



ASHBURY
COLLEGE

Junior School Academic Guide 2019–2020



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Program Overview

The Junior School, which admits approximately 175 students from Grades 4 to 8, distinguishes itself by providing a challenging, broad-based program, which promotes critical thinking and creativity as well as preparing students for success in university and in life. Ashbury Junior School teachers are subject specialists who enrich the Ontario curriculum by extending learning beyond the borders of the classroom. It is our aim to enable every student to develop in the areas of academics, athletics, arts, co-curriculars, community and leadership skills. Clear standards and guidelines in work, sport, dress and behaviour help to achieve these goals.

Students are assigned to Forms of approximately 18 to 22 students while subject classes range from 10 to 22 students. A five-period, eight-day timetable is used with a morning break, lunch break, and afternoon break.

Each student belongs to one of four Houses: Dragons, Goblins, Hobbits, and Wizards. House points can be earned for almost every type of activity at school, with a system of points divided between academics, athletics, the arts and service. Points are also awarded for effort and achievement, or when a teacher feels that a student has made an extra effort around the school.

In Grade 4, the Form teacher is responsible for most subjects; however, students change classes for Science, Art, French, Music, Physical Education and Games. In Grades 5 and 6, students work with specialists in all subjects.

French classes for Grades 4,5 and 6 are subdivided into two levels of proficiency so that each student may work at a suitable pace.

Bilingual Programming

In Grades 7 and 8, there is one bilingual and two English Forms. Each year, following a written and oral language placement test, students may qualify for the bilingual program. Depending on the day of the cycle, students may spend as much as 40% of their day in French. Grade 7 and 8 students placed in the bilingual program will receive French instruction in: Form, Social Studies, French, Drama, Physical Education and Health. To ensure growth and success, we ask that students make a two-year commitment to this program. At the end of Grade 8, students will receive a certificat bilingue. As well, all Grade 4 to 8 students will learn the language of coding in the mathematics program and have the opportunity to pursue other languages in after-school clubs.

BILINGUAL PROGRAMMING

ACADEMICS and SPORTS

CO-CURRICULARS

TRIPS

-Form in French	-French Club	-Friday Skiing (moniteurs)
-Social Studies in French	-Spanish Club	-Grade 7 French trip to St-Donat
-4 levels of French (Débutant, Core, Extended, Immersion)	-Mandarin Club	-Grade 8 French trip to Quebec City
-Drama in French	-Bilingual Improvisation Club	-Grade 7 Bilingual Form trip to Fort Chambly
-Physical Education in French		-Grade 8 Bilingual Form trip to Montreal and Radio-Canada
-Health in French		-Grade 7 and 8 Bilingual Form evening outing to a French hockey match
-Coding class via the math program		

Differentiated Instruction

To allow for differentiated and greater one-on-one attention, Grade 7 and 8 students are placed in English, Mathematics and French courses according to their ability. Artistic and linguistic ability are also taken into consideration in Music, Art and Drama. In the first term, Grade 7 students take Music, Art and Drama. In Term 2, in consultation with the MAD teachers, students audition to specialize in two of the three art offerings. Students have the option to re-audition at the end of the school year if they would like to change their course offerings for Grade 8.

Interdisciplinary Learning

Further to our specialized offerings, students work on interdisciplinary projects every Wednesday afternoon, in Terms 1 and 3, to hone key skills, such as collaboration, critical and independent thinking, creativity, problem solving and communication. These core competencies are developed around the International Baccalaureate's [Approaches to Teaching and Learning](#). To date, students have worked on architecture projects using Tinkercad in Art and geometry skills in Math; invented robots using micro: bits in Science and creating publicity for their product in English; designed stained glass windows using knowledge acquired in Math and Art; and explored the Arctic by creating newscasts, studying Inuit and First Nations music and art, and playing Arctic winter games. Over the next three years, our focus will shift to the [United Nations 17 sustainable development goals](#), as we examine stewardship of the planet in Grades 4,5 and 6; the building of environmentally-friendly structures in Grade 7; and developing mutual understanding with the Canadian North in Grade 8.

Student Super Block (Study Skills)

To support our academic offerings, a signature trait of the Junior School program is Student Super Block. This study skills program offered to all students in Grades 4 to 8 trains students in research, organizational and study skills; digital literacy and digital citizenship; and teaches students how to use mindfulness to help manage stress and strengthen concentration.

Classroom Furniture

Our classrooms are also specifically designed to meet the needs of all learners (visual, auditory, kinesthetic, naturalist, intrapersonal and

interpersonal) with whiteboards, whiteboard-painted walls, kinesthetic furniture, such as tables and chairs on wheels, exercise balls, desk bikes and standing desks. Tables can easily be configured to allow for collaborative work but also separated to allow for quiet, introspection. Other spaces are also used to support learning, such as the recently renovated Junior School Science and Discovery Laboratories; renovated Music and Art Rooms; the Green Roof; Library; Creative Learning Commons; Theatre and Outdoor Amphitheatre.

Technology

Technology is also used as a tool to enhance and support student learning. Grades 4,5 and 6 use school iPads while Grade 7s and 8s bring their own laptop, Mac or PC, to school. The school's online course management system, Edsby, provides additional technological assistance to students and prepares them well for technology which will be used later in university or college.

Our Learning Support Team

In addition to academic support by the Form and subject teachers, a Junior School Learning Strategist helps track and monitor student achievement and provide learning strategies to help students reach their academic potential. Physical and emotional support systems are also enhanced through interactions with the School Nurse and the Life Skills Coordinator.

Should you have questions about our program, please do not hesitate to contact our Junior School Office at 613-749-9630, extension 221. We would also be happy to arrange a school visit for you.

Assessment

We understand that sound assessment practices will enhance student learning. Our academic program is based upon the Ontario curriculum, the Ministry's [Growing Success](#), and the learning expectations that are associated with each grade level. It is important that both the student and the teacher have a clear idea of the student's strengths and the learning that must take place for the student to master the curriculum expectations.

As such, there is an increased emphasis on providing qualitative and descriptive feedback to students. This often takes the form of a rubric. A rubric will usually reference the expectation to be assessed, the criteria for assessment and descriptions of results at four different levels. Each level represents a band of achievement. This will be familiar to some as it is similar to grading based on the use of 'A, B, C or D'. Research and experience have shown that feedback given in the form of a rubric helps students to understand the level at which they are achieving, and the criteria that they need to master to demonstrate any necessary improvement. Rubrics help to facilitate a shift from a discussion of marks and grades to a discussion of learning and personal achievement. A rubric is a tool for assisting teachers and students in gaining a detailed level of understanding of how well a student has mastered the curriculum expectation.

Each level in a rubric is associated with a range of mastery:

Level 4 – The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard.

Level 3 – The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard.

Level 2 – The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard.

Level 1 – The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls below the provincial standard.

There are two exceptions to the use of a rubric level. In some cases, a student may not have submitted enough work for the teacher to determine their placement in a level. This student might receive an 'I' to indicate insufficient evidence of learning. In other cases, a student may not have demonstrated enough knowledge or skill to earn a Level 1. This student may receive an 'R' to indicate that they are not yet demonstrating a minimum understanding of the curriculum expectations. The student's work falls below Level 1 and the 'R' signals that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations.

Many of our students will meet and exceed the Ontario expectations, achieving in the Level 4 range.

Our teachers will aim to frame feedback in ways that encourage learning. We seek to have conversations relating to effort, process and growth. It is important to us that each student understands their capacity and their ability to learn. We ask the same of our parent community in our partnership. Please aim to focus your conversations upon the strengths and areas of growth that your child needs to realize in order to master a curriculum expectation. Each student should understand the knowledge and skills that they have demonstrated to earn a given level and the work that is required to improve their standing in

reaching the next level. When your child brings home a piece of work please discuss the following:

- Did your child put forth their best effort?
- Can they explain the level at which they are achieving?
- Did they receive feedback that helps them to see the next steps in mastering an expectation?
- Can they articulate to you the target that they are seeking with confidence that they will reach it?

This is the type of conversation that we wish to foster, and we ask for your assistance in making this shift. Emphasizing learning and the capacity of each student to learn, as opposed to emphasizing marks, has been shown to boost student confidence, persistence and overall achievement. Curriculum expectations, rubrics and levels are tools in helping us to make this shift.

Forms of Assessment

Over the course of the year, students will receive diagnostic, formative and summative feedback. Ensuring that students are given a variety of opportunities to perform and show their knowledge, teachers will assess from several perspectives, such as through products (i.e. essays, tests), observations (i.e. teacher observing group discussions, round table discussion) and conversations (i.e. student-teacher interviews).

Assessment Timelines

As the time required to assess assignments varies from subject to subject, we have provided below approximate timelines for teacher feedback. Under extenuating circumstances, some deadlines may vary. Teachers will post timeline changes on Edsby. As well, in some cases, teachers may be

unable to return feedback until all students have been assessed. We, therefore, ask that students make every effort to be present for evaluations, and complete missed ones in a timely manner.

ASSESSMENT	TIMELINES FOR RETURNING FEEDBACK
Essays	2 weeks (English, French and Social Studies)
Tests	1 week (Math, Science, French and MAD) 2 weeks (English and Social Studies)
Projects	2 weeks (MAD, French, English, Math, Science and Social Studies)
Lab reports	1 week (Science)
Quizzes	2 to 3 days (Math and Science) 1 week (MAD, Social Studies, English and French)
Oral presentations	1 week (Social Studies, English, Science and French)
Book reports	2 weeks (English and French)

Reporting Structure

Each term, a [learning skills report](#) is issued, including a student self-evaluation on six learning skills and work habits (responsibility, organization, independent work, collaboration, initiative and self-regulation) in each course, a teacher evaluation, and a student reflection on goals and habits of mind. As well, a progress report is issued Term 1, with specific feedback for struggling students and an update on learning for all other students. Report cards with detailed and personalized comments focus on growth and development indicating specific areas of strengths and improvement, and how to improve, are provided to students in Terms 2 and 3. In addition to these reports, regular verbal and written feedback is shared in class and on the school's online course delivery system, Edsby.

Student Super Block (Study Skills)

Rooted in the [International Standards on Technology and Education](#), the Junior School Study Skills program runs for 30 minutes each week for all students in Grades 4 to 8. Grade 4, 5 and 6 students discover a variety of learning and study skills. Topics include: learning basic technology (e.g. password security, connecting to the printer, how to use the library website, how to use Edsby), organizational and study skills (e.g. how to organize binders and agendas, different methods for studying for tests and exams), learning a variety of computer programs and apps (e.g. Google Docs, Google Slides, Inspiration Maps), and digital citizenship (e.g. Internet safety, copyright, cyberbullying). Grade 7 and 8 students are mixed together into 4 larger groups that change throughout the year. Main areas of focus are: information literacy (e.g. searching with keywords, source evaluation, Boolean logic), digital citizenship (e.g. plagiarism, positive social media use,

copyright), organization and study skills (e.g. physical organization of binders and agenda, digital organization, note taking), and technology (e.g. Google Docs, Google Slides, typing skills). The Study Skills program is taught by the Junior School Learning Strategist and two school librarians.

Junior School Learning Strategist

The Junior School Learning Strategist is responsible for helping all students achieve their potential, while primarily working with students with diagnosed learning disabilities, behaviour issues and mental health challenges. Referencing strategies found in psychoeducational assessments, which may be recommended by the school, Accommodation Plans are prepared to allow these students certain accommodations, such as writing in the Test Centre, having extra time for tests, using fidget devices, taking body breaks, and accessing agenda support. While Ashbury College does allow for *accommodations, it does not provide **modifications. The Learning Strategist works in classrooms on an informal basis to support both students and teachers. The Strategist also runs the Homework Club every afternoon from 3:30 p.m. to 4:30 p.m. where students finish homework, work on assignments, organize their binders and agenda, and study for tests. Most afternoons, Senior School students are also available to provide additional support. Over the year, students are encouraged to approach the Learning Strategist if they need assistance with preparing for tests, completing their work or for organizational guidance.

**Accommodations are supports or services that are not provided to the general student population but that are required by individual students with*

special needs to help them achieve learning expectations and demonstrate learning.

***Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.*

Source: [*The Individual Education Plan \(IEP\) A Resource Guide 2004 \(Ontario Ministry of Education\)*](#)

English

The Junior School English program endeavors to instill in students the foundation for a lifelong love of reading and writing along with the constant will to improve and develop their communication skills. It is this foundation that is so critical to subsequent achievement with the language through high school, post-secondary education, and beyond. The English program provides students with ample opportunities to respond to language, literature, media, and to the ideas and points of view of others. Activities and assignments require students to think, utilize their imagination, and to make personal judgments while developing their abilities to speak, listen, read, and write clearly and effectively.

Grade 4 English

This program has been developed for students to develop skills and attitudes consistent with proficiency and pleasure in listening, speaking,

reading, and writing. They learn to use spoken and written language for a variety of purposes—to explain, describe, hypothesize, question, and answer. The program encourages students to interact with others; together they read, compose, discuss, solve problems, and make plans. Students take risks experimenting with their writing and have it appreciated on a day-to-day basis.

Grade 5 English

Students expand their knowledge in four areas of study: reading, writing, listening, and speaking. A structured approach to reading offers Grade 5 students opportunities to enjoy interesting stories while sharing and discussing ideas in depth. In addition, regular skills practice, such as spelling and grammar exercises, are completed and the writing process is expanded through the use of peer conferencing and the use of Google Docs. As in Grade 4, students are given many opportunities to speak in front of their peers, including the annual Public Speaking Project. Students also participate in cross-media comparisons, write movie reviews, and examine advertising techniques.

Grade 6 English

This program builds on four areas of study introduced in Grades 4 and 5: reading, writing, listening, and speaking. A structured approach to reading offers students opportunities to share and discuss ideas, and to explore novels in depth. Students read Greek mythology and complete two core novel studies, in addition to studying a range of poems and poetic devices. Literary elements such as conflict, theme, plot, character, setting, and pivotal point are studied. Students continue to read independently with two independent novel studies completed during the year. They are also further encouraged to take risks and experiment with their writing. Oral communication skills are an important part of all units and culminate in the

annual Public Speaking Project. Media literacy is enhanced with such activities as cross-media comparisons, movie reviews, and analysis of advertisements.

Grade 7 English

Through a variety of opportunities, students respond to language, literature, media, and to the ideas and points of view of others. Students further develop critical thinking skills through assessments and activities that also develop their abilities to write and speak clearly. Additionally, students analyze literature in novels such as *The City of Ember* and *The Pearl*, as well as through Individual Novel Studies (INS projects). Throughout the year, students also examine Shakespeare's *A Midsummer Night's Dream*, short stories, and poetry. Linguistic skills are further developed through speech writing, presentations, and class discussions.

Grade 8 English

This course is designed to further challenge students and provide opportunities to respond in a more sophisticated manner. They respond to novels, short stories, poetry, Shakespeare, media, independent reading, public speaking, as well as the points of view of other students. The emphasis is on thinking critically, listening patiently, speaking and writing with precision, clarity and confidence. Units include three selected novel studies, short story study and writing, responding to a variety of media and media issues, poetry, Shakespeare's *Romeo and Juliet*, and formal public speaking.

Students are encouraged to take greater responsibility for their own learning as a lifelong process in Grade 8. They are also encouraged to set goals for themselves that are re-evaluated as they progress as writers. Writing is often shared in class and students are asked to reflect personally

on what has been read or discussed. Respect for others through the sharing of ideas is fundamental in the Grade 8 English program, with the value of others' unique experiences and views being highlighted.

English Department Events

Every year, the English Department runs four major events for the students of the Junior School. The first is the Abinger Hill poetry reading that begins as a class assignment for all students in Grade 8. Students from each English class are selected to provide a reading in front of the Junior School student body at the annual Bilingual Poetry Recital. The same process is followed for the annual public speaking competition for all students from Grades 4 through 8. Lastly, all Grade 8s also participate in the annual Shakespeare Festival in which they present selected scenes from the tragedy Romeo and Juliet.

French

In 2018, the Junior and Senior School French departments participated in a French Motivation Study led by researchers at the University of Ottawa.

Research revolved around four key questions:

- What factors influence participating Ashbury College students' motivation to learn an additional language (i.e., French, Spanish, Mandarin) in school?
- To what extent does Ashbury student motivation compare across different language programs (i.e., French vs. Spanish/Mandarin)?
- To what extent does Ashbury student motivation compare across grade levels (i.e., Grade 8 vs. 9)?
- Based on these findings, what steps could be taken to further develop the additional language programs at Ashbury College?

Following the study, a committee of teachers and administrators met to review and modify pedagogical approaches and teaching materials. Our school continues to emphasize the importance of learning more than one language by referring to resources on second language learning, such as [Literature Review on the Impact of Second-Language Learning](#), and by continually refining lessons to best meet the needs of our diverse population of language learners.

French in Grades 4, 5 and 6

At the start of each school year, students in Grades 4, 5 and 6 are given a diagnostic exercise and, based on their results, may be placed in either the Core or Extended French group. The **Extended French** program is geared toward students who interact primarily in French with francophone family members, who have had significant immersion experiences, or who have received extensive French instruction. The **Core French** program is geared toward students who have had Core French instruction. In Grade 4, the Core program also integrates a small number of beginners. Students also participate in drama-based activities emphasizing language-learning through role play and games. Complementary activities such as theatre performances in the National Capital Region, bilingual public speaking, French club, bilingual poetry recital, la Semaine de la francophonie, and announcements at the weekly assembly expose students to French beyond the classroom and help them acquire knowledge of francophone cultures within Canada and around the globe.

Grade 4 Core French

Students engage in an exploration of topics such as self, family and friends, animals, sports, weather, school, food and drink, using the resources available in *Échos Pro 1*. Smaller class sizes provide students an opportunity to develop their communication skills. Small classes enable students to

enhance their skills in listening, speaking, reading, and writing. Throughout the year, students make use of iPads to build skills as well as access authentic cultural resources. Hands-on, dynamic activities help students gain confidence.

Grade 4 Extended French

Through a thematic approach, exploring topics such as dogs, the arctic, heroes, myths and legends, and cooking, students are given an opportunity to further develop their communication skills. Conducted completely in French, small classes enable students to enhance their skills in listening, speaking, reading, and writing. Various genres of literature are explored, and students make regular use of iPads to build skills as well as access authentic cultural resources from francophone communities within Canada and around the globe. Role plays, skits, and games are just a few of the dynamic learning activities in which students engage throughout the year.

Grade 5 Core French

Through a thematic approach (*Échos Pro 2*) exploring topics such as life as a new Canadian, likes and dislikes, family and friends, animals, multiculturalism in Canada, weather, sports, and environmentalism, students are given an opportunity to develop their communication skills. Small classes enable all students to enhance their skills in listening, speaking, reading, and writing. Students make regular use of iPads to build skills as well as access authentic cultural resources. Incorporating these authentic experiences, such as a hands-on approach in the maple sugar process, provides the students with a stronger understanding of the concept being taught by reinforcing vocabulary.

Grade 5 Extended French

Conducted exclusively in French, small classes enable all students to enhance their skills in listening, speaking, reading, and writing through various learning activities, such as games, skits and class presentations. Students explore such themes as French in Canada, theatre, communication, francophone Maghreb, music, and aviation, as they further develop their communication skills. Various genres of literature are explored, and students make regular use of iPads to build skills as well as access authentic cultural resources from francophone communities within Canada and around the globe.

Grade 6 Core French

With a focus on using French in a Canadian context, (*Échos Pro 3*) students explore concepts such as diversity and inclusiveness, healthy choices, problem-solving, the environment, and cultural awareness. Students are asked to use their growing language skills to perform realistic tasks such as writing an invitation, preparing an internet advertisement, discussing their city, and describing art from the francophone community. Students use tablets and laptops to practice language skills, access authentic resources, and prepare engaging presentations in French.

Grade 6 Extended French

Through a thematic approach that includes topics such as francophone islands and tourism, totems from Canada's indigenous cultures, sports in the world and natural disasters, students are given an opportunity to further develop their communication skills. Conducted exclusively in French, small class sizes enable all students to enhance their skills in listening, speaking, reading, and writing as well as allows classroom activities to be customized to student interest. Various genres of literature

are explored, and students explore literacy themes through Lego. Students make regular use of technology (iPads and laptops) to access authentic cultural resources from francophone communities within Canada and around the globe as well as practice their skills using game-based applications.

French in Grades 7 and 8

At the start of each school year, students in Grades 7 and 8 are given a diagnostic exercise and, based on their results, may be placed in the Core, Extended or Immersion French group. The **Immersion French** program is geared toward students with a strong French background typically acquired through Extended French, French Immersion, or francophone schools. The **Extended French** program, with greater focus on building basic skills than the Immersion program, is designed for students who have received substantial French instruction and have demonstrated the ability to interact in French during class with considerable comfort and accuracy. The **Core French** program is geared toward students with previous Core French instruction. Complementary activities such as theatre performances in the National Capital Region, bilingual public speaking, French club, a bilingual poetry recital, la Semaine de la francophonie, and announcements at the weekly assembly expose students to French beyond the classroom and help them acquire knowledge of francophone cultures within Canada and around the globe. In early January, all **Grade 7** students participate in an annual French language and heritage trip to St-Donat, Quebec where they engage in outdoor activities, games, cultural workshops and performances in French. In **Grade 8**, students travel to Quebec City for three days of cultural and historical activities in French, including dogsledding, a visit to a sugar shack, and a workshop on the Plains of Abraham with actors portraying Generals Wolfe and Montcalm. Grade 7 and 8 students in the **bilingual stream** participate in an **immersion field trip** in order to use

their French beyond the school setting. Past trips have included visits to Fort Chambly and Radio-Canada in the Montreal area.

Grade 7 Beginner / Débutant French

When numbers permit, newcomers to Canada and the French language are grouped into a small section of learners. While themes are in keeping with the Grade 7 Core program (*Mon Réseau, Ma Vie 1*), skills and content are presented with additional support and a sensitivity to students' language background.

Grade 7 Core French

Through a thematic approach (*Mon Réseau, Ma Vie 1*) exploring topics such as the Francophone world, Paris, leisure and activities, Quebec and other parts of the world, school life, careers and work experience, theme parks, health, and holidays, students are given an opportunity to develop their listening, speaking, reading and writing skills. Students regularly participate in games and interactive activities in order to encourage them to speak in French as much as possible. Students make regular use of technology to build skills using game-based applications as well as access authentic cultural resources from francophone communities within Canada and around the globe.

Grade 7 Extended French

Conducted exclusively in French, students in the extended program explore various themes such as storyboarding, lifelike wax figures, winter destinations, past-times, medieval knights, and assistive devices. Students have an opportunity to develop their reading and speaking skills through literature circles while studying novels such as *Poursuite dans Paris* and *Lancelot*. In-class activities and assessments are designed to help students

strengthen their writing skills. Regular games and activities provide an opportunity to reinforce their comprehension of grammatical concepts and help build new vocabulary. In addition, students make regular use of technology to discover francophones artists and access authentic cultural resources.

Grade 7 French Immersion

This program provides students with the opportunity to refine their expression and understanding of the French language, and to enrich their vocabulary. Classes are conducted entirely in French, and a thematic approach is used exploring topics such as telecommunication, cybercrime, revenge, community and francophone music from Canada. Students make regular use of technology to build skills as well as access authentic cultural resources. Students also participate in drama-based activities emphasizing language-learning through role play and games. The novels *Les Trois Mousquetaires*, *Hackers*, and *La Plus Grosse Poutine* are studied using literature circles.

Grade 8 Beginner / Débutant French

When numbers permit, newcomers to Canada and the French language are grouped into a small section of learners. While themes are in keeping with the Grade 8 Core program (*Mon Réseau, Ma Vie 2*), skills and content are presented with additional support and a sensitivity to students' language background. This program is a continuation of the Grade 7 Beginner / Débutant program but may integrate students new to Ashbury and the French language in Grade 8.

Grade 8 Core French

Through a thematic approach (*Mon Réseau, Ma vie 2*) exploring topics such as school life, hotel accommodations, theme parks, and holiday travel, students are given an opportunity to develop their listening, speaking, reading and writing skills. Students regularly participate in games and interactive activities in order to encourage them to speak in French as much as possible. Students make regular use of technology to build skills using game-based applications as well as access authentic cultural resources from francophone communities within Canada and around the globe.

Grade 8 Extended French

Conducted exclusively in French, students in the extended program explore various themes such as food truck menus, detective work, the animal kingdom, extreme winter sports, and modes of transportation. Students have an opportunity to develop their reading and speaking skills through literature circles while studying novels such as *Pas question que les criminels dorment* and *Notre-Dame de Paris*. In-class activities and assessments are designed to help students strengthen their writing skills. Regular games and activities provide an opportunity to reinforce their comprehension of grammatical concepts and help build new vocabulary. In addition, students make regular use of technology to discover francophone artists and access authentic cultural resources.

Grade 8 French Immersion

This course provides students the opportunity to refine their expression and understanding of the French language and to enrich their vocabulary. Classes are conducted entirely in French, and a thematic approach is used exploring friendship, games and gaming, francophone musicians, Montreal, and the global francophonie. Students also participate in drama-based activities emphasizing language-learning through role play and games.

Students make regular use of technology to build skills as well as access authentic cultural resources. Students also participate in literature circles while studying novels such as *Les Misérables* and *L'Énigme du canal*.

Bilingual Program (Grade 7 and 8)

Each year, following a written and oral language placement test, students may qualify for the bilingual program. Depending on the day of the cycle, students may spend as much as 40% of their day in French. To maintain the integrity of the program, we ask that students entering in grade 7 make a two-year commitment.

Students New to French Language Learning

We understand that students new to the study of French in Grades 5 through 8 will likely need time to become acclimated to the rigours of learning this new language. During this time of adjustment, the French Department wishes to support these students by setting out guidelines intended to establish realistic expectations and foster a positive relationship with the language.

Students beginning their study of French in Grade 5, 6, 7 or 8 are expected to seek the services of a weekly tutor for a period of time during which they would receive a report card grade of 'I' (insufficient evidence) instead of receiving a numerical or letter grade. The duration of this transition period will vary, based on the point of entry, according to the following chart:

	Grade 5	Grade 6	Grade 7	Grade 8
TRANSITION PERIOD	1 trimester	2 trimesters	3 trimesters	3 trimesters

If providing the actual grade would not reduce the student's overall academic average, the French teacher may decide to simply publish the grade as calculated.

During this transition period, emphasis should be placed on the student's learning skills and habits, as this is a more accurate reflection of the student's approach to learning the language.

Students are expected to demonstrate an active involvement in their study of French during the transition period, as will be evidenced by:

- Positively interacting with a tutor on a weekly basis;
- Actively engaging during French class;
- Seeking support during Opportunity Time;
- Seeking opportunities to increase exposure to French.

Parents may opt to have their child receive a percentage or letter report card grade, instead of an 'I', in which case the grade will reflect their degree of skill and knowledge with the content of the trimester completed.

Any modification to the transition period must meet the approval of the classroom teacher, the French Department Head and the Head of the Junior School.

Music

Grade 4 Music

In the Grade 4 Music program, students are introduced to the rudiments of theory, basic ear training, critical listening, and elements of music. Students spend time learning about the function of different instruments, their history, and how to play them. Instruments include flute, clarinet, alto saxophone, trumpet, French horn, trombone, euphonium, tuba, and percussion. Students

have their choice of instrument to play both by ear, and by reading and writing standard notation. They are also able to play basic melodies in an ensemble with performance opportunities at an annual in-house music competition and two school concerts.

Grade 5 Music

In the Grade 5 Music program, students play the instruments they chose in Grade 4. They learn basic theory, ear training, and improvisation and read standard notation in 4/4, 3/4- and 2/4-time signatures. Grade 5 students are also introduced to level 100 ensemble music. Participation in morning concert and jazz band rehearsals are strongly encouraged in order to prepare with other grades for the Capital Region Musicfest. Performance opportunities include an annual in-house music competition, two school concerts, and local music festivals.

Grade 6 Music

In the Grade 6 Music program, students continue to focus on concert band instruments. In band class, students learn a variety of musical styles that include marches, ballads, jazz, and classical. Other components include an introduction to improvisation over a blues progression, ear training, basic theory, critical listening, and music appreciation. Participation in morning concert and jazz band rehearsals are strongly encouraged in order to prepare with other grades for the Capital Region Musicfest. Performance opportunities include all house music competitions, musical productions, school concerts, special events, and local music festivals.

Grade 7 Music

In the Grade 7 Music program, students are streamed according to musical experience and ability. Beginner level students follow the Grade 4 outline.

The intermediate level follows the Grade 6 outline. The advanced level is required to learn their scales up to two sharps and flats, and students are introduced to level 200 music. Participation in morning concert and jazz band rehearsals are strongly encouraged in order to prepare with other grades for the Capital Region Musicfest. Performance opportunities include all ensembles, house music competition, musical productions, school concerts, special events, and local music festivals.

Grade 8 Music

The Grade 8 Music program emphasizes performance of band instruments in a variety of styles and ensembles. Students are expected to participate in at least one ensemble outside of regular class time. Elementary rudiments, ear training, improvisation, music history, and critical listening are studied in depth. Advanced Grade 8 students are allowed to play with the Grade 9s in concert band at level 300. Students are required to easily identify the seven elements of music: melody, harmony, rhythm, dynamics, tone colour, texture, and form. Performance opportunities include concert band, jazz band, house music competition, musical productions, school concerts, special events, and local music festivals.

Visual Arts

Grade 4 Visual Arts

The Grade 4 Visual Arts program introduces students to media, concepts, and the chance to develop technical skills through the use of a hands-on, open-ended approach. The course offers an overview of visual arts as a foundation. Throughout the course, students engage in collaborative projects and consider many co-curricular links. Students begin to understand the elements and principles of design, with additional attention placed on

developing an understanding of the principle of 'emphasis' and the expressive qualities of various media. Projects are designed to build student confidence and awareness for personal expression. Importance is placed on self-reliance, self-monitoring and a safe environment while working in a practical subject area. Students are introduced to the critical analysis process while viewing examples of art periods within Canadian art and art of other cultures. Through working with a range of materials, processes, techniques and styles, students are required to use problem-solving skills to solve artistic efforts in their art production in both two- and three-dimensional art projects.

Grade 5 Visual Arts

The Grade 5 Visual Arts program continues to expose students to a variety of media and artistic concepts through the use of a hands-on, open-ended approach. Through individual and collaborative creation, students continue to gain confidence to build on and develop conceptual and technical skills. Prominence is placed on self-reliance, self-monitoring, and the need for a safe environment while working in a practical subject area. The students are given the opportunity to utilize the creative process while producing two- and three-dimensional artworks that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences. Students continue to gain awareness of the elements and principles of design, with additional attention placed on the principle of 'proportion'. Students learn to think critically to produce and respond to artworks from various cultures that hold many co-curricular links. Students are encouraged to compare and contrast a variety of artworks, and to begin to use correct vocabulary and terminology while discussing artworks.

Grade 6 Visual Arts

The Grade 6 Visual Arts program continues to develop the ability of the students to think creatively and critically while gaining technical skills, and the confidence to work independently. Students continue to develop knowledge of the expressive qualities of a variety of media, and can work with a range of materials, processes, techniques, and styles. Learners are challenged to come up with innovative solutions to projects through individual and collaborative efforts. They are encouraged to analyze and critique particular examples of each other's artwork and the art of other periods and cultures. In doing so, students gain an understanding of arts connection to personal, conceptual, and social subjects. Within a project, students identify their use of the elements and principles of design. Grade 6 students learn to distinguish between formal (symmetrical) and informal (asymmetrical) balance in compositions and to use the appropriate tools, materials, and techniques for a topic. Students are encouraged to produce two- and three-dimensional works of art that communicate a variety of ideas and to explain using correct vocabulary and art terminology of how artistic choices affect the viewer.

Grade 7 Visual Arts

The Grade 7 Visual Arts program continues to develop students' creativity and ability to communicate in a visual way through exposure to a variety of forms, genres, and styles of artistic expression. Two and three-dimensional projects challenge students to manipulate elements and forms to convey feelings and thoughts for specific purposes and audiences. Throughout the course, students will collaborate to reflect on the cultural diversity of Canada and the world. Prominence is placed on increasing student understanding of the significance of artistic expression for combining new thinking with present knowledge. Students are encouraged to take a personal and innovative approach to artistic challenges while using applicable tools, materials, and techniques for a topic. The Grade 7 students will continue to

explore the elements and principles of design. All learners will determine connections between the elements and principles of design and explain how artistic choices affect the viewer while utilizing correct vocabulary and terminology. In addition, students will become more familiar with the principle of 'unity and harmony' through the exploration of radical balance, similarity, continuity, alignment, and proximity.

Grade 8 Visual Arts

Students participating in the Grade 8 Visual Arts program have opted into the discipline. The year is viewed as a transition year between Junior and Senior art programs. The students continue to explore a variety of media, concepts, and interpretations of personal, conceptual, and culturally reflective topics. Each student furthers his or her understanding of the elements and principles of design, with emphasis on the principle of 'movement' by leading a viewer's eye using direct and implied actions. The Grade 8 students continue to build on their understanding of the eight stages of the creative process by using problem-solving skills to illustrate a range of thoughts, feelings, and experiences. By utilizing each step of the creative process to plan work, students can emphasize the main idea they wish to communicate. Each pupil is encouraged to be aware of the artistic decisions they have made to support that message. Learners are encouraged to identify strengths and areas for improvement in their work and that of others, and to describe possible strategies for improving their work. The program focuses on creating and exploring work in an open and collaborative environment where learners feel safe creating and sharing their ideas.

Dramatic Arts

Grade 4 Dramatic Arts

The Grade 4 Dramatic Arts program introduces students to their own stage presence. Through a variety of trust-building activities and icebreakers, students are exposed to the fun and excitement of effective performance in front of their peers. Self-awareness is developed through warm-up exercises, discussion, and peer-assessment. The use of masks and role-play will encourage students to become more confident and comfortable in their bodies. Throughout the year, students are encouraged to interpret new and unusual situations on stage. Students will have the opportunity to co-write plays and perform for a bigger audience during two school concerts.

Grade 5 Dramatic Arts

The Grade 5 Dramatic Arts program concentrates on awareness of others and working as a team. Through trust building activities and icebreakers, students will learn to communicate their feelings. Vocal projection and timing are explored through puppetry. The program builds on the strength of their presence on stage and ability to remain in character. Through poem dramatization and shadow theatre, students will focus on self-awareness and confidence. Students will have the opportunity to perform for a bigger audience during two school concerts.

Grade 6 Dramatic Arts

The Grade 6 Dramatic Arts program examines dramatic interaction and character interpretation. Real-life situations and their related emotions are investigated. The students work in groups to create short skits and music videos using puppets while focusing on the introduction, development and denouement of a scene. The program continues to reinforce the importance of communication and of emotional awareness. The year's culminating task

is a creative collection of choral speaking. The class will work together while focusing on voice projection, stage presence, and stage balance. Students will have the opportunity to perform for a bigger audience during two school concerts.

Grade 7 Dramatic Arts

The Grade 7 Dramatic Arts program examines voice, movement and interaction on stage. Different types of staging are researched, discussed, and applied to blocking, creative acting, and the rudiments of improvisation. Through movement, miming, clowning, and mask, students will become more confident and comfortable in their bodies. Throughout the year, students will take on different roles of responsibility such as directing and stage designing. Students will have the opportunity to perform for a bigger audience during two school concerts. A French Immersion section of the Dramatic Arts program is offered to Extended and Immersion French students.

Grade 8 Dramatic Arts

The Grade 8 Dramatic Arts program focuses on leadership through social art forms, teaching, modeling, and guidance in the development of effective group skills. Throughout the year, students will have opportunities to participate in a backstage task such as front of house, lighting, publicity, and stage-managing. The school's theatre is used for rehearsals and performances. The students are introduced to the multi-channel lighting board and soundboard. In class, students will explore theatrical makeup and will have the opportunity to study and use the professional products to create zombie wounds and full-face makeup. After studying the rules and regulation of "La Ligue Nationale de l'Improvisation," students will take part in improvisation matches. Students will have the opportunity to perform for a bigger audience during two school concerts. A French Immersion section

of the Dramatic Arts program is offered to Extended and Immersion French students.

Health, Physical Education and Games

Physical education plays a vital role in a student's development and growth. The physical well-being of a student is directly related to his/her academic performance.

MISSION STATEMENT

The goal of the Ashbury College Health, Physical Education and Games program is to foster physical literacy skills and ability through a wide variety of sports and activities. Classes focus on instilling the values of health and fitness, teamwork, leadership and commitment that are an essential part of maintaining lifelong participation in these activities.

Students participate in a variety of sports depending on grade level and season. For intramural competition, students play for their House. A general list of sports is shown below; however, some activities may be added or omitted as the year progresses.

Soccer

Basketball

Volleyball

Floorball

Badminton

Tchoukball

Swimming

Lacrosse

Rugby

Track and Field

Games of low organization

ATHLETIC PRINCIPLES

- Sport forms a valuable and unique dimension in the educational experience of youth, providing conditions that promote the development of personal strength, discipline, motivation, and integrity.
- Sport gives students a chance to test and challenge themselves mentally and physically.
- Sport provides exercise and a break from the rigour of academic preparation. Participation encourages a lifelong pursuit of good health and fitness.
- Sport allows students an opportunity to discover an avenue for success, as well as memories that will stay with a player throughout life.
- Team sports provide the opportunity for our students to develop cooperation by stressing the importance of teamwork and striving for common goals that require group actions, assessment, adaptation and effort.
- Sport provides students with the opportunity to represent their school (at various levels), extending to the athlete a sense of belonging and success within the school community.
- Sport gives students the opportunity to travel locally, nationally and internationally, allowing the players to meet new people and experience different cultures.

To ensure optimal student satisfaction, we ask that parents:

- be realistic about their child's strengths;
- support their child's efforts regardless of the level of their developing talents;
- reinforce the school's values of respect, fair play, sportsmanship, teamwork, diligence, leadership and compassion;
- respect referees', coaches', and club facilitators' decisions (team strategies, play calling, playing time, penalties, etc.).
- discourage physical and verbal aggression;

The Health, Physical Education, and Games programs

Overall physical fitness with an emphasis on cardiovascular conditioning is an integral part of the Ashbury education and is compulsory in the Junior School. The program is divided into two basic components: Health, Physical Education (HPE) and Games. Each student participates in both aspects regularly within the normal school day. Physical Education (PE) is a skills-oriented course focussing on physical literacy. Each grade level has four PE periods in an eight-day cycle. Students in Grades 4 to 8 also complete a health component as part of the HPE program. Games is a mix of competitive and recreational activities that consist of both smaller groups for competitive teams and larger groups for the recreational activities.

Often, students are given a choice of which Games options they would like to participate in each term. There is an online sign-up procedure at the beginning of the academic year for Grades 7 and 8. Grades 4 to 6 choose

their athletic options at the start of each season. Parents are asked to ensure that their children have the necessary equipment before the start of each new sports season.

Grade 4 Health & Physical Education

By the end of Grade 4, students will demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade. Students will participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity; demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. Students will perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities; apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities. Students will demonstrate an understanding of factors that contribute to healthy development; demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; demonstrate the ability to make connections that relate to health and well-

being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Grade 5 Health & Physical Education

By the end of Grade 5, students will demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade. Students will participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity. They will demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living. Students will also demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. In addition to the aforementioned, students will perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities in order to enhance their ability to participate successfully in those activities. In the health component of the program, students will demonstrate an understanding of factors that contribute to healthy development; demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. Students will demonstrate the ability to make connections that relate to health and well-being – how their

choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Grade 6 Health & Physical Education

By the end of Grade 6, students will demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade. Students will participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity; demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. Students will perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities; apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities. Students will demonstrate an understanding of factors that contribute to healthy development; demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; demonstrate the ability to make connections that relate to health and well-

being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.

Grade 7 Health & Physical Education

By the end of Grade 7, students will demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade. Students will participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity; demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living. Further to this, students will demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. Students will also perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities in order to enhance their ability to participate successfully in those activities. In the health component of the program, students will demonstrate an understanding of factors that contribute to healthy development; demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. Students will demonstrate the ability to make connections that relate to health and well-being – how their

choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Grade 8 Health & Physical Education

By the end of Grade 8 students will demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade. Students will participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage participation in physical activity; demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. Students will perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities; apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities. In the health component students will demonstrate an understanding of factors that contribute to healthy development; demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Mathematics

Coding

In the Ashbury junior school, students learn coding as part of their mathematics curriculum in grades 4 – 8. All students start with block-based coding, which is coding within a programming language where instructions are mainly represented as blocks. In grades 7 and 8 they progress to other programming languages such as python and java script. In their coding courses, students in grades 4 – 6 study computational thinking, problem solving, programming concepts and digital citizenship. In grades 7 and 8 they use computer science as a medium for creativity, communication and logical thinking.

Financial Literacy

All students in the junior school learn about financial literacy as part of their mathematics curriculum. The goal is for students to build an understanding of personal finances, make informed consumer choices, and confidently make decisions about where and how to invest their money. All courses use money as theme throughout problem solving activities and cover different

aspects of personal finance in inquiry-based projects. In grades 4 – 6, students learn about the value of money and how to compare purchasing options. The grade 7 and 8 courses assess students' abilities to use unit rates to evaluate prices, make a budget for an event, create a financial portfolio, and calculate interest earned by an investment.

Grade 4 Mathematics

The Grade 4 Mathematics program focuses on the crucial role of estimation, problem solving, technology, and real-world applications. In all activities, students are encouraged to: work with concrete materials and familiar ideas, investigate the realistic uses of numbers in their everyday world, explore number patterns and relationships, and solve realistic problems using a variety of approaches.

Grade 5 Mathematics

The Grade 5 Mathematics program emphasizes calculation skills, such as mental calculation, estimation, and checking strategies. Students will use group work to problem solve where emphasis is put on process and communication over product. Hands-on activities help students to acquire new knowledge and skills as they explore concepts from each of the learning strands which include number sense, geometry and spatial sense, patterning and algebra, measurement, data management, and probability. Students are given the opportunity to demonstrate their learning through a variety of activities which are designed to be engaging, stimulating, and challenging.

Grade 6 Mathematics

In the Grade 6 Mathematics program, calculation skills are maintained as students start to solve problems with more depth that require greater critical thinking. Students will learn to model situations in a variety of ways, analyse existing models, and communicate solutions in a meaningful manner. New knowledge and skills are acquired as students use real-life activities to explore concepts from each of the learning strands which include number sense, geometry and spatial sense, patterning and algebra, measurement, and data management and probability. Students are given the opportunity to demonstrate their learning through a variety of activities which are designed to be engaging, stimulating, and challenging.

In Grade 7 and 8, students may be invited to participate in an enriched stream. In all grades, the Junior School Mathematics Department emphasizes the importance of following or developing process to ensure the successful completion of any task.

Grade 7 Mathematics

The Grade 7 Mathematics program allows students to gain invaluable life skills by developing their ability to problem solve through reasoning. This curriculum is designed to help students build a solid conceptual foundation in mathematics that will enable them to apply their knowledge and further their learning. The acquisition of operational skills remains an important focus of the curriculum. Students engage in a dynamic environment where they are encouraged to work in teams. As their confidence in mathematics develops, they learn to tackle more complex operations. Students are provided with opportunities to explore “real-life” mathematics problems across all strands of the curriculum, including building a pop can as well as completing winter and summer Olympic assignments.

Grade 8 Mathematics

The Grade 8 Mathematics program builds on the Grade 7 program, relying on the same fundamental principles. Students begin to work more independently while maintaining positive group dynamics. Through the program, we will integrate the use of appropriate technologies while recognizing the continuing importance of mastering essential arithmetic skills. The primary goal of the Grade 8 Mathematics program is to further develop problem solving, inquiry, and reasoning skills. Although the final product is essential, the Junior School Mathematics Department emphasizes the importance of the steps in completing any task. This curriculum is designed to help students build a solid conceptual foundation in mathematics that will enable them to apply their knowledge and skills, and further their learning successfully.

Social Studies

In the Social Studies, History, and Geography programs, students use components of the inquiry process to investigate and communicate their findings about significant events, developments, and issues. By applying the inquiry process, students develop the skills they need to think critically, solve problems, make informed judgments, and communicate ideas.

Grade 4 Social Studies

Students study Canadian and ancient civilizations. It uses hands-on activities that encourage the students' curiosity about their environment and the people who helped shape it. Students will investigate and describe the physical and political divisions of Canada. They determine how physical characteristics influence the economy and culture of provinces and territories. Students will use maps, graphics, and print materials to present information about their findings; a brief unit on basic map skills supports these investigations. They also identify and describe economic and cultural relationships that connect communities throughout the country. The study

of ancient civilizations focuses on early societies. Students compare key aspects of life in early societies including their social organization, daily life, and relationship to the environment.

Grade 5 Social Studies

Students will learn about key characteristics of various First Nations and European settler communities in New France. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate relationships and interactions among these communities. A variety of perspectives will develop their understanding of how historical events in early Canada have had an impact on present-day Canada.

Students will also explore the responsibilities of Canadian citizens and levels of government. They will continue to develop their ability to examine current issues from various perspectives by investigating a Canadian social and/or environmental issue from the point of view of a variety of stakeholders. From there, they will develop plans of action to address significant social and environmental issues. As part of Ashbury's vision to connect with others in the national capital region, students will take trips to Parliament, Rideau Hall, and the Supreme Court of Canada. Students will continue to develop their mapping, globe, and graphing skills to help them extract, interpret, and analyse information.

Grade 6 Social Studies

Students will explore the experiences and perspectives of diverse communities in historical and contemporary Canada. They will examine how they have contributed to the development of Canadian identity. In addition, students will explore Canada's role in the global community. They will investigate current social, political, economic, and environmental issues, and develop their understanding of the importance of international action and cooperation. In addition to looking at areas of the world currently in the

news, students will take an in-depth look at Canada's top five trading partners: U.S.A., European Union, China, Mexico, and Japan. In conjunction with Ashbury's core value of international understanding, Grade 6 students will travel to Discovery School in Cuernavaca, Mexico in order to explore further the connection between Canada and Mexico. In conducting their investigations throughout the year, students will enhance their graphing and mapping skills and develop their ability to extract, interpret, and analyse information from a variety of sources using various technologies.

In the Grade 7 and 8 Social Studies programs, students are taught History and Geography as separate disciplines. Geography and History are presented in both English and French, helping to enhance bilingualism in the Junior School.

Grade 7 History

The study of history focuses on the development of Canada from the sixteenth to the early nineteenth century. Students investigate the contributions of significant groups and individuals and develop an understanding of Canada's European roots. They study the early settlements of North America, their impact on the First Nation peoples, and on English-French relations. They examine the economic, social, and political challenges facing New France and British North America, as well as the course of conflict and change in the two colonies that culminated in the rebellions of 1837–1838.

Grade 7 Geography

Students explore opportunities and challenges presented by the environment and the ways in which people around the world have responded. They will develop an understanding of patterns in Earth's physical features and of the physical processes and human activities that

create and change these features. Building on their knowledge of natural resources, students will study the extraction/harvesting and use of resources on a global scale. They will examine the relationship between Earth's physical features and the distribution and use of natural resources while exploring ways of preserving global resources.

Grade 8 Geography

Students study the interactions between people and their environment. The course is designed to introduce students to some of the general concepts associated with the study of human patterns. They will focus on where people live and why they live there, and on the impact of human settlement and land use on the environment. Instead of focusing exclusively on one continent or hemisphere, the course is concerned with development from a global perspective.

Grade 8 History

Students build on their understanding of early Canadian history. They will examine how social, political, economic, and legal changes in Canada between 1850 and 1914 affected different groups in an increasingly diverse and regionally distinct nation. Students will examine the internal and external forces that led to Confederation and of the impact on long-time Canadians, including First Nations and new immigrants. Through an examination of inequalities in the new nation, students will learn that many of the rights and freedoms we have in Canada today are the result of actions taken by people in this era to change their lives. Students will have the opportunity to delve further into a topic of interest from this era of change through researching, creating and presenting a heritage fair project.

Science

Grade 4, 5 and 6 Science

Through sessions in the Junior School Science and Discovery Laboratories, this enriched program aims to help children develop appropriate scientific attitudes, skills, and knowledge. Students develop their understanding of scientific concepts through emphasis on hands-on activities. Students are introduced to the scientific method through investigations in the lab as well as the design process to foster creativity and problem-solving skills. Students are divided into design teams and together attempt to discover solutions to assigned challenges. These challenges include an excavation and identification of rocks and minerals (grade 4), the design and construction of solar cookers (grade 5), and the creation of electrical circuits (grade 6), to name a few. Field trips give students exposure to science outside of the classroom and a chance to relate concepts to the real world. The Grade 4 unit on rocks and minerals finishes with an exploration of the Earth Gallery at the Museum of Nature. Grade 5 students will visit a Hydro Quebec generating station to make connections to their unit on the conservation of energy and Grade 6 students travel to Space Camp at the Cosmodome in Laval where highlights include a virtual mission and the opportunity to try out the space-training simulators.

Grades 7 and 8 Science

Students study Biology, Chemistry, Physics, Environmental Science and Engineering. This allows for the appropriate depth of study in each discipline and the recognition of the relationships between them. Students perform activities that allow them to develop skills and the understanding of concepts independently while under teacher guidance. These activities take the form of controlled scientific investigations, and students learn how to ask questions, write hypotheses, identify variables, and collect and analyze data. Students develop skills with formal lab report writing to

communicate their findings. Students in Grade 7 have the opportunity to work on an independent science investigation project and participate in the annual Ashbury Science Symposium. Our students showcase their projects annually at the Ottawa Regional Science Fair. The highlight of the Grade 7 year is the wind turbine project; this task requires the collaboration of students and the application of their engineering design skills to design and build model wind turbines. Grade 8 students explore and learn about their local watershed through a partnership with the Ottawa Riverkeeper and hands-on investigations in the lab. The major design challenge for Grade 8 involves students applying their understanding of systems. The Systems in Action unit gives students an opportunity to design, code and build a useful device that operates using a Micro:bit.

Ashbury Cares (Character Development)

Firmly rooted in our school motto of Honesty, Courage and Kindness, our character development program adds value to our students' academic, sports and arts endeavors by providing a variety of experiences that challenge them to be well-rounded and caring citizens of the world.

As a [Round Square](#) member school, our program centres around IDEALS (Internationalism, Democracy, Environment, Adventure, Leadership and Service). Through each of these values, students develop respect and appreciation for each other and the community at large by participating in various character-building activities with their Form classes where they explore issues and themes relevant to their age.

Internationalism

Students develop tolerance and open-mindedness for other cultures through our academic program, international events and presentations as well as international and national trips.

Democracy

In addition to studying government and Canada's democratic process through a mock election organized by Grade 5 Social Studies students, a formal democratic process is in place with house captain student elections. Successful students take the initiative to be leaders and representatives among their peers. They develop skills in communication, decision making, organization, event planning, conflict resolution, and public speaking. Valuing the student voice, we also provide students with the opportunity to share their feedback on how to improve the school via an anonymous Survey Monkey link. As well, students play an important role in the school's final Closing ceremony by designing the front cover of the Closing program, choosing a student speaker to represent them, and nominating students who they feel are most deserving of the school's largest character and citizenship prizes.

Environment

In addition to the study of environmental issues in the Social Studies and Science Grades 4 to 8 programs, Grades 4,5,6 students explore the outdoors through a passport program offered by the **International School for Earth Studies (ISES)** in Ladysmith, Quebec. Some activities include visiting and learning about rescued animals as well as learning survival techniques, building shelters in the fall and winter, dog sledding and canoeing. An Environmental Club is also offered to students in Grades 4 to 8 each week where the focus is on gardening on the school's green roof, taking neighbourhood nature hikes, organizing Earth Day events, making environmental presentations at Monday assembly and brainstorming

further environmental initiatives for the school. Environmentalism is also a key theme in all interdisciplinary learning projects from Grades 4 to 8.

Adventure

In addition to physical activities offered in Games each week, students also engage in outdoor adventure pursuits through camps, trips and after-school clubs. Grade 7 and 8 students also participate in an outdoor education program inspired by [Outward Bound](#). Some of these activities include winter camping, ziplining, caving, hiking, lo and high ropes, and voyageur canoeing.

Leadership

Each September, Grade 8s partake in a 3-day leadership camp on campus and at Christie Lake where they are involved in team-building activities and learn about key skills needed in leadership. In October, all Junior School students elect Grade 7 and 8 House Captains who become role models for the school. They take the lead with school spirit and inspire other students to contribute to Ashbury life. Further to the House Captain program is a stewardship program whereby each Grade 8 student leads a club or initiative throughout the year. Stewardship opportunities range from leadership at Monday's assemblies, Chapel, sports and arts events, after-school clubs and Open Houses. Grade 4 to 8 students also have the possibility of student leadership in the Ashbury Cares Club, a voluntary student council, whereby students share their feedback on what to improve at the school and implement their ideas. Students also elect class representatives in Grades 4 to 8 and participate in a weekly leadership workshop.

Service

Community service encourages cooperation with people from a wide variety of backgrounds and of various ages, while displaying generosity and goodwill to others. Each year, students volunteer their time at the Boys and Girls Club, Ottawa's men and women shelters, and they organize donations of items to the Gloucester Food Cupboard, the Snowsuit Fund and our sister school in the Dominican Republic. The service trip to the Dominican Republic is organized, each June, for students in Grades 7 and 8 where they work closely with a school to build furniture, teach lessons and prepare meals. Each Form, from Grade 4 to 8, also researches and chooses a service project to be their focus each year.

Self

While not explicitly one of Round Square's IDEALS, the Junior School teachers believe in the importance of developing self before being able to help others. Students will explore character development through workshops on wellness, mindfulness, healthy eating, empathy and providing tools to help students communicate more effectively with each other.

Chapel

Chapel supports our academic program by fostering personal and spiritual growth. Students are encouraged to reflect on the school's mission, core values and motto by asking questions, sharing their insight and making chapel presentations.

Guiding themes, based on the [IB Learner Profile](#), focus on personal, ethical, spiritual growth and character development. Consistent with the school

mission, chapel sessions inspire our students to become intellectually curious whilst compassionate, empathetic and responsible.

Students are asked to reflect on being true to themselves by considering how they treat each other. They are also asked to be kind and pay attention to their faith and guiding principles and values. Students learn about religions and have the opportunity to talk about their own practices. They are also encouraged to play an active role in living HCK (Honesty, Courage and Kindness) moments when interacting with others at school and at home.