFI

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

List of

Authorized Instructional Materials
## Authorized Instructional Materials

### Visual Arts

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

#### Teacher Resources
- Experience Clay
  - DAV 1/s 107-7730
- Exploring Painting
  - DAV 1/s 107-7647
- Beginning Sculpture
  - DAV 1/s 107-7728
- Art from Many Hands
  - DAV 1/s 107-7737
- Exploring Colored Pencils
  - DAV 1/s 107-7739
- Visual Experience
  - DAV 1/s 107-7929
- Exploring Drawing
  - DAV 1/s 107-7721
- Art Focus
  - MHR 1/s 107-7930
- Art Talk
  - MHR 1/s 107-7686

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

#### Narratives of Nationhood – Grade 8 Social Studies and Visual Arts
- Narratives of Nationhood Teacher’s Manual
  - PEI 1/t 108-8321
- Narratives of Nationhood Student Text
  - PEI 1/p 108-8285
- Narratives of Nationhood Transparencies
  - PEI 1/t 108-8322
New core language arts resources are being implemented in 2010-2011. Please contact the Language Arts Specialist for information about these resources.

**Novels Grade 7**

- *Who is Francis Rain?* by Margaret Buffie
- *Summer of Fear* by Lois Duncan
- *The Other Side of Dark* by Joan Lowry Nixon
- *Loch* by Paul Zindel
- *Absolutely Invincible* by William Bell (Out of Print)
- *Underground to Canada* by Barbara Smucker
- *Last Chance Summer* by Diana J. Weiler (Out of Print)
- *The Devil’s Arithmetic* by Jane Yolen (Out of Print)
- *Nothing but the Truth*
- *The Brighter Shadow*
- *Fighting Ground*
- *Wind Catcher*
- *A Man Who Was Poe*
- *Something Upstairs*

Replacement Novels for *Action 2000* Series:

- *Wave Watch* by Lesley Choyce
- *Snowboard Showdown* by Matt Christopher
- *Stroke of Luck* by Kathyrn Ellis
- *Without a Trace* by Judith Andrew Green

**Additional Resources**

- *Language and Writing 7 – Text*
- *Language and Writing 7 – Teacher Edition*
- *Creating Writers Through 6-Trait Writing: Assessment and Instruction*
- *Spelling in a Balanced Literacy Program*
- *Young Writer’s Handbook*
- *Dictionary Gage Intermediate* (Out of Print)
- *Roget’s Student Thesaurus*
Themes:

Heroic Adventures
- Heroic Adventures – Magazines
- Heroic Adventures – Anthologies
- Heroic Adventures – Audio Tape
- Heroic Adventures – Transparencies (Out of Print)
- Heroic Adventures – Unit Guide

Changes
- Changes – Magazines
- Changes – Anthologies
- Changes – Audio Tape
- Changes – Transparencies (Out of print)
- Changes – Unit Guide

What a Story!
- What a Story – Magazines
- What a Story – Anthologies
- What a Story – Audio Tape
- What a Story Transparencies (Out of print)
- What a Story Unit Guide

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

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

Optional Instructional Materials
The MacLean Method: Senior Compendium

MultiSource Novels, Grade 8
The regular novels in most themes are available in the ratio of one novel title for every 3 pupils. In addition to the regular novels, replacement titles for Action 2000 series are available on a ratio of one novel for every 10 pupils. The exception to this is the theme Heroic Adventures where there are two novels by Carol Mathas, Lisa and its sequel, Jesper, each available at ratio of 1/6 pupils.
**Heroic Adventures**

- *Lisa* by Carol Mathas
- *Jesper* by Carol Mathas
- *The Wild Children* by Felice Homan (Out of print)
- *The True Confessions of Charlotte Doyle* by Avi (Out of print)

Replacement Novels for **Action 2000** Series

- *Skateboard Shakedown* by Lesley Choyce (Out of print)
- *Sign of the Beast* by Richard Forrest

**Changes**

- *The Outsiders* by S.E. Hinton
- *Blood Red Ochre* by Kevin Major
- *Hatchet* by Gary Paulsen

Replacement Novels for **Action 2000** Series

- *Tuesday Café* by Don Trembach
- *Freak the Mighty* by Rodman Philbrick

**What a Story!**

- *Paradise Café and Other Stories* by Kevin Major (Out of print)
- *The Unseen* by Janet Lunn (Out of Print)
- *Ultimate Sports* by Donald R. Gallo, Ed.
- *Chicken Soup for the Teenager’s Soul III* by Canfield et al.

*Silverwing* a recommended read aloud by Kenneth Oppel

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

- Language and Writing 8 – Text
- Language and Writing 8 (Teacher Edition and Priority Guide)
- Spelling in a Balanced Literacy Program
- Roget’s Student Thesaurus
- Write Source 2000
- Write Source 2000 (Teacher’s Edition)
- Young Writer’s Handbook

**9ENGA English Language Arts**

Atlantic Canada English Language Arts Foundation Document

Atlantic Canada English Language Arts Curriculum Guide Gr. 7-9

**MultiSource** by Prentice Hall
Relating
Relating – Magazines PEC l/p 109-9008
Relating – Anthologies PEC l/p 109-9009
Relating – Audio Tape (Out of Print) PEC l/t 109-9010 (OP)
Relating – Transparencies (Out of Print) PEC l/t 109-9011 (OP)
Relating – Unit Guide PEC l/t 109-9012

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

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

Play Making
This is the fourth theme for grade 9. It will provide additional materials for those who wish to pursue a fourth theme.
Eastern District – 2 complete themes at St. Jeans Resource Centre
Western Board – 2 complete themes at McNeill Centre

Optional Instructional Materials
The MacLean Method of Writing (x) NEL l/p 107-7011

MultiSource Novels, Grade 9
The regular novels in most themes are available in the ratio of one novel title for every 3 pupils. In addition to the regular novels, replacement titles for Action 2000 are available on a ratio of one novel for every 10 pupils. The exception to this is the theme Relating where there are two novels by Cynthia Voigt, Homecoming and its sequel Dicey’s Song, each available on the ratio of 1 for 6 pupils.

Relating
Winners by Mary Ellen Collura NIM 1/3p 109-9006
No Signature by William Bell (Out of Print) PEC 1/3p 109-9014 (OP)
Homecoming by Cynthia Voigt SIS 1/6p 109-9013
Dicey’s Song by Cynthia Voigt SIS 1/6p 109-9007

Replacement Novels for Action 2000 Series
Wrong Time Wrong Place by Lesley Choyce BOK 1/10p 109-9003
What’s Fair

*Jacob Have I Loved* by Katherine Paterson (Out of print)  
PEC 1/3p 109-9041 (OP)

*Lyddie* by Katherine Paterson  
PEC 1/3p 109-9046

*Hunter in the Dark* by Monica Hughes  
FWH 1/3p 109-9043

Replacement Novels for Action 2000 Series

*Clear Cut Danger* by Lesley Choyce  
FEM 1/10p 109-9001

Media and Communication

*Forbidden City* by William Bell  
RAN 1/3p 109-9020

*Oliver’s Wars* (Out of Print)  
PEC 1/3p 109-9021 (OP)

*Mischling Second Degree* (Out of Print)  
PEC 1/3p 109-9042 (OP)

*Cage* by Ruth Minsky Sender  
SIS 6/t 109-9058

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

Replacement Novels for Action 2000 Series

*A Fly Named Alfred* by Don Trembath (Out of Print)  
RAB 1/10p 109-9248 (OP)

*Hit the Street* by Judith Andrews Green  
MHR 1/10p 109-9249

*Good Idea Gone Bad* by Lesley Choyce (Out of print)  
FMC 1/10p 109-9002 (OP)
Novels (up to 2 per pupil) Special Materials Grades 7 and 8
Novels can be selected for grades 7 and 8 from the list below. The novel marked with an asterisk is available in one of the MultiSource themes in grade 8. A class study of one or more of these novels provides a useful activity.

*I Am David* by Holm
*Island of the Blue Dolphins* by O'Dell
*Listen for the Singing* by Little (Out of print)
*Lost in the Barrens* by Mowat
*Mrs. Frisby and the Rats of Nimh* by O'Brien
*My Side of the Mountain* by George
*Owls in the Family* by Mowat
*Sounder* by Armstrong
*That Was Then This Is Now* by Hinton
*The Outsiders* by Hinton
*Underground to Canada* by Smucker

Novels (up to 2/p) Special Materials 9ENGA
Novels can be selected for Grade 9 from the list below. The novels marked with an asterisk are available in one of the MultiSource themes. A class study of one or more of these novels provides a useful class activity.

*Banner in the Sky* by Ullman
*Cue for Treason* by Trease
*Hunter in the Dark* by Hughes

Spelling and Teacher Resources for 9ENGA

Wordpower Advanced A
Wordpower Advanced B (Out of Print)
Wordpower Answer Key (Out of Print)
Young Canada Thesaurus
Spelling in a Balanced Literacy Program
Write Source 2000
Write Source 2000 (Teacher’s Edition)
English Homework Exercises (Out of Print)
The Harcourt Writer’s Handbook (Teacher’s Edition)

Additional Language and Writing Resources and Teacher Resources

Language and Writing 9 – Student Text
Language and Writing 9 – Teacher Resource
### 7HEAA Health

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Quantity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince Edward Island Health Curriculum Guide Grade 7</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7906</td>
</tr>
<tr>
<td>Health For Life 1, Student Text</td>
<td>PEC</td>
<td>1/p</td>
<td>107-7792</td>
</tr>
<tr>
<td>Health For Life 1, Teacher’s Resource</td>
<td>PEC</td>
<td>1/t</td>
<td>107-7793</td>
</tr>
</tbody>
</table>

### 8HEAA Health

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Quantity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince Edward Island Health Curriculum Guide Grade 8</td>
<td>PEI</td>
<td>1/t</td>
<td>108-8384</td>
</tr>
<tr>
<td>Health For Life 2, Student Text</td>
<td>PEC</td>
<td>1/p</td>
<td>108-8352</td>
</tr>
<tr>
<td>Health For Life 2, Teacher’s Resource</td>
<td>PEC</td>
<td>1/t</td>
<td>108-8353</td>
</tr>
</tbody>
</table>

### 9HEAA Health

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Quantity</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince Edward Island Health Curriculum Guide Grade 9</td>
<td>PEI</td>
<td>1/t</td>
<td>109-9525</td>
</tr>
<tr>
<td>Smart Start, Binder</td>
<td>PEI</td>
<td>1/t</td>
<td>109-9499</td>
</tr>
<tr>
<td>Choices For Positive Youth Relationships, Instructional Guide/Video</td>
<td>SPS</td>
<td>1/s</td>
<td>109-9310</td>
</tr>
<tr>
<td>Book Title</td>
<td>Publisher</td>
<td>Format</td>
<td>ISBN</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Discovering Food and Nutrition – text</td>
<td>MHR</td>
<td>l/p</td>
<td>107-7334</td>
</tr>
<tr>
<td>Discovering Food and Nutrition – Workbook (Out of Print)</td>
<td>MHR</td>
<td>l/t</td>
<td>107-7335 (OP)</td>
</tr>
<tr>
<td>Discovering Food and Nutrition – T. Res. Book</td>
<td>MHR</td>
<td>l/t</td>
<td>107-7336</td>
</tr>
<tr>
<td>Teen Living (Out of Print)</td>
<td>PEC</td>
<td>cs/s</td>
<td>107-7339 (OP)</td>
</tr>
<tr>
<td>Teen Living, T.E.(Out of Print)</td>
<td>PEC</td>
<td>l/t</td>
<td>107-7340 (OP)</td>
</tr>
<tr>
<td>Intermediate Home Economics Curriculum Guide</td>
<td>PEI</td>
<td>l/t</td>
<td>107-7595</td>
</tr>
</tbody>
</table>
## 9INDA Industrial Technology – Manufacturing Technology Module

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Code</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience Technology Manufacturing and Construction TX (Out of Print)</td>
<td>MHR</td>
<td>25/s</td>
<td>109-9186 (OP)</td>
</tr>
<tr>
<td>Experience Technology Manufacturing and Construction, Student Workbook</td>
<td>MHR</td>
<td>25/c</td>
<td>109-9187</td>
</tr>
<tr>
<td>Experience Technology Manufacturing and Construction, TE (Out of Print)</td>
<td>MHR</td>
<td>1/s</td>
<td>109-9188 (OP)</td>
</tr>
<tr>
<td>Experience Technology Manufacturing and Construction, Teacher's Resource Binder</td>
<td>MHR</td>
<td>1/s</td>
<td>109-9189</td>
</tr>
<tr>
<td>Manufacturing Technology: Today and Tomorrow</td>
<td>MHR</td>
<td>1/t</td>
<td>109-9190</td>
</tr>
<tr>
<td>Manufacturing Technology: Directions for the Future (Out of Print)</td>
<td>MHR</td>
<td>1/t</td>
<td>109-9191 (OP)</td>
</tr>
<tr>
<td>Production Technology (Out of Print)</td>
<td>NEL</td>
<td>1/t</td>
<td>109-9183 (OP)</td>
</tr>
<tr>
<td>The Resources and Projects Book: A Student Guide to Design and Technology</td>
<td>NEL</td>
<td>15/s</td>
<td>109-9184</td>
</tr>
<tr>
<td>Exploring Technology Education – (Out of Print)</td>
<td>MEC</td>
<td>1/s</td>
<td>109-9185 (OP)</td>
</tr>
<tr>
<td>Intermediate Industrial Technology Education Curriculum Guide</td>
<td>PEI</td>
<td>1/t</td>
<td>109-9450</td>
</tr>
</tbody>
</table>
7MATA Mathematics

MathLinks 7, Student Text  
MathLinks 7, Teacher’s Resource Binder  
MathLinks 7, Solutions CD-ROM  
MathLinks 7, Computer Assessment Bank  
MathLinks 7, Adapted Program Student Text  
MathLinks 7, Adapted Program Teacher’s Resource  
Math on Call (Mathematics Handbook)  
Grade 7 Mathematics Curriculum Guide

8MATA Mathematics

MathLinks 8, Student Text  
MathLinks 8, Teacher’s Resource Binder  
MathLinks 8, Solutions CD-ROM  
MathLinks 8, Computer Assessment Bank  
MathLinks 8, Adapted Program Student Text  
MathLinks 8, Adapted Program Teacher’s Resource  
Math on Call (Mathematics Handbook)  
Grade 8 Mathematics Curriculum Guide

9MATA Mathematics

The restructured curriculum and resources are being implemented in 2010-2011. Please contact the Secondary Mathematics Specialist for curriculum and/or resource inquiries.
**Intermediate Music**

Instrumental Music Curriculum Intermediate and Senior High Band  
Atlantic Canada Arts Education Foundation Document  

Theory Resources

333 Exercises

Vocal Instructional Material

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

Instrumental Music

_**Teacher Resources**_

Teaching Music Through Performance in Beginning Band  
Teaching Music Through Performance in Band (volume1)

Sheet Music

Teachers may choose from the following three methods books:

**Essential Elements Volume 1**

Flute  
Clarinet  
Alto Saxophone  
Tenor Saxophone  
French Horn  
Trumpet  
Trombone  
Baritone  
Tuba  
Percussion  
Keyboard Percussion  
Conductor’s Score

**Essential Elements Volume 2**

Flute  
Clarinet  
Bass Clarinet  
Alto Saxophone
Tenor Saxophone
Baritone Saxophone
French Horn
Trumpet
Trombone
Baritone
Tuba
Percussion
Keyboard Percussion
Conductor’s Score

Yamaha Band Student Book 1 Conductors Score
Yamaha Band Student Book 1 Flute
Yamaha Band Student Book 1 Oboe
Yamaha Band Student Book 1 Bassoon
Yamaha Band Student Book 1 BB Clarinet
Yamaha Band Student Book 1 EB Alto Sax
Yamaha Band Student Book 1 BB Tenor Sax
Yamaha Band Student Book 1 Trumpet/Coronet
Yamaha Band Student Book 1 Horn In F
Yamaha Band Student Book 1 Trombone
Yamaha Band Student Book 1 Tuba
Yamaha Band Student Book 1 Percussion
Yamaha Band Student Book 1 Keyboard Percussion
Yamaha Band Student Book 1 Baritone B.C.
Yamaha Band Student Book 2 Conductors Score
Yamaha Band Student Book 2 Flute
Yamaha Band Student Book 2 Oboe
Yamaha Band Student Book 2 Bassoon
Yamaha Band Student Book 2 B.B. Clarinet
Yamaha Band Student Book 2 E.B. Alto Sax
Yamaha Band Student Book 2 B.B. Clarinet
Yamaha Band Student Book 2 Trumpet/Coronet
Yamaha Band Student Book 2 Horn In F
Yamaha Band Student Book 2 Trombone
Yamaha Band Student Book 2 Baritone B.C.
Yamaha Band Student Book 2 Percussion
Yamaha Band Student Book 2 Keyboard Percussion
Yamaha Band Student Book 2 E.B. Baritone Sax
Yamaha Band Student Book 2 Bass Clarinet
Yamaha Band Student Book 2 Bass Tuba

Standards of Excellence – Volume 1
Teachers Guide
Flute
Clarinet
Alto Saxophone
Tenor Saxophone  HMS  l/p  107-7356
Trumpet  HMS  l/p  107-7357
Horn in F  HMS  l/p  107-7358
Trombone  HMS  l/p  107-7359
Baritone  HMS  l/p  107-7360
Tuba  HMS  l/p  107-7361
Electric Bass  HMS  l/p  107-7362
Percussion  HMS  l/p  107-7363
Oboe  HMS  l/p  107-7364
Bass Clarinet  HMS  l/p  107-7365
Baritone Sax  HMS  l/p  107-7366

Standards of Excellence – Volume 2
Teachers’ Guide  HMS  l/p  108-8180
Flute  HMS  l/p  108-8181
Clarinet  HMS  l/p  108-8182
Alto Saxophone  HMS  l/p  108-8183
Tenor Saxophone  HMS  l/p  108-8184
Trumpet  HMS  l/p  108-8185
Horn in F  HMS  l/p  108-8186
Trombone  HMS  l/p  108-8187
Baritone  HMS  l/p  108-8188
Tuba  HMS  l/p  108-8189
Electric Bass  HMS  l/p  108-8190
Percussion  HMS  l/p  108-8191
Oboe  HMS  l/p  108-8192
Bass Clarinet  HMS  l/p  108-8193
Baritone Sax  HMS  l/p  108-8194

Standards of Excellence – Volume 3
Teachers Guide  HMS  l/t  109-9206
Flute  HMS  l/p  109-9207
Clarinet  HMS  l/p  109-9208
Alto Saxophone  HMS  l/p  109-9209
Tenor Saxophone  HMS  l/p  109-9210
Trumpet  HMS  l/p  109-9211
Horn in F  HMS  l/p  109-9212
Trombone  HMS  l/p  109-9213
Baritone  HMS  l/p  109-9214
Tuba  HMS  l/p  109-9215
Electric Bass  HMS  l/p  109-9216
Percussion  HMS  l/p  109-9217
Oboe  HMS  l/p  109-9218
Bass Clarinet  HMS  l/p  109-9219
Baritone Sax  HMS  l/p  109-9220
In addition, the following may be provided, to the ratio of 45 per school.

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

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

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

66 Festive and Famous Chorales

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Publisher</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flute</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>Clarinet 1</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>Clarinet 2</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>Clarinet 3</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>Alto Saxophone 1</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>Alto Saxophone 2</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>Tenor Sax</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>Baritone Sax</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>Bass Clarinet</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>French Horn 1</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>French Horn 2</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>French Horn 3</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>Trumpet 1</td>
<td>HMS</td>
<td>1/p</td>
</tr>
<tr>
<td>Trumpet 2</td>
<td>HMS</td>
<td>1/p</td>
</tr>
</tbody>
</table>
Trumpet 3 HSM 1/p 107-7384
Trombone 1 HSM 1/p 107-7385
Trombone 2 HSM 1/p 107-7386
Trombone 3 HSM 1/p 107-7387
Tuba HSM 1/p 107-7388
Conductor’s Score HSM 1/t 107-7389
Keyboard Percussion HSM 1/p 107-7390

History Resources
Experiencing Music Text HSM 5/s 107-7424
Experiencing Music Workbook HSM 1/t 107-7425
Experiencing Music CD HSM 1/t 107-7426

Sheet Music
Rating System Key
100B = ½ – 1
200B = 1 ½ – 2 ½
300B = 2 ½ – 3 ½
400B = 3 ½ – 4 ½
500B = 4 ½ – 5 ½

Before placing an order, please contact the Arts Specialist.

Grade 7

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

March
Kittyhawk March – Edmondson (1)
Full Score 107-7605
### Other

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

### Grade 8

#### Lyrical

<table>
<thead>
<tr>
<th>Title</th>
<th>Composer</th>
<th>Score</th>
<th>SKU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canticle – Wagner (1 ½)</td>
<td>Wagner</td>
<td>Full Score</td>
<td>108-8254</td>
</tr>
<tr>
<td>Kum Ba Yah – Anne McGinty</td>
<td>Anne McGinty</td>
<td>Full Score</td>
<td>108-8302</td>
</tr>
<tr>
<td>Amazing Grace – Bullock (1 ½)</td>
<td>Bullock</td>
<td>Full Score</td>
<td>108-8303</td>
</tr>
</tbody>
</table>

#### March

<table>
<thead>
<tr>
<th>Title</th>
<th>Composer</th>
<th>Score</th>
<th>SKU</th>
</tr>
</thead>
<tbody>
<tr>
<td>March of the Irish Guard – Ployar (1 ½)</td>
<td>Ployar</td>
<td>Full Score</td>
<td>108-8258</td>
</tr>
<tr>
<td>Valley Forge March – Edmondson (1 ½)</td>
<td>Edmondson</td>
<td>Full Score</td>
<td>108-8259</td>
</tr>
<tr>
<td>Swash Bucklers March – Mark Williams (1 ½)</td>
<td>Mark Williams</td>
<td>Score</td>
<td>108-8304</td>
</tr>
</tbody>
</table>

#### Contemporary

<table>
<thead>
<tr>
<th>Title</th>
<th>Composer</th>
<th>Score</th>
<th>SKU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distant Horizons- Sweeney (1 ½)</td>
<td>Sweeney</td>
<td>Full Score</td>
<td>108-8263</td>
</tr>
<tr>
<td>Tempest- Robert W.Smith (1 ½ – 2)</td>
<td>Robert W. Smith</td>
<td>Full Score</td>
<td>108-8305</td>
</tr>
<tr>
<td>Title</td>
<td>Composer</td>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Imperium – M. Sweeney</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>108-8306</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Celebration for Winds – Edmondson (1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>108-8269</td>
<td></td>
</tr>
<tr>
<td>Canterbury Overture – McGinty (1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>108-8270</td>
<td></td>
</tr>
<tr>
<td>Air and March – Purcell/ Kinyon (1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score (Out of Print)</td>
<td></td>
<td>108-8271 (OP)</td>
<td></td>
</tr>
<tr>
<td>Twin Oaks – Shaffer (1 ½ – 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>108-8272</td>
<td></td>
</tr>
<tr>
<td>Silvergate Overture – Edmondson (1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>107-7609</td>
<td></td>
</tr>
<tr>
<td>English Folk Trilogy – Edmondson (1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score (Contact Specialist)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VooDoo Dance – Del Borgo (1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>108-8308</td>
<td></td>
</tr>
<tr>
<td>Ancient Moon-Del Borgo (1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>108-8309</td>
<td></td>
</tr>
<tr>
<td>Allegro- Edmondson-(1-1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>108-8310</td>
<td></td>
</tr>
<tr>
<td>Chant and Cannon – John O’Rielley (1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>108-8311</td>
<td></td>
</tr>
<tr>
<td>African Folk Trilogy – McGinty (1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>108-8312</td>
<td></td>
</tr>
<tr>
<td>Fields of Glory – Elliot del Borgo (1 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>108-8313</td>
<td></td>
</tr>
<tr>
<td><strong>Grade 9</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lyrical</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Childhood Hymn – Holsinger (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>109-9308</td>
<td></td>
</tr>
<tr>
<td>Newfoundland Folksong – Duff (2 – 2 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>109-9392</td>
<td></td>
</tr>
<tr>
<td>Gently Touch the Sky – Sheldon (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>109-9273</td>
<td></td>
</tr>
<tr>
<td>Ave Verum Corpus – Mozart / Johnson (2 ½ +)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>109-9393</td>
<td></td>
</tr>
<tr>
<td>Balladair – Erickson (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>109-9277</td>
<td></td>
</tr>
<tr>
<td>Air For Band – Erickson (2 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>109-9280</td>
<td></td>
</tr>
<tr>
<td>Greenwillow Portrait – Williams (2 – 2 ½)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Score</td>
<td></td>
<td>109-9281</td>
<td></td>
</tr>
</tbody>
</table>
To A Distant Place – Strommen (2 ½- 3)
Full Score (Out of Print) 109-9394 (OP)

Linden Lea – Vaughn Williams / Stout (2 ½- 3)
Full Score 109-9395

Down a Country Lane – Copeland / Patterson (2 ½ -3)
Full Score 109-9396

Provenance – Smith (2)
Full Score 109-9397

Annabel Lee-Wagner (2 ½)
Full Score 109-9398

Canto – W. Francis MacBeth (2 ½)
Full Score 109-9399

As Torrents into the Summer – Elgar / Davis (2+)
Full Score 109-9400

They Led My Lord Away – G. Adonarim (2+)
Full Score 109-9401

March
His Honor – Fillmore / Balent (2)
Full Score 109- 9284

Omaha Beach – Edmondson (2)
Full Score 109-9402

Normandy Beach – Edmondson (2)
Full Score 109-9289

Path of Glory -Carl Strommen (1 ½-2)
Full Score 109-9403

Host of Freedom – Karl King (2 ½)
Full Score 109-9404

Unit March – Steve Hodges (2 ½)
Full Score 109-9405

Contemporary
Peublo – Higgins (2)
Full Score 109-9290

Red Balloon – McGinty (2)
Full Score 109-9294

Ancient Voices – Sweeney (1 ½ – 2)
Full Score 108-8266

Other
Fanfare Ode and Festival – B. Margolis (2 ½)
Full Score 109-9297

Battle Pavane – B. Margolis (2 ½ – 3)
Full Score 109-9298

Frasers Grove Suite – S. Hodges(2 ½)
Full Score 109-9299

Donkey Riding- Donald Croakley (2-2 ½)
<table>
<thead>
<tr>
<th>Full Score</th>
<th>109-9302</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music For The Royal Fireworks – Handel/ Pearson – Bardon (2 – 2 ½)</td>
<td>109-9303</td>
</tr>
<tr>
<td>Creed – Himes (2 ½)</td>
<td>109-9306</td>
</tr>
<tr>
<td>Early English Suite – Duncombe / Finlayson (2)</td>
<td>109-9307</td>
</tr>
<tr>
<td>At the Crossroads- Robert W. Smith (2-2 ½)</td>
<td>109-9406</td>
</tr>
<tr>
<td>The Great Steamboat Race-Robert W. Smith (2 ½)</td>
<td>109-9407</td>
</tr>
<tr>
<td>Contrasto Grozso – Jacob DeHahn (2)</td>
<td>109-9408</td>
</tr>
<tr>
<td>Rhythm Machine – T. Broege ((2 ½)</td>
<td>109-9409</td>
</tr>
<tr>
<td>Suite in Minor Mode – Kabalevsky / Siekmamin (2 ½)</td>
<td>109–9410</td>
</tr>
<tr>
<td>Suite From Bohemia – Nehlybel (2 ½)</td>
<td>109-9411</td>
</tr>
<tr>
<td>Arrowhead Overture – Williams (2)</td>
<td>109-9412</td>
</tr>
<tr>
<td>Barbarossa – Hines (2)</td>
<td>109-9413</td>
</tr>
<tr>
<td>French Canadian Suite – MacLaughlan (2)</td>
<td>109-9414</td>
</tr>
<tr>
<td>With Trumpets Sounding – Holtgrin</td>
<td>109-9415</td>
</tr>
<tr>
<td>Three Czech Folk Songs – Vinson (2 ½)</td>
<td>109-9416</td>
</tr>
<tr>
<td>Brandon Bay – Huckeby (2 ½)</td>
<td>109-9417</td>
</tr>
</tbody>
</table>

**Strings Instructional Material**

If string instruction is offered, books selected from the list below may be provided. The number to be allotted will be decided by the teachers concerned and the Arts Specialist.

<table>
<thead>
<tr>
<th>Bornoff – Finger Pattern – Violin</th>
<th>HMS</th>
<th>118-18001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bornoff – Finger Pattern – Viola</td>
<td>HMS</td>
<td>118-18002</td>
</tr>
<tr>
<td>Bornoff – Finger Pattern – Cello</td>
<td>HMS</td>
<td>118-18003</td>
</tr>
<tr>
<td>Bornoff – Finger Pattern – Bass</td>
<td>HMS</td>
<td>118-18004</td>
</tr>
<tr>
<td>Bornoff – Fun For Fiddle Fingers Violin</td>
<td>HMS</td>
<td>118-18005</td>
</tr>
<tr>
<td>Bornoff – Fun For Fiddle Fingers Viola</td>
<td>HMS</td>
<td>118-18006</td>
</tr>
<tr>
<td>Bornoff – Fun For Fiddle Fingers Cello</td>
<td>HMS</td>
<td>118-18007</td>
</tr>
<tr>
<td>Bornoff – Fun For Fiddle Fingers Bass</td>
<td>HMS</td>
<td>118-18008</td>
</tr>
<tr>
<td>Title</td>
<td>Code</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 1 – Violin</td>
<td>HMS 118-18009</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 1 – Viola</td>
<td>HMS 118-18010</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 1 – Cello</td>
<td>HMS 118-18011</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 1 – Bass</td>
<td>HMS 118-18012</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 2 – Violin</td>
<td>HMS 118-18013</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 2 – Viola</td>
<td>HMS 118-18014</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 2 – Cello</td>
<td>HMS 118-18015</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 2 – Bass</td>
<td>HMS 118-18016</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 3 – Violin</td>
<td>HMS 118-18017</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 3 – Viola</td>
<td>HMS 118-18018</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 3 – Cello</td>
<td>HMS 118-18019</td>
<td></td>
</tr>
<tr>
<td>Mueller-Rusch-String Method 3 – Bass</td>
<td>HMS 118-18020</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 1 Conductor</td>
<td>HMS 118-18021</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 1 – Violin</td>
<td>HMS 118-18022</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 1 – Viola</td>
<td>HMS 118-18023</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 1 – Cello</td>
<td>HMS 118-18024</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 1 – Bass</td>
<td>HMS 118-18025</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 2 Conductor</td>
<td>HMS 118-18026</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 2 – Violin</td>
<td>HMS 118-18027</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 2 – Viola</td>
<td>HMS 118-18028</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 2 – Cello</td>
<td>HMS 118-18029</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 2 – Bass</td>
<td>HMS 118-18030</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 3 Conductor</td>
<td>HMS 118-18031</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 3 – Violin</td>
<td>HMS 118-18032</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 3 – Viola</td>
<td>HMS 118-18033</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 3 – Cello</td>
<td>HMS 118-18034</td>
<td></td>
</tr>
<tr>
<td>Frost-All For Strings – Book 3 – Bass</td>
<td>HMS 118-18035</td>
<td></td>
</tr>
<tr>
<td>Essentials for Strings – Score</td>
<td>HMS 118-18036</td>
<td></td>
</tr>
<tr>
<td>Essentials for Strings – Violin</td>
<td>HMS 118-18037</td>
<td></td>
</tr>
<tr>
<td>Essentials for Strings – Viola</td>
<td>HMS 118-18038</td>
<td></td>
</tr>
<tr>
<td>Essentials for Strings – Cello</td>
<td>HMS 118-18039</td>
<td></td>
</tr>
<tr>
<td>Essentials for Strings – Bass</td>
<td>HMS 118-18040</td>
<td></td>
</tr>
<tr>
<td>Applebaum-Orchestral Bowing Etudes – Violin</td>
<td>BOM 118-18042</td>
<td></td>
</tr>
<tr>
<td>Applebaum-Orchestral Bowing Etudes – Viola</td>
<td>BOM 118-18043</td>
<td></td>
</tr>
<tr>
<td>Applebaum-Orchestral Bowing Etudes – Cello</td>
<td>BOM 118-18044</td>
<td></td>
</tr>
<tr>
<td>Applebaum-Orchestral Bowing Etudes – Bass</td>
<td>BOM 118-18045</td>
<td></td>
</tr>
</tbody>
</table>
**Intermediate Fiddling**

**Method Book**
- The Townsend Old Time Fiddle Method by Eleanor Townsend
  1994 House of Townsend Publishing Ltd.

**Sheet Music**
- Jerry Holland's Collection of Fiddle Tunes by Jerry Holland
  2000 Cranford Publications, Cape Breton, Nova Scotia

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

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

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

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

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

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

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

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

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

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

- Queens County Fiddlers Repertoire

NAM 107-7703

NAM 107-7704

NAM 107-7705

NAM 107-7706

NAM 107-7707

NAM 107-7708

NAM 107-7709

NAM 107-7710

NAM 107-7711

NAM 107-7712

NAM 107-7713

NAM 107-7714

NAM 107-7715
Queens County Fiddlers
Charlottetown, PEI

*Please note that each school should have nine pieces per grade level (which should have been ordered during the implementation stage). These pieces are listed for replacement purposes of already existing pieces that are in each school or for new music programs that are being started in the Intermediate Schools. If classes have expanded in size, schools are able to order more of what they already have. Please contact the Arts Specialist to do this.
Teacher Reference:
C.I.R.A. Leadership Teacher Handout (Out of Print) CIR 1/t 107-7474 (OP)
C.I.R.A. Secondary teacher's Guide (Out of Print) CIR 1/t 107-7472 (OP)
C.I.R.A. Secondary Student Leader Handbook (Out of Print) CIR 1/t 107-7473 (OP)

Course Outline Information
### 7SCIA Science

- **Foundation for the Atlantic Canada Science Curriculum**
- **CAMET Science Curriculum Guide Grade 7**
- **Nelson Science and Technology 7, 2000 – Text**
- **Nelson Science and Technology 7, (Atlantic) Teacher’s Res. Binders**
  - *Unit 1: Pure Substances and Mixtures*
  - *Unit 2: Heat*
  - *Unit 4: The Earth’s Crust*
  - *Unit 5: Interactions Within Ecosystems*
- **Help! I’m Teaching Middle School Science (Professional Resource)**
- **The Last Billion Years: A Geological History of the Maritime Provinces of Canada (Professional Resource)**
- **Science Power 7 Blackline Masters (Atlantic)**
- **Science Safety Resource Manual**

### 8SCIA Science

- **Foundation for the Atlantic Canada Science Curriculum**
- **Science Curriculum Guide Grade 8**
- **Nelson Science and Technology 8, 2000 – Text**
- **Nelson Science and Technology 8, (Atlantic) Teacher’s Res. Binders**
  - *Unit 1: Cells, Tissues, Organs and Systems*
  - *Unit 2: Fluids*
  - *Unit 4: Water Systems on Earth*
  - *Unit 5: Optics*
- **Light (Stop Faking It Series) (Professional Resource)**
- **Science Power 8 Blackline Masters (Out of Print)**
- **Science Safety Resource Manual**
<table>
<thead>
<tr>
<th>9SCIA Science</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Code</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation for the Atlantic Canada Science Curriculum</td>
<td>PEI</td>
<td>1/t</td>
<td>101-1489</td>
</tr>
<tr>
<td>CAMET Science Curriculum Guide Grade 9</td>
<td>PEI</td>
<td>1/t</td>
<td>109-9446</td>
</tr>
<tr>
<td>Nelson Science 9, 1999 – Text</td>
<td>NEL</td>
<td>1/p</td>
<td>109-9256</td>
</tr>
<tr>
<td>• <strong>Unit 1: Matter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Unit 2: Reproduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Unit 3: Electricity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <strong>Unit 4: Space</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nelson Science 9 – Computerized Assessment Bank (Out of Print)</td>
<td>NEL</td>
<td>1/s</td>
<td>109-9259 (OP)</td>
</tr>
<tr>
<td>Science Power 9 – Computerized Test Bank</td>
<td>MHR</td>
<td>1/s</td>
<td>109-9263</td>
</tr>
<tr>
<td>Taking Charge: An Introduction to Electricity (Professional Res.)</td>
<td>NSTA</td>
<td>1/t</td>
<td>109-9418</td>
</tr>
<tr>
<td>The Universe at Your Fingertips, Astronomical Society of the Pacific (Professional Resource)</td>
<td>SES</td>
<td>1/t</td>
<td>109-9432</td>
</tr>
<tr>
<td>Science Safety Resource Manual</td>
<td>PEI</td>
<td>1/t</td>
<td>101-1587</td>
</tr>
</tbody>
</table>
Social Studies

Foundation for the Atlantic Canada Social Studies Curriculum

7SOCA Social Studies

**Course Outline Information**

Social Studies 7 Curriculum Guide

PEI 1/t 107-7772

Changing Your World: Investigating Empowerment

OUP 1/p 107-7716

Changing Your World: Investigating Empowerment Teacher Resource

OUP 1/t 107-7717

Classroom Atlas of Canada and the World

RAM 1/2p 107-7774

Classroom Atlas of Canada and the World (teacher resource)

RAM 1/s 107-7777

8SOCA Social Studies

**Course Outline Information**

Social Studies 8 Curriculum Guide

PEI 1/t 108-8348

Canadian Identity

NEL 1/p 108-8346

Canadian Identity Teacher Resource

NEL 1/t 108-8347

Narratives of Nationhood* – Teacher’s Manual

PEI 1/t 108-8321

Narratives of Nationhood* – Student Text

PEI 1/p 108-8285

Narratives of Nationhood* – Transparencies

PEI 1/t 108-8322

* cross-listed with Art

Classroom Atlas of Canada and the World

RAM 1/2p 107-7774

Classroom Atlas of Canada and the World (teacher resource)

RAM 1/s 107-7777

9SOCA Social Studies

Atlantic Canada in the Global Community, Curriculum Guide

PEI 1/t 109-9229

Interim Curriculum Planning Guide

PEI 1/t on line

Atlantic Canada in the Global Community (1998)

BEC 1/p 109-9227


BEC 1/t 109-9228

Evolving Identity (Contact Specialist)

Global Classroom Initiative (Contact Specialist)

PEI 1/p 109-9500

Classroom Atlas of Canada and the World

RAM 1/2p 107-7774

Classroom Atlas of Canada and the World (teacher resource)

RAM 1/s 107-7777
Please note, as “Réunion à Québec” and “Le grand voyage” both deal with the theme of travel, teachers must choose one or the other for use doing the school year. They should not do both themes the same year.

Core Themes

Communi-quête 1 materials

*Le cas mystérieux de Monsieur Leblanc*
Teacher resource book (CD, video DVD and CD-ROM)

Special (Contact Specialist)  OUP 1/t
Workbook (consumable)  OUP 1/p  107-7783

*Le grand voyage*
Starter Kit includes (30 texts, CD, T.Ed, video, language and strategy cards) Special (Contact Specialist)  OUP 1/t
Workbook (consumable)  OUP 1/p  108-8244
Extra student book (if a teacher has more than 30 students)  OUP 107-7778
Teacher Resource Book  OUP 1/t  107-7827
CD  OUP 1/t  107-7828
Video  OUP 1/t  108-8246
Language and strategy cards  OUP 1/t  107-7829

Tout Ados 1 materials
The national version of the Tout Ados teacher’s guide has been sent out to schools. Supplementary teacher’s guides can be ordered directly from PLMDC.

Zone sportive
Starter Kit includes (30 texts, CD, T.Ed, video, language and strategy cards) Special (Contact Specialist)  NEL 1/t
Workbook (consumable)  NEL 1/p  107-7560
Extra student book (if teachers has more than 30 students)  NEL 107-7561
Teacher Resource Guide (NE)  NEL 1/t  107-7565
CD  NEL 1/t  107-7581
Video  NEL 1/t  107-7583
Réunion à Québec
Starter Kit includes (30 texts, CD, T..Ed, video, language and strategy cards) **Special (Contact Specialist)**

- Workbook (consumable)  
  NEL 1/p 107-7563
- Extra student book (if teacher has more than 30 students)  
  NEL 1/t 107-7564
- Teacher Resource Guide (NE)  
  NEL 1/t 107-7566
- CD  
  NEL 1/t 107-7582
- Video  
  NEL 1/t 107-7635

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

- Workbook (consumable)  
  NEL 1/p 107-7619
- Extra student book (if teacher has more than 30 students)  
  NEL 1/t 107-7620
- Teacher Resource Guide (NE)  
  NEL 1/t 107-7621
- CD  
  NEL 1/t 107-7636
- Video  
  NEL 1/t 107-7637

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

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

- Workbook (consumable)  
  NEL 1/p 107-7284
- Extra student book (if a teacher has more than 30 students)  
  NEL 1/t 107-7283
- Teacher Resource Book (NE)  
  NEL 1/t 107-7577
- CD  
  NEL 1/t 107-7579
- Video  
  NEL 1/t 107-7580
- Language and strategy cards  
  NEL 1/t 107-7701

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

- Workbook (consumable)  
  NEL 1/p 107-7281
- Extra student book (if a teacher has more than 30 students)  
  NEL 1/t 107-7280
- Teacher Resource Book (NE)  
  NEL 1/t 107-7573
- CD  
  NEL 1/t 107-7575
- Video  
  NEL 1/t 107-7576
- Language and strategy cards  
  NEL 1/t 107-7702
Les cartes postales du Canada – vidéo cassette  
Île-du-Prince-Édouard: un guide touristique – vidéo cassette  
Vidéo promotionnelle de l’Î.-P.-É. (Same video)  
Dictionnaire Visuel – Junior  
French Vocabulaire Handbook for Canadian Schools  
Français de base 7e, 8e, 9e Programme d’études et guide pédagogique

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>L’emploi du français en classe de français de base</td>
<td>PEI</td>
<td>1/t 107-7830</td>
</tr>
<tr>
<td>Les Franfolies : jeux et activités pour la classe de français</td>
<td>PEI</td>
<td>1/t 107-7831</td>
</tr>
<tr>
<td>L’exploitation des films en classe</td>
<td>PEI</td>
<td>1/t 107-7911</td>
</tr>
<tr>
<td>Bonjour – Magazine (x)</td>
<td>SCH</td>
<td>1/t 107-7276</td>
</tr>
<tr>
<td>Ça Va – Magazine (x)</td>
<td>SCH</td>
<td>1/t 107-7277</td>
</tr>
<tr>
<td>Chez Nous Magazine (x)</td>
<td>SCH</td>
<td>1/t 107-7278</td>
</tr>
</tbody>
</table>

**8FREA Core French**

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

**Communi-quête 1 materials**

*Mosaïque*

|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------|-------------------|--------------------------------------------------|

*Phénomènes canadiens*

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

*Entrepreneurs en herbe!*

<table>
<thead>
<tr>
<th>Starter Kit includes (30 texts, CD, T. Ed, video, language and strategy cards) Special (Contact Specialist) OUP 1/t</th>
<th>Extra student book (if class has more than 30 students) OUP 1/p 108-8316</th>
<th>Workbook (consumable) OUP 1/p 108-8315</th>
<th>Teacher Resource Book OUP 1/t 108-8331</th>
<th>CD OUP 1/t 108-8332</th>
<th>Language and Strategy cards OUP 1/t 108-8334</th>
</tr>
</thead>
</table>
Extra student book (if class has more than 30 students) | OUP | 1/p | 108-8320
Workbook (consumable) | OUP | 1/p | 108-8330
Teacher Resource Book | OUP | 1/t | 108-8335
CD | OUP | 1/t | 108-8336
Video | OUP | 1/t | 108-8337
Language and Strategy cards | OUP | 1/t | 108-8338

Consommation
Starter Kit includes (30 texts, CD, T. Ed, video, language and strategy cards) Special (Contact Specialist) | OUP | 1/t | 108-8292
Extra student book (if class has more than 30 students) | OUP | 1/p | 108-8292
Workbook (consumable) | OUP | 1/p | 108-8329
Teacher Resource Book | OUP | 1/t | 108-8326
CD | OUP | 1/t | 108-8327
Video | OUP | 1/t | 108-8294
Language and Strategy cards | OUP | 1/t | 108-8324

Les Acadien(ne)s de l’Île-du-Prince-Édouard – guide | PEI | 1/t | 108-8247
Les Acadien(ne)s de l’Île-du-Prince-Édouard – livret de l’élève (consumable) | PEI | 1/p | 108-8248
Les Acadien(ne)s de l’Île-du-Prince-Édouard – vidéo cassette | PEI | 1/t | 108-8249
Les Acadien(ne)s de l’Île-du-Prince-Édouard – audio cassette | PEI | 1/t | 108-8250
Le guide de l’Île | PEI | 1/t | 108-8251
Une carte routière de l’Île-du-Prince-Édouard | PEI | 1/t | 108-8253

Dictionnaire Visuel – Junior | LGO | 8/t | 107-7248
French Vocabulaire Handbook for Canadian Schools | RES | 8/t | 107-7249
Français de base 7e, 8e, 9e Programme d’études et guide pédagogique | PEI | 1/t | 107-7275

Reference Materials for Teachers 7-8-9
L’emploi du français en classe de français de base | PEI | 1/t | 107-7830
Les Franfolies : jeux et activités pour la classe de français | PEI | 1/t | 107-7831
L’exploitation des films en classe | PEI | 1/t | 107-7911

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

9FREA Core French

It is recommended that teachers start the year with En route vers la Francophonie, followed by Rétromonde. For their third and fourth themes, teachers are asked to complete the year with Studio Créateur and lastly Mission: survie.
Communi-quête 2 materials
En route vers la Francophonie
Starter Kit – includes (30 texts, CD, T. Ed, video, language and strategy cards) Special (Contact Specialist) OUP 1/t
Extra student book (if class has more than 30 students) OUP 1/p 109-9439
Workbook (consumable) OUP 1/p 109-9440
Teacher Resource Book OUP 1/t 109-9466
CD OUP 1/t 109-9467
Language and Strategy cards OUP 1/t 109-9469

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

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

Mission: survie
Starter Kit – includes (30 texts, CD, T. Ed, video, language and strategy cards) Special (Contact Specialist) OUP 1/t
Extra student book (if class has more than 30 students) OUP 1/p 109-9461
Workbook (consumable) OUP 1/p 109-9462
Teacher Resource Book OUP 1/t 109-9493
CD OUP 1/t 109-9494
Video OUP 1/t 109-9495
Language and Strategy cards OUP 1/t 109-9496
Daniel Lavoie – cassette audio PEI 1/t 109-9134
Pour Tout Dire Junior 4 – vidéo NFB 1/t 109-9129
Pour Tout Dire Junior 4 – guide NFB 1/t 109-9130
Pour Tout Dire Junior 3-4 Activités et exercices NFB 1/t 109-9131
Dictionnaire Visuel – Junior LGO 8/t 107-7248
French Vocabulaire Handbook for Canadian RES 8/t 107-7249
Reference Materials for Teachers 7-8-9
L’emploi du français en classe de français de base  PEI  1/t  107-7830
Les Franfolies : jeux et activités pour la classe de français  PEI  1/t  107-7831
L’exploitation des films en classe  PEI  1/t  107-7911

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

Course Outline Information
Français de base 7e, 8e et 9e: Programme d’études et guide pédagogique  PEI  1/t  107-7275

Course Outline Information
Français de base 7e, 8e et 9e: Programme d’études et guide pédagogique  PEI  1/t  107-7275
**7FREB EnhancedFrench**

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

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

**Contact Specialist**

<table>
<thead>
<tr>
<th>Edition</th>
<th>Material</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERPI</td>
<td>15/t</td>
<td></td>
</tr>
<tr>
<td>CHN</td>
<td>15 texts/t</td>
<td></td>
</tr>
<tr>
<td>CHN</td>
<td>15 texts/t</td>
<td></td>
</tr>
<tr>
<td>ERPI</td>
<td>15 texts/t</td>
<td></td>
</tr>
<tr>
<td>CHN</td>
<td>2 texts/t</td>
<td></td>
</tr>
<tr>
<td>SCH</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>SCL</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>ERPI</td>
<td>2/t</td>
<td></td>
</tr>
<tr>
<td>ERPI</td>
<td>2/t</td>
<td></td>
</tr>
<tr>
<td>REN</td>
<td>6/t</td>
<td></td>
</tr>
<tr>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Curr.Plus</td>
<td>15 texts/t</td>
<td></td>
</tr>
<tr>
<td>Curr.Plus</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Curr.Plus</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Curr.Plus</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>SCH</td>
<td>15/t</td>
<td></td>
</tr>
<tr>
<td>SCH</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>SCH</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>SCH</td>
<td>15/t</td>
<td></td>
</tr>
<tr>
<td>SCH</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>CHN</td>
<td>1text/t</td>
<td></td>
</tr>
<tr>
<td>CHN</td>
<td>1text/t</td>
<td></td>
</tr>
<tr>
<td>CHN</td>
<td>2texts/t</td>
<td></td>
</tr>
<tr>
<td>CHN</td>
<td>1text/t</td>
<td></td>
</tr>
<tr>
<td>CHN</td>
<td>1text/t</td>
<td></td>
</tr>
<tr>
<td>SCH</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>ERPI</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>ERPI</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>SCH</td>
<td>1text/t</td>
<td></td>
</tr>
<tr>
<td>SCH</td>
<td>1text/t</td>
<td></td>
</tr>
<tr>
<td>SCH</td>
<td>15texts/t</td>
<td></td>
</tr>
</tbody>
</table>
### L’environnement

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenons à recycler</td>
<td>DuvalEd.4 texts/t</td>
</tr>
<tr>
<td>Pourquoi recycler?</td>
<td>SCH 2 texts/t</td>
</tr>
<tr>
<td>Le sauvetage des manchots</td>
<td>SCH 15 texts/t</td>
</tr>
<tr>
<td>Les ours polaires</td>
<td>SCH 4 texts/t</td>
</tr>
<tr>
<td>Économiser l’eau et l’énergie</td>
<td>MOD 4 texts/t</td>
</tr>
<tr>
<td>Au secours du petit pingouin</td>
<td>CHN 1 text/t</td>
</tr>
<tr>
<td>La glace sur la Terre</td>
<td>CHN 4 texts/t</td>
</tr>
<tr>
<td>La propulsion des automobiles</td>
<td>CHN 1 text/t</td>
</tr>
<tr>
<td>Le réchauffement planétaire</td>
<td>CHN 15 texts/t</td>
</tr>
<tr>
<td>Les animaux de l’Antarctique</td>
<td>CHN 4 texts/t</td>
</tr>
<tr>
<td>Les grottes</td>
<td>CHN 1 text/t</td>
</tr>
<tr>
<td>Réduire, réutiliser, recycler</td>
<td>CHN 15 texts/t</td>
</tr>
<tr>
<td>Se déplacer</td>
<td>CHN 1 text/t</td>
</tr>
<tr>
<td>Un monde d’eau</td>
<td>CHN 1 text/t</td>
</tr>
<tr>
<td>Un monde de plastique</td>
<td>CHN 4 texts/t</td>
</tr>
<tr>
<td>Léo et Super-Rêve: Mission spéciale</td>
<td>RK Pub.15 texts/t</td>
</tr>
<tr>
<td>Du pétrole sur l’eau</td>
<td>CHN 3 texts/t</td>
</tr>
<tr>
<td>Les effets nocifs du soleil</td>
<td>REN 1/t</td>
</tr>
<tr>
<td>L’énergie solaire</td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Énergie, d’où viens-tu?</td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Les graffitis</td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Journal d’autoville</td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Journal d’un jardinier écolo</td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Les produits dangereux</td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Le suremballage</td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Les vêtements recyclés</td>
<td>REN 1/t</td>
</tr>
</tbody>
</table>

### Les phénomènes étranges au Canada

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le monstre du Loch Ness</td>
<td>AQC 3/t</td>
</tr>
<tr>
<td>Les monstres du Lac Champlain</td>
<td>AQC 3/t</td>
</tr>
<tr>
<td>Les ovnis</td>
<td>AQC 3/t</td>
</tr>
<tr>
<td>Sasquatch: légende ou réalité?</td>
<td>AQC 3/t</td>
</tr>
<tr>
<td>Les monstres</td>
<td>CHN 4 texts/t</td>
</tr>
<tr>
<td>Bizz et Zap se perdent</td>
<td>CHN 4 texts/t</td>
</tr>
<tr>
<td>Les ovnis</td>
<td>CHN 15 texts/t</td>
</tr>
<tr>
<td>Ne marche pas seul le soir!</td>
<td>ERPI 2/t</td>
</tr>
<tr>
<td>Ne t’approche pas de l’eau</td>
<td>ERPI 2/t</td>
</tr>
<tr>
<td>Phénomènes canadiens</td>
<td>OUP 1 cs/t</td>
</tr>
</tbody>
</table>

### Collections

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

Please note - after the name of each collection, the reading level of that collection has been indicated in brackets, when possible.
Alizé - série Débutant B (Niveau 0)
• La famille
• Je cuisine
• Les animaux
• J’aime conduire
• En ballon
• Mon quartier
• Je peux
• Je veux aider

Alizé - série Débutant C (Niveau 0)
• Une chaussure
• La nouvelle maison
• Les ballons
• La journée des animaux
• Il fait une auto
• Elle fait du sport
• Il aime le rouge
• Le course à vélo
• La ville arc-en-ciel
Alizé - série Débutant D (Niveau 0)  
- Regarde les animaux  
- Regarde le robot (7e - Le robot)  
- Le robot (7e - Le robot)  
- Je vais dans l’eau  
- Les espions  
- La neige  
- Les vacances  
- Les manèges  
- La voiture de course  
- Le bonhomme de neige (7e - Le festival d’hiver)  

Alizé - série Vent léger 1 (Niveaux 3-5)  
- Sous la feuille  
- Le petit poisson  
- Un grand saut  
- Le lapin et le renard  
- Une invitation d’une fête  
- L’araignée volante  
- On ne saute pas!  
- Un poisson pour le repas  
- Les enfants dans la cuisine  
- Le chapeau de maman  
- Où est le géant?  
- Une maison de souris  
- Un chapeau pour l’hippopotame  
- La maison de l’extraterrestre  
- Le clown fait des courses  

Alizé - série Vent léger 2 (Niveaux 6-8)  
- Le tigre et le singe  
- Où est l’espion?  
- J’aime mon nid  
- Le chasseur chassé  
- Le pantalon du clown  
- La langue du fourmilier  
- Où est la fête?  
- Le tronc d’arbre  
- Maman à la foire  
- De la crème glacée pour tous!  
- Le singe et le gorille  
- La tortue et le serpent  
- L’espion sous l’eau  
- Le bébé hibou s’en va  
- L’homme aux abeilles
GB+ En action - série jaune (Niveaux 6-8)

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

Alizé- série Solo bleu (Niveaux 7-10)

- Noiraud reste dehors
- Fanfaron
- Papa à la foire
- Les œufs au soleil
- Grand-maman arrive!
- Julie et Henri
- Pas de téléc
- Sam le marin et la capitaine
- Les espions magasinent
- Des casques et des masques
- La neige et la glace (7e - Le festival d’hiver)
- Les tempêtes (7e - Le festival d’hiver)
- L’espace, les étoiles et les planètes
**GB+ En action - série bleue (Niveaux 9-11)**

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

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

- Perdu dans la neige
- Le vélo de Lucas
- Noiraud fait une fugue
- Dédé et Albert
- Papa et la course de vélos
- Un vrai parrasseux
- Le tremploline de Mado
- Sam le marin se sent perdu
- L’école des espions
- Le père de Tony
- Ça tourne!
- Les requins
- Le harfang des neiges (7e - Le festival d’hiver)
- Les voitures de course
GB+ En action - série verte (Niveaux 12-14)

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

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

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

Bédélique (Niveaux 19-24)  
• Bombyx et le tournoi de cerf-volants
• Les envahisseurs de la grande galaxie gluante
• Jérémie Renifle: S.O.S. canin!
• Le jour où maman a craqué
• Le robot ravageur (7e - Le robot)
• Le voyage préhistorique
• Les insectes contre-attaquent
• La malédiction du Scorpion rouge
• Le garçon qui faisait trop de rots
• Bombyx, insecte ninja
• Jérémie Renifle flaire le danger
• La nuit des zombies studieux

La collection Souriceau - livrets 1 à 16 - lecture A  
Niveau débutant  
• Un drôle de concierge (7e - Le robot)
• C’est l’Halloween!
• La dinde rôtie
• Le bonheur
• Des dents de souris
• Le château de neige (7e - Le festival d’hiver)

Niveau moyen  
• Mon chien Balou
• Dépêche-toi, Alexandra!
• Attention aux poux!
• Les manchots (7e - Le festival d’hiver)
• La nouvelle bicyclette
• Yogourts à vendre

Niveau avancé  
• La grande porte grise
• Solani s’est endormie
• Toute une aventure!
• Jour de pluie

Trésor junior teacher pack - 1 ensemble par prof  
Niveau 1  
• Les lunettes de Lucette
• La mouffette et les lunettes de Lucette
• Pierrot est curieux
• Charles le chevalier

Niveau 2
• Pierrot va à la pêche
• La mission de Super-Rêve
• Léo et Super-Rêve : Mission spéciale (7e - L’environnement)
• Quelle leçon!

Niveau 3
• Les trésors cachés
• La caverne de trésors
• La fête
• Alain et Denis font du camping (8e - Un camp pour ados)
• Le hockey pour toujours!

Collection Galaxie

Other resources
Des bêtes préhistoriques
Des créatures mortelles
Des dinosaures meurtriers
Des prédateurs menaçants
La soupe au caillou
Le navet géant
Drôle d’expression
Éric Épic le magnifique

Audio-visual resources
CDs
Depuis toujours
Que la fête continue!

DVDs
Carnaval de Québec - The Adventure avec Sandy Fortier

Teacher reference material
• 50 stratégies en littératie
• Recueils d’activités de lecture
• Grand dictionnaire Hachette-Oxford
• Le myosotis illustrated dictionary

PEC 1/t  Contact Specialist

Contact Specialist
CHN 1text/t
CHN 1text/t
CHN 1text/t
CHN 4texts/t
CHN 4texts/t
REN 1/t
SCH 15texts/t

Contact Specialist
TRALCO 1/t
TRALCO 1/t

Contact Specialist
TRALCO 1/t

Contact Specialist
CHN 1/t
CHN 1/t
REN 1/t
Myosotis press 8/t
As this course is currently in the pilot phase, all resources are ordered by the curriculum specialist.
7FREF French Language Arts (EFI)

Programme d'études en français – Immersion 7e-8e-9e
Dossier pédagogique de littérature 7e-8e-9e
Le métaguide
Trousse de Franç’Arts - 7 rue de l’Atlantique
Mes ateliers d’écriture
Franfolies
L’exploitation des films en classe
La poésie, des jeux, des sons et des images (Contact Specialist)
Ma trousse d’écriture 7 (Contact Specialist)
40 exercises d’initiation au théâtre (Contact Specialist)
Receuil d’activités de lecture (Contact Specialist)
L’évaluation formative des apprentissages en français langue seconde (Contact Specialist)
Le loup sentimental (Contact Specialist)
Monsieur il était une fois (Contact Specialist)
Exercices de styles
Comment lui dire adieu

Grammar Resource
La grammaire de base – Guide d’enseignement (teacher’s guide)
La grammaire de base – (student text)
La grammaire de base - (cahier A, non-consumable)
La grammaire de base - (cahier B, non-consumable)
La grammaire de base - (cahier C, non-consumable)
La grammaire de base - (cahier D, non-consumable)

Literature Resources
Mon encyclopédie
Plus de gym pour Danny
Aller-Retour
Les Géants de Blizzard
Tintin au Tibet
Les yeux noirs
Le complot
L’oeil du loup
Le Petit Prince
Max et Lili ne font pas leurs devoirs (Contact Specialist)

Reference Materials and literacy support resources 7 (EFI)
L’oncle américain (Contact Specialist)
Contes du monde (Contact Specialist) REN 1/t
Contes traditionnels du Canada REN 1/t 105-5328
Question réponse (Contact Specialist) REN 1/t
Le pirate Safran Grelotte (Contact Specialist) REN 1/t
Le petit prince (CD) REN 1/t 107-7924

7FREF French Language Arts (MI)

Programme d'études en français – Immersion 7e-8e-9e PEI 1/t 107-7098
Dossier pédagogique de littérature 7e-8e-9e PEI 1/t 107-7100
Le métaguide PEI 1/t 107-7698
Trousse de Franç’Arts - 7 rue de l’Atlantique PEI 1/s 107-7699
Mes ateliers d’écriture PEI 1/s 107-7700
Franfolies PEI 1/t 107-7831
L’exploitation des films en classe PEI 1/t 107-7911
La poésie, des jeux, des sons et des images) PEI 1/t 107-7694
Ma trousse d’écriture 7 (Contact Specialist) CHE 1/t
40 exercices d’initiation au théâtre (Contact Specialist) 1/t
Recueil d’activités de lecture (Contact Specialist) 1/t
L’évaluation formative des apprentissage en français langue seconde (Contact Specialist)
Exercices de styles 1/t 107-7926
Comment lui dire adieu 1/t 107-7925

Grammar Resource
La grammaire de base – Guide d’enseignement (teacher’s guide) ERPI 1/t 107-7570
La grammaire de base – (student text) ERPI 1/p 107-7569
La grammaire de base - (cahier A, non-consumable) ERPI 1/2p 107-7571
La grammaire de base - (cahier B, non-consumable) ERPI 1/2p 107-7572
La grammaire de base - (cahier C, non-consumable) ERPI 1/2p 107-7590
La grammaire de base - (cahier D, non-consumable) ERPI 1/2P 107-7591

Reference Materials and literacy support resources 7 (MI)
Dictionnaire de français Larousse REN 1/2p 107-7318
Dictionnaire Le Robert Collège (Contact Specialist) REN 18/t
Clé pour la grammaire GUE 1/t 107-7197
Les Scribouillards/bandes dessinées-guide (Out of Print) GRA 1/p 107-7122 (OP)
Les Scribouillards/contes, fables – livret (Out of Print) GRA 1/t 107-7176 (OP)
Les Scribouillards/contes, fables – guide (Out of Print) GRA 1/t 107-7177 (OP)
Les Scribouillards/dialogues, portraits – livret (Out of Print) GRA 1/t 107-7182 (OP)
Les Scribouillards/dialogues, portraits – guide (Out of Print) GRA 1/t 107-7183 (OP)
Les Scribouillards/lettres, cartes – livret (Out of Print) GRA 1/t 107-7174 (OP)
Les Scribouillards/lettres, cartes – guide (Out of Print) GRA 1/t 107-7175 (OP)
Les Scribouillards/messages – livret (Out of Print) GRA 1/t 107-7180 (OP)
Les Scribouillards/messages – guide (Out of Print) GRA 1/t 107-7181 (OP)
Les Scribouillards/notes de recherches – livret (Out of Print) GRA 1/t 107-7178 (OP)
Les Scribouillards/notes de recherches – guide (Out of Print) GRA 1/t 107-7179 (OP)
L’oncle américain (Contact Specialist) REN 1/t
Contes du monde (Contact Specialist) REN 1/t
<table>
<thead>
<tr>
<th>Contes traditionnels du Canada</th>
<th>REN</th>
<th>1/t</th>
<th>105-5328</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question réponse (Contact Specialist)</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Le pirate Safran Grelotte (Contact Specialist)</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Le petit prince (CD)</td>
<td>REN</td>
<td>1/t</td>
<td>107-7924</td>
</tr>
<tr>
<td>Prisonniers des glaces (Contact Specialist)</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Tonnerre sur les Caraïbes (Contact Specialist)</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Tremblez, carcasses (Contact Specialist)</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Au zoo, les zozos (Contact Specialist)</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Lilou déménage (Contact Specialist)</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Viggo le viking</td>
<td>REN</td>
<td>1/t</td>
<td>107-7897</td>
</tr>
<tr>
<td>Clarice Bean (Contact Specialist)</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Moyen-Orient</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Spirou et Fantasio en Tokyo</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Lili se fait piéger sur Internet</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Kerri et Megane l’enfant tatoué</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>L’appelle de la forêt</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Le cadeau oublié</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Po-Paul et le nid de poule</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Fruits et légumes</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Sur les chemins du monde</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Casse-toi la tête Élizabeth</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Écoles du monde</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Merveilles du monde</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Les cent plus belles chansons (Out of print)</td>
<td>DLC</td>
<td>1/t</td>
<td>107-7145 (OP)</td>
</tr>
<tr>
<td>Communications Plus 1 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7185 (OP)</td>
</tr>
<tr>
<td>Communications Plus 1 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7184 (OP)</td>
</tr>
<tr>
<td>Communications Plus 1 – cassettes (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7186 (OP)</td>
</tr>
<tr>
<td>Communications Plus 2 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7188 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7187 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – cassettes (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7189 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7191 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7190 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – cassettes (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7192 (OP)</td>
</tr>
<tr>
<td>Communications Plus 4 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7194 (OP)</td>
</tr>
<tr>
<td>Communications Plus 4 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7193 (OP)</td>
</tr>
<tr>
<td>Communications Plus 4 – cassettes (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7195 (OP)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Programme d'études en français – Immersion 7e-8e-9e</th>
<th>PEI</th>
<th>1/t</th>
<th>107-7098</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dossier pédagogique de littérature 7e-8e-9e</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7100</td>
</tr>
<tr>
<td>Le métaguide</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7698</td>
</tr>
<tr>
<td>Trousse de Franç’Arts - 7 rue de l’Atlantique</td>
<td>PEI</td>
<td>1/s</td>
<td>107-7699</td>
</tr>
<tr>
<td>Mes ateliers d’écriture</td>
<td>PEI</td>
<td>1/s</td>
<td>107-7700</td>
</tr>
<tr>
<td>Franfolies</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7831</td>
</tr>
<tr>
<td>L’exploitation des films en classe</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7911</td>
</tr>
</tbody>
</table>
La poésie, des jeux, des sons et des images  
Ma trousse d’écriture 7 (Contact Specialist)  
40 exercices d’initiation au théâtre (Contact Specialist)  
Recueil d’activités de lecture (Contact Specialist)  
L’évaluation formative des apprentissage en français langue seconde (Contact Specialist)  
Exercices de styles  
Comment lui dire adieu

### Grammar Resource

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>La grammaire de base – guide (teacher’s guide)</td>
<td>ERPI</td>
<td>1/t</td>
<td>107-7570</td>
</tr>
<tr>
<td>La grammaire de base – (student text)</td>
<td>ERPI</td>
<td>1/p</td>
<td>107-7569</td>
</tr>
<tr>
<td>La grammaire de base - (cahier A, non-consumable)</td>
<td>ERPI</td>
<td>1/2p</td>
<td>107-7571</td>
</tr>
<tr>
<td>La grammaire de base - (cahier B, non-consumable)</td>
<td>ERPI</td>
<td>1/2p</td>
<td>107-7572</td>
</tr>
<tr>
<td>La grammaire de base - (cahier C, non-consumable)</td>
<td>ERPI</td>
<td>1/2p</td>
<td>107-7590</td>
</tr>
<tr>
<td>La grammaire de base - (cahier D, non-consumable)</td>
<td>ERPI</td>
<td>1/2P</td>
<td>107-7591</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionnaire de français Larousse (Out of Print)</td>
<td>REN</td>
<td>1/2p</td>
<td>107-7318 (OP)</td>
</tr>
<tr>
<td>Dictionnaire Le Robert Collège (Contact Specialist)</td>
<td>REN</td>
<td>18/t</td>
<td></td>
</tr>
<tr>
<td>Clé pour la grammaire</td>
<td>GUE</td>
<td>1/t</td>
<td>107-7197</td>
</tr>
<tr>
<td>Clé de l'orthographe des verbes français</td>
<td>MOD</td>
<td>6/t</td>
<td>107-7173</td>
</tr>
<tr>
<td>Répertoire des anglicismes</td>
<td>GUE</td>
<td>1/p</td>
<td>107-7196</td>
</tr>
<tr>
<td>Communications Plus 1 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7185 (OP)</td>
</tr>
<tr>
<td>Communications Plus 1 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7184 (OP)</td>
</tr>
<tr>
<td>Communications Plus 1 – cassettes (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7186 (OP)</td>
</tr>
<tr>
<td>Communications Plus 2 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7188 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7187 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7189 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7191 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7190 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – cassettes (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7192 (OP)</td>
</tr>
<tr>
<td>Communications Plus 4 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7194 (OP)</td>
</tr>
<tr>
<td>Communications Plus 4 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7193 (OP)</td>
</tr>
<tr>
<td>Communications Plus 4 – cassettes (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7195 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/bandes dessinées-guide (Out of Print)</td>
<td>GRA</td>
<td>1/p</td>
<td>107-7122 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/contes, fables – livret (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7176 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/contes, fables – guide (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7177 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/dialogues, portraits – livret (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7182 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/dialogues, portraits – guide (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7183 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/lettres, cartes – livret (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7174 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/lettres, cartes – guide (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7175 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/messages – livret (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7180 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/messages – guide (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7181 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/notes de recherches – livret (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7178 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/notes de recherches – guide (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7179 (OP)</td>
</tr>
<tr>
<td>Têtes d’affiche</td>
<td>CEC</td>
<td>1/p</td>
<td>108-8345</td>
</tr>
</tbody>
</table>

### Literature Resources

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Pages</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le visiteur du soir</td>
<td>REN</td>
<td>1/p</td>
<td>108-8073</td>
</tr>
<tr>
<td>Title</td>
<td>Code</td>
<td>Type</td>
<td>ISBN</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>35 kgs d’espoir</td>
<td></td>
<td></td>
<td>108-8339</td>
</tr>
<tr>
<td>Lygaya</td>
<td></td>
<td></td>
<td>108-8340</td>
</tr>
<tr>
<td>Carmen en fugue mineur</td>
<td></td>
<td></td>
<td>109-9067</td>
</tr>
</tbody>
</table>

**Reference Materials and literacy support** *(Contact Specialist)*

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Type</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>L’art à travers les ages</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Racket non</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Notre nourriture</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Les mots à la bouche</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Acrimboldo</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Max ne respect rien</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Larousse Junior de la mythologie</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>La mythologie et ses supers héros</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>La mythologie Japonaise</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Mythologies</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>La mythologie novago</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>La mythologie Chinoise</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Contes et légendes héros de la mythologie</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Type</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme d'études en français – Immersion 7ème-8ème-9ème</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7098</td>
</tr>
<tr>
<td>Dossier pédagogique de littérature 7ème-8ème-9ème</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7100</td>
</tr>
<tr>
<td>Le métaguide</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7698</td>
</tr>
<tr>
<td>Trousse de Franç’Arts - 7 rue de l’Atlantique</td>
<td>PEI</td>
<td>1/s</td>
<td>107-7699</td>
</tr>
<tr>
<td>Mes ateliers d’écriture</td>
<td>PEI</td>
<td>1/s</td>
<td>107-7700</td>
</tr>
<tr>
<td>Franfolies</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7831</td>
</tr>
<tr>
<td>L’exploitation des films en classe</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7911</td>
</tr>
<tr>
<td>La poésie, des jeux, des sons et des images</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7694</td>
</tr>
<tr>
<td>Ma trousse d’écriture 7 <em>(Contact Specialist)</em></td>
<td>CHE</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>40 exercices d’initiation au théâtre <em>(Contact Specialist)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recueil d’activités de lecture <em>(Contact Specialist)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L’évaluation formative des apprentissage en français langue seconde <em>(Contact Specialist)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercices de styles</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Comment lui dire adieu</td>
<td></td>
<td></td>
<td>REN 1/t</td>
</tr>
<tr>
<td>Anthologie</td>
<td></td>
<td></td>
<td>CEC 1/p</td>
</tr>
<tr>
<td>Exercices de styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment lui dire adieu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthologie</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grammar Resource**

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Type</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>La grammaire de base – Guide (teacher’s guide)</td>
<td>ERPI</td>
<td>1/t</td>
<td>107-7570</td>
</tr>
<tr>
<td>La grammaire de base – (student text)</td>
<td>ERPI</td>
<td>1/p</td>
<td>107-7569</td>
</tr>
<tr>
<td>La grammaire de base - (cahier A, non-consumable)</td>
<td>ERPI</td>
<td>1/2p</td>
<td>107-7571</td>
</tr>
<tr>
<td>La grammaire de base - (cahier B, non-consumable)</td>
<td>ERPI</td>
<td>1/2p</td>
<td>107-7572</td>
</tr>
<tr>
<td>La grammaire de base - (cahier C, non-consumable)</td>
<td>ERPI</td>
<td>1/2p</td>
<td>107-7590</td>
</tr>
<tr>
<td>La grammaire de base - (cahier D, non-consumable)</td>
<td>ERPI</td>
<td>1/2P</td>
<td>107-7591</td>
</tr>
</tbody>
</table>

**Literature Resources**

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Type</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parallèles célestes <em>(Out of print)</em></td>
<td>LGF</td>
<td>1/p</td>
<td>109-9064 (OP)</td>
</tr>
<tr>
<td>Un regard dans la nuit <em>(Out of print)</em></td>
<td>POH</td>
<td>1/p</td>
<td>109-9068 (OP)</td>
</tr>
<tr>
<td>Title</td>
<td>Provider</td>
<td>Code</td>
<td>Code Details</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>------</td>
<td>--------------</td>
</tr>
<tr>
<td>Placide, l’homme mystérieux à New York</td>
<td>BOU</td>
<td>1/p</td>
<td>109-9247</td>
</tr>
<tr>
<td>Toujours plus haut</td>
<td>EVD</td>
<td>1/p</td>
<td>109-9474</td>
</tr>
<tr>
<td>Le petit Nicolas a des ennuis</td>
<td>REN</td>
<td>1/p</td>
<td>109-9481</td>
</tr>
<tr>
<td>Les vacances du petit Nicolas</td>
<td>REN</td>
<td>1/p</td>
<td>109-9482</td>
</tr>
<tr>
<td>Les récrés du petit Nicolas</td>
<td>REN</td>
<td>1/p</td>
<td>109-9483</td>
</tr>
<tr>
<td>La fille parfaite</td>
<td>REN</td>
<td>1/p</td>
<td>109-9484</td>
</tr>
<tr>
<td>L’encyclopédie junior des sports</td>
<td>QUA</td>
<td>1/t</td>
<td>109-9387</td>
</tr>
<tr>
<td>L’encyclopédie visuelle des sports</td>
<td>QUA</td>
<td>1/t</td>
<td>109-9382</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Provider</th>
<th>Code</th>
<th>Code Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionnaire de français Larousse (Out of Print)</td>
<td>REN</td>
<td>1/2p</td>
<td>107-7318 (OP)</td>
</tr>
<tr>
<td>Dictionnaire Le Robert Collège <em>(Contact Specialist)</em></td>
<td>REN</td>
<td>18/t</td>
<td></td>
</tr>
<tr>
<td>Clé pour la grammaire</td>
<td>GUE</td>
<td>1/t</td>
<td>107-7197</td>
</tr>
<tr>
<td>Les cent plus belles chansons (Out of print)</td>
<td>DLC</td>
<td>1/t</td>
<td>107-7145 (OP)</td>
</tr>
<tr>
<td>Communications Plus 1 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7185 (OP)</td>
</tr>
<tr>
<td>Communications Plus 1 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7184 (OP)</td>
</tr>
<tr>
<td>Communications Plus 1 – cassettes (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7186 (OP)</td>
</tr>
<tr>
<td>Communications Plus 2 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7188 (OP)</td>
</tr>
<tr>
<td>Communications Plus 2 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7189 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7191 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7190 (OP)</td>
</tr>
<tr>
<td>Communications Plus 3 – cassettes (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7192 (OP)</td>
</tr>
<tr>
<td>Communications Plus 4 – guide (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7194 (OP)</td>
</tr>
<tr>
<td>Communications Plus 4 – feuilles (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7193 (OP)</td>
</tr>
<tr>
<td>Communications Plus 4 – cassettes (Out of print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7195 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/bandes dessinées-guide (Out of Print)</td>
<td>GRA</td>
<td>1/p</td>
<td>107-7122 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/contes, fables – livret (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7176 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/contes, fables – guide (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7177 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/dialogues, portraits – livret (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7182 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/dialogues, portraits – guide (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7183 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/lettres, cartes – livret (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7174 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/lettres, cartes – guide (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7175 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/messages – livret (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7180 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/messages – guide (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7181 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/notes de recherches – livret (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7178 (OP)</td>
</tr>
<tr>
<td>Les Scribouillards/notes de recherches – guide (Out of Print)</td>
<td>GRA</td>
<td>1/t</td>
<td>107-7179 (OP)</td>
</tr>
</tbody>
</table>

**Contact Specialist**

<table>
<thead>
<tr>
<th>Title</th>
<th>Provider</th>
<th>Code</th>
<th>Code Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enfants en guerre</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Violence non</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>La télé en famille</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Le petit nicolas</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Violence et non-violence</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>L’art moderne</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Le mystère de la terre</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>L’imagerie des arts</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>Inventions</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
<tr>
<td>L’agenda de l’apprenti écrivain</td>
<td>REN</td>
<td>1/t</td>
<td></td>
</tr>
</tbody>
</table>
Resources
Coffret de Monopoly (Out of print)  BRA    7/c    109-9097 (OP)
Contes de Perrault – cassette (Out of print)  PEC    1/t    109-9075 (OP)
Plein la vue 3 (Out of print)  MON    1/t    109-9073 (OP)
Guide de rédaction des menus (Out of Print)  TES    8/c    109-9072 (OP)

Late French Immersion

7FREG French Language Arts (LFI)

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

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

Programme de français en immersion tardive, 7e, 8e et 9e année (1997)  PEI    1/t    107-7292
La grammaire de base – Guide d’enseignement  ERPI    1/t    107-7570

(Contact Specialist)
Prisonniers des glaces  REN    1/t
Tonnère sur les Caraïbes  REN    1/t
Tremblez, carcasses  REN    1/t
Au zoo, les zozos  REN    1/t
Lilou déménage  REN    1/t
Viggo le viking  REN    1/t
Clarice Bean  REN    1/t
Moyen-Orient  REN    1/t
Spirou et Fantasio en Tokyo  REN    1/t
Lili se fait pièger sur Internet  REN    1/t
Kerri et Megane l’enfant tatoué  REN    1/t
L’appelle de la forêt  REN    1/t
Le cadeau oublié  REN    1/t
Po-Paul et le nid de poule  REN    1/t
Fruits et légumes  REN    1/t
Sur les chemins du monde  REN    1/t
### 8FREG French Language Arts (LFI)

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>On y va! 2 Guide d’enseignement (teacher’s guide)</td>
<td>PEC 1/t</td>
<td>108-8282</td>
</tr>
<tr>
<td>On y va! 2 (student text)</td>
<td>PEC 1/p</td>
<td>108-8280</td>
</tr>
<tr>
<td>On y va! 2 Cahier d’activités (consumable student workbook) (x)</td>
<td>PEC 1/p</td>
<td>108-8281</td>
</tr>
<tr>
<td>On y va! 2 series of CDs</td>
<td>PEC 1/t</td>
<td>108-8283</td>
</tr>
<tr>
<td>La grammaire de base – Guide d’enseignement</td>
<td>ERPI 1/t</td>
<td>107-7570</td>
</tr>
<tr>
<td>La grammaire de base – texte</td>
<td>ERPI 1/p</td>
<td>107-7569</td>
</tr>
<tr>
<td>La grammaire de base - cahier A (non-consumable)</td>
<td>ERPI 20/t</td>
<td>107-7571</td>
</tr>
<tr>
<td>La grammaire de base - cahier B (non-consumable)</td>
<td>ERPI 20/t</td>
<td>107-7572</td>
</tr>
<tr>
<td>Avec Brio : Guide pratique de communication (Out of Print)</td>
<td>PEC 1cs/t</td>
<td>107-7295 (OP)</td>
</tr>
<tr>
<td>Le métaguide</td>
<td>PEI 1/t</td>
<td>107-7698</td>
</tr>
<tr>
<td>Histoire de nos jours – cahier (x)</td>
<td>NEL 1/p</td>
<td>108-8158</td>
</tr>
<tr>
<td>Aller – Retour</td>
<td>REN 1/p</td>
<td>107-7118</td>
</tr>
<tr>
<td>Le Complot</td>
<td>REN 1/p</td>
<td>108-8074</td>
</tr>
<tr>
<td>French reading comprehension kit</td>
<td>WLM 1/p</td>
<td></td>
</tr>
<tr>
<td>French map-a-story pocket program</td>
<td>WLM 7/p</td>
<td></td>
</tr>
<tr>
<td>Exercices de styles</td>
<td>REN 1/t</td>
<td>107-7926</td>
</tr>
<tr>
<td>Comment lui dire adieu</td>
<td>REN 1/t</td>
<td>107-7925</td>
</tr>
</tbody>
</table>

### Reference materials and literacy support resources Gr. 8(LFI)

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme de français en immersion tardive, 7°, 8° et 9° année (1997)</td>
<td>PEI 1/t</td>
<td>107-7292</td>
</tr>
<tr>
<td>La grammaire de base – Guide d’enseignement</td>
<td>ERPI 1/t</td>
<td>107-7570</td>
</tr>
</tbody>
</table>

### Contact Specialist

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>À la découverte des côtes canadiennes</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>Ailes et pattes et nageoires</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>L’arctique le pays du soleil de minuit</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>Les araignées</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>La boisson des champions</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>Les caméleons</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>La construction d’un hotel de glace</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>Les coquerelles</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>Les grands voyageurs</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>Les carcajous</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>Les coyotes</td>
<td>REN 2/t</td>
<td></td>
</tr>
<tr>
<td>Les crapauds</td>
<td>REN 3/t</td>
<td></td>
</tr>
<tr>
<td>D’ou vient ton déjeuner</td>
<td>REN 3/t</td>
<td></td>
</tr>
<tr>
<td>Des bons légumes</td>
<td>REN 3/t</td>
<td></td>
</tr>
<tr>
<td>Des inventions</td>
<td>REN 3/t</td>
<td></td>
</tr>
<tr>
<td>Des jeux d’autres pays</td>
<td>REN 3/t</td>
<td></td>
</tr>
<tr>
<td>Des oiseaux bien adaptés</td>
<td>REN 3/t</td>
<td></td>
</tr>
<tr>
<td>Des ponts spectaculaires</td>
<td>REN 3/t</td>
<td></td>
</tr>
</tbody>
</table>
## 9FREG French Language Arts (LFI)

<table>
<thead>
<tr>
<th>Title</th>
<th>Edition</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>En Direct 2 – texte</td>
<td>NEL</td>
<td>1/p</td>
</tr>
<tr>
<td>Les artistes et les arts – cahier (x)</td>
<td>PEI</td>
<td>1/p</td>
</tr>
<tr>
<td>Crime et violence – cahier (x)</td>
<td>PEI</td>
<td>1/p</td>
</tr>
<tr>
<td>Les Médias – cahier (x)</td>
<td>PEI</td>
<td>1/p</td>
</tr>
<tr>
<td>Le visiteur du soir</td>
<td>REN</td>
<td>1/p</td>
</tr>
<tr>
<td>Carmen en fugue mineure</td>
<td>REN</td>
<td>1/p</td>
</tr>
<tr>
<td>Placide, l’homme mystérieux à New York</td>
<td>BOU</td>
<td>1/p</td>
</tr>
<tr>
<td>Avec Brio: guide pratique de communication</td>
<td>PEC</td>
<td>cs/t</td>
</tr>
<tr>
<td>Plein la vue 3 – livre de lecture (Out of print)</td>
<td>MON</td>
<td>cs/t</td>
</tr>
<tr>
<td>Toujours plus haut</td>
<td>EVD</td>
<td>1/p</td>
</tr>
<tr>
<td>Exercices de styles</td>
<td>REN</td>
<td>1/t</td>
</tr>
<tr>
<td>Comment lui dire adieu</td>
<td>REN</td>
<td>1/t</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Title</th>
<th>Edition</th>
<th>Code</th>
<th>Code (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Plus 1 – guide (Out or print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7185 (OP)</td>
</tr>
<tr>
<td>Communication Plus 1 – feuilles (Out or print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7184 (OP)</td>
</tr>
<tr>
<td>Communication Plus 1 – cassettes (Out or print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7186 (OP)</td>
</tr>
<tr>
<td>Communication Plus 2 – guide (Out or print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7188 (OP)</td>
</tr>
<tr>
<td>Communication Plus 2 – feuilles (Out or print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7187 (OP)</td>
</tr>
<tr>
<td>Communication Plus 2 – cassettes (Out or print)</td>
<td>CEC</td>
<td>1/t</td>
<td>107-7189 (OP)</td>
</tr>
<tr>
<td>Course Outline Information</td>
<td>Grade</td>
<td>Code</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Health (EFI) Grades 7 to 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7HEAF Health EFI</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectif Santé 1 – livre de l’élève</td>
<td>CHN</td>
<td>1/p 107-7794</td>
<td></td>
</tr>
<tr>
<td>Objectif Santé 1 – Guide d’enseignement</td>
<td>CHN</td>
<td>1/t 107-7795</td>
<td></td>
</tr>
<tr>
<td><strong>Course Outline Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme d’études – La formation personnelle et sociale 7ᵉ année</td>
<td>PEI</td>
<td>1/t 107-7633</td>
<td></td>
</tr>
<tr>
<td><strong>8HEAF Health EFI</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectif Santé 2 – livre de l’élève</td>
<td>CHN</td>
<td>1/p 108-8355</td>
<td></td>
</tr>
<tr>
<td>Objectif Santé 2 – Guide d’enseignement</td>
<td>CHN</td>
<td>1/t 108-8356</td>
<td></td>
</tr>
<tr>
<td><strong>Course Outline Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme d’études – La formation personnelle et sociale 8ᵉ année</td>
<td>PEI</td>
<td>1/t 108-8299</td>
<td></td>
</tr>
<tr>
<td><strong>9HEAF Health EFI</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please Contact Specialist.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Outline Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme d’études – La formation personnelle et sociale 9ᵉ année</td>
<td>PEI</td>
<td>1/t 109-9312</td>
<td></td>
</tr>
</tbody>
</table>
Course Outline Information

Programme d’études – Mathématiques 7e  

(Contact Specialist)
Course Outline Information
Programme d’études – Mathématiques 8e  (Contact Specialist)

9MATF Mathematics EFI – MI

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

Course Outline Information
Programme d’études – Mathématiques 9e  (Contact Specialist)
7SCIF Science EFI – MI

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

Course Outline Information
Programme d’études – Sciences 7e année
PEI 1/t 107-7632

8SCIF Science EFI – MI

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

Course Outline Information
Programme d’études – Sciences 8e année
PEI 1/t 108-8298

9SCIF Science EFI – MI

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

Course Outline Information
Programme d’études – Sciences 9e année
PEI 1/t 109-9311
7SOCF Social Studies EFI-MI

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

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

8SOCF Social Studies EFI-MI

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

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

9SOCF Social Studies EFI-MI

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

Système parlementaire canadien (out of print/call Specialist for new resource)

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>L'Agirculture, ça te regarde (Out of print)</td>
<td>MPE 1/t 109-9174 (OP)</td>
</tr>
<tr>
<td>L'étude de l’actualité en salle de classe</td>
<td>PEI 1/t 101-1022</td>
</tr>
<tr>
<td>Les Provinces de l’Atlantique : Fiches d’activités</td>
<td>PEI 1/t 109-9087</td>
</tr>
<tr>
<td>Le métaguide</td>
<td>PEI 1/t 107-7698</td>
</tr>
<tr>
<td>Si la terre était un village</td>
<td>QUA 1/t 109-9389 (OP)</td>
</tr>
<tr>
<td>L’Univers</td>
<td>QUA 1/t 109-9384</td>
</tr>
<tr>
<td>La Terre</td>
<td>QUA 1/t 109-9383</td>
</tr>
<tr>
<td>Atlas de la météo</td>
<td>QUA 1/t 109-9386</td>
</tr>
<tr>
<td>La météo</td>
<td>QUA 1/t 109-9385</td>
</tr>
<tr>
<td>Une révolution pacifique,(vidéo et guide) (Contact Specialist)</td>
<td>ONF</td>
</tr>
</tbody>
</table>
7HEAG Health LFI

Objectif Santé 1 – livre de l’élève  
Objectif Santé 1 – Guide d’enseignement

CHN  
CHN 1/p 107-7794  
CHN 1/t 107-7795

Course Outline Information

Programme d’études -La formation personnelle et sociale 7e année

PEI 1/t 107-7633

8HEAG Health LFI

Objectif Santé 2 – livre de l’élève  
Objectif Santé 2 – Guide d’enseignement

CHN  
CHN 1/p 108-8355  
CHN 1/t 108-8356

Course Outline Information

Programme d’études -La formation personnelle et sociale 8e année

PEI 1/t 108-8299

9HEAG Health LFI

Please Contact Specialist.

Course Outline Information

Programme d’études – La formation personnelle et sociale 9e année

PEI 1/t 109-9312
Mathematics (LFI)

7MATG Mathematics LFI

Chenelière Mathématiques 7 (Édition PONC) - Manuel de l’élève  
CHN  1/p  107-7750
Chenelière Mathématiques 7 (Édition PONC) - Guide du maître  
CHN  1/t  107-7751

Course Outline Information
Programme d’études – Mathématiques 7e  
(Contact Specialist)

8MATG Mathematics LFI

Chenelière Mathématiques 8 (Édition PONC) - Manuel de l’élève  
CHN  1/p  108-8343
Chenelière Mathématiques 8 (Édition PONC) - Guide du maître  
CHN  1/t  108-8344

Course Outline Information
Programme d’études – Mathématiques 8e  
(Contact Specialist)

9MATG Mathematics LFI

Omnimath 9 (Édition de l’Ontario) - Manuel de l’élève  
CHN  1/p  109-9463
Omnimath 9 (Édition de l’Ontario) - Guide de l’enseignant  
CHN  1/t  109-9464
Mathématiques 9 - photocopies  
(Contact Specialist)

Course Outline Information
Programme d’études – Mathématiques 9e  
(Contact Specialist)

Science (LFI)

7SCIF Science LFI

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

Course Outline Information
Programme d’études – Sciences 7e année  
PEI  1/t  107-7632
<table>
<thead>
<tr>
<th>Course Outline Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme d’études – Sciences 8ᵉ année</td>
</tr>
</tbody>
</table>

**8SCIF Science LFI**

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

**Course Outline Information**

- Programme d’études – Sciences 8ᵉ année  
  PEI  
  1/t 108-8298

<table>
<thead>
<tr>
<th>Course Outline Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme d’études – Sciences 9ᵉ année</td>
</tr>
</tbody>
</table>

**9SCIF Science LFI**

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

**Course Outline Information**

- Programme d’études – Sciences 9ᵉ année  
  PEI  
  1/t 109-9311
7SOCG Social Studies LFI

Le Canada à travers le temps Tome 1 –
(out of print/Contact Specialist for more copies)

Mon Cahier de sciences humaines 7e année – Î.-P.-É(x)  
Atlas photographique: Images du Canada  
Pour Angela (vidéocassette) (Out of Print)  
Regard sur les provinces de l’atlantique  
Atlas atlantique Beauchemin

Reference Materials
Programme de sciences humaines en 7e et 8e année 1998  
Mon cahier de sciences humaines 7e année – Î.-P.-É (corrigé)1998  
Canada Through Time Book 1 Teachers’ Guide  
Le métaguide

* A new Grade 7 Social Studies curriculum is currently being developed.

8SOCG Social Studies LFI

Le Canada à travers le temps Tome 2 – (out of print/Contact Specialist for more copies)

Mon Cahier de sciences humaines 8e année – Î.-P.-É (x)  
Cartes Aide-Mémoire – Monde Canada (class set of 35)  
Module sur Les Acadiens (Contact Specialist)  
Atlas atlantique Beauchemin

Reference Materials
Programme de sciences humaines en 7e et 8e année 1998  
Mon Cahier de sciences humaines 8e année – Î.-P.-É (corrigé)1999  
Canada Through Time Book II Teachers’ Guide  
Regard sur les provinces atlantiques  
Le métaguide

* A new Grade 8 Social Studies curriculum is currently being developed.
### Reference Materials

<table>
<thead>
<tr>
<th>Title</th>
<th>Provider</th>
<th>Type</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>L’étude de l’actualité en salle de classe</td>
<td>PEI</td>
<td>1/t</td>
<td>101-1022</td>
</tr>
<tr>
<td>Programme d'études – sciences humaines, 9e année</td>
<td>PEI</td>
<td>1/t</td>
<td>109-9170</td>
</tr>
<tr>
<td>Atlas atlantique Beauchemin</td>
<td>BEA</td>
<td>1/2p</td>
<td>109-9378</td>
</tr>
<tr>
<td>Le métaguide</td>
<td>PEI</td>
<td>1/t</td>
<td>107-7698</td>
</tr>
<tr>
<td>Les Provinces de l’Atlantique : fiches d’activités</td>
<td>PEI</td>
<td>1/t</td>
<td>109-9087</td>
</tr>
<tr>
<td>Si la terre était un village (Out of Print)</td>
<td>QUA</td>
<td>1/t</td>
<td>109-9389 (OP)</td>
</tr>
<tr>
<td>L’Univers</td>
<td>QUA</td>
<td>1/t</td>
<td>109-9384</td>
</tr>
<tr>
<td>La Terre</td>
<td>QUA</td>
<td>1/t</td>
<td>109-9383</td>
</tr>
<tr>
<td>Atlas de la météo</td>
<td>QUA</td>
<td>1/t</td>
<td>109-9386</td>
</tr>
<tr>
<td>La météo</td>
<td>QUA</td>
<td>1/t</td>
<td>109-9385</td>
</tr>
<tr>
<td>Carte murale (éducative) de l’Î.-P.-É. (Contact Specialist)</td>
<td>PEI</td>
<td>1/t</td>
<td></td>
</tr>
</tbody>
</table>