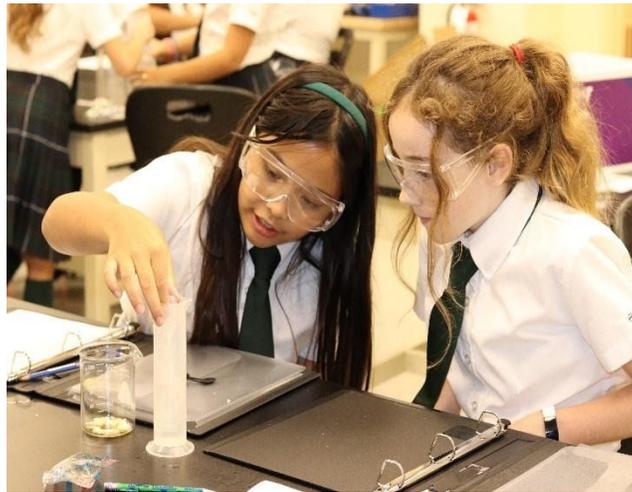




**ASHBURY**  
COLLEGE

# **Junior School Academic Guide 2020–2021**



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# Ashbury's Guiding Statements

## Mission

Ashbury's mission is to inspire students in a dynamic learning environment, as intellectually curious, compassionate and responsible global citizens.

## Motto

Ashbury College's motto is "Probitas, Virtus, Comitas", which is Latin for "Honesty, Courage, Kindness". This motto is included in the School Crest.

## Core Values

### Academic Excellence

Our enriched academic programs promote critical thinking, creativity and the pursuit of knowledge in preparing students for success in university and in life. Our teachers thrive within a culture of innovation and creativity in teaching and learning excellence and are committed to continuous improvement.

### Personal Growth

Athletics, the arts, outdoor education, spirituality and service to others drive our students to take risks and to strive for excellence. They learn about the importance of commitment and collaboration. Participation leads to the development of healthy, self-confident, resilient individuals with strong leadership skills and balanced lives.

### Character

We foster an ethical mindset in a community founded on mutual respect. Our students and staff act with integrity and compassion. Ashbury provides an environment that supports constructive debate, allows time for reflection, and encourages community involvement and personal responsibility.

## **International Engagement**

As an IB World School located in the heart of Canada's bilingual capital city we see pluralism as an ethic of respect for our diverse community, we foster students who are open-minded to the perspectives, values and traditions of all cultures and who act with international understanding and global responsibility. We share a spirit of outreach locally, nationally and globally and seek partnerships to enhance our learning.

## **Community**

The spirit of Ashbury is characterized by enthusiasm and cooperation and based on strong and productive relationships among students, staff, alumni and parents. Our caring coeducational community offers a safe, structured environment in which students and staff members are encouraged to reach their potential.

# Junior School Overview

## Introduction

The Ashbury Junior School, composed of approximately 175 students in Grades 4 to 8, is distinguished by a challenging, broad-based program which promotes critical thinking and creativity and sets the foundation to prepare students for success in university and in life. Teachers are subject specialists who enrich the Ontario curriculum by extending learning beyond the borders of the classroom. It is our aim to enable and equip every student to develop in the fields of academics, athletics, arts, a range of co-curriculars, community involvement and leadership. Clear standards and guidelines in work, sport, dress and behaviour help to achieve these goals.

Students are assigned to Home Forms (Forms) of approximately 18 to 22 students, while subject classes range from 10 to 22 students. We follow a five-period, eight-day timetable with morning, lunch and afternoon breaks.

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 the point system 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 a notable contribution to the school community.

In Grade 4, the Form teacher teaches English and Social Studies, and students change classes for Science, Art, French, Music, Drama, 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 works at a suitable pace.

Ashbury incorporates Ontario Ministry of Education (Ministry) curriculum content and expectations into programming, but augments the provincial curriculum throughout the year with additional content, interdisciplinary projects and experiences outside the classroom.

## **Questions and School Visits**

Questions about our program may be directed to our Junior School Office at 613-749-9630, extension 221. We would be pleased to arrange a school visit for you.

## **Bilingual Programming**

In Grades 7 and 8, following written and oral language placement testing, students may qualify for the French bilingual program. Depending on the day of the cycle, students may spend as much as 60% of their day learning in French. In each of Grades 7 and 8 there are three Forms, one bilingual and two English. Students in the bilingual program also receive French instruction in: Social Studies, French, Drama, Physical Education and Health. To ensure language growth and success, we ask that students make a two-year commitment to this program. At the end of Grade 8, students receive a certificat bilingue.

In addition to bilingual French programming, all Grade 4 to 8 students learn the language of coding in the mathematics program, and have the opportunity to pursue other languages in after-school clubs.

# **BILINGUAL PROGRAMMING**

ACADEMICS /SPORTS/ ARTS	CO-CURRICULARS	TRIPS
<p><b>In French:</b></p> <ul style="list-style-type: none"> <li>-Form</li> <li>-Social Studies</li> <li>-4 levels of French (Débutant, Core, Extended, Immersion)</li> <li>-Drama</li> <li>-Physical Education</li> <li>-Health</li> </ul> <p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>-Coding class via the math program</li> </ul>	<ul style="list-style-type: none"> <li>-French Club</li> <li>-Spanish Club</li> <li>-Mandarin Club</li> <li>-Girls Fitness (Fillactive)</li> </ul>	<ul style="list-style-type: none"> <li>-Friday Skiing (moniteurs)</li> <li>-Grade 7 French trip to St-Donat</li> <li>-Grade 8 French trip to Quebec City</li> <li>-Grade 7 Bilingual Form day trip</li> <li>-Grade 8 Bilingual Form day trip</li> </ul>

## Differentiated Instruction

To allow for differentiated learning and greater one-on-one instruction, Grade 7 and 8 students are placed in English, Mathematics and French courses according to their ability. Artistic and French proficiency are also taken into consideration in Music, Art and Drama. In the first term, Grade 7 students take Music, Art and Drama (MAD). 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 MAD course offerings for Grade 8.

## Interdisciplinary Learning

As part of our specialized program offerings, students work on interdisciplinary projects every Wednesday afternoon in Terms 1 and 3 to hone such key skills as collaboration, critical and independent thinking, creativity, problem solving and communication. These core

competencies are developed around the International Baccalaureate's IB Learner Profile and [Approaches to Teaching and Learning](#). To date, students have worked on architecture projects using their geometry skills in Math class and Tinkercad in Art; invented robots using micro:bits in Science class 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 stewarding the planet in Grades 4,5 and 6; building environmentally friendly structures in Grade 7; and developing mutual understanding with the Canadian north in Grade 8.

## **Learning Environment**

Our classrooms are specifically designed to meet the needs of all learners (visual, auditory, kinesthetic, naturalist and interpersonal) with whiteboards, whiteboard-painted walls, and 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 can also be separated to allow for quiet reflection. Communal spaces such as the recently renovated Junior School science and discovery laboratories, renovated music and art rooms, green roof, library, creative learning commons (CLC), theatre and outdoor amphitheatre add variety and resources to our modern, adaptive learning environment.

## **Technology**

Technological devices are used as tools to enhance and support student learning. Grades 4, 5 and 6 use school iPads, while Grade 7 and 8 students bring their own laptop (Mac or PC) to school and will continue to use their own devices through the senior school years. The school's online course management system, Edsby, provides a blended

learning platform that begins to prepare students for technology which will be used later in university or college.

## **Our Learning Support Team**

In addition to academic support from Form and subject teachers, students are supported by a Junior School Learning Strategist who helps track and monitor their achievement and provides learning strategies to help students reach their academic potential. Physical and emotional support systems are further enhanced by access to the School Nurse and the Life Skills Coordinator.

## **Junior School Learning Strategist**

The Junior School Learning Strategist helps all students achieve their potential, while primarily working with students who have diagnosed learning disabilities, behavioural issues or mental health challenges. Referencing strategies recommended in psychoeducational assessments provided by parents, the Learning Strategist prepares Accommodation Plans that provide diagnosed students with accommodations, such as writing in the Test Centre, extra time for tests, using fidget devices, taking body breaks, and accessing agenda support, that address their particular needs. The school may recommend a psychoeducational assessment if exceptional learning, behaviour or health needs are identified by teachers or administrators.

While Ashbury 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. during which 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 or 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 \(Ontario Ministry of Education\)](#)

## **Super Student Skills (Study Skills)**

Super Student Skills is a signature feature of the Junior School program. It supports academic achievement at all grade levels by training students in research, organizational and study skills; digital literacy and digital citizenship; and mindfulness practices that can help manage stress and strengthen concentration throughout their lives.

Rooted in the [International Standards on Technology and Education](#), the Junior School Super Student Skills program runs for 30 minutes each week for all students. Grade 4, 5 and 6 students discover

a variety of learning and study skills and resources. 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 classes are combined into four large groups that change throughout the year. Their 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 Super Student Skills program is taught by the Junior School Learning Strategist and our two school Librarians.

## **Assessment and Reporting**

We understand that sound assessment practices enhance student learning. Our academic program is based upon the Ontario curriculum, the Ministry's [Growing Success](#), and the learning expectations and assessment practices 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 has been achieved or may still be required for the student to master curriculum expectations.

Consequently, there is a conscious emphasis on providing qualitative and descriptive assessment and feedback to students. This often takes the form of a rubric which will usually reference the expectation to be assessed, the criteria for assessment, and descriptions of results at four

different levels. It assists teachers and students to gain a detailed understanding of how well a student has mastered curriculum expectations.

Each level of a rubric represents a band of achievement. This will be familiar to some as it is similar to grading based on the use of letter grades A, B, C or D. Research and experience have shown that feedback given in the form of a rubric helps students understand the level at which they are achieving and the criteria they need to satisfy to demonstrate improvement. Rubrics help to facilitate a shift from a discussion of marks and grades to a discussion of learning and personal achievement.

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 efficacy 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 curriculum expectations. If the student's work falls below Level 1, the 'R' signals that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations.

Teachers endeavour to frame feedback in ways that encourage learning and generate conversations with students about their effort, process and growth. It is important to us that each student understands their capacity and their ability to learn. Similarly, in our partnership with the parent community, we ask parents to emphasize in their conversations the strengths and areas for growth on which their child needs to focus to master a curriculum expectation. Each student should understand the knowledge and skills they have demonstrated to earn a given level and the work that is required to improve their standing to the next level. When a student brings home a piece of work the following should be discussed with parents:

- Did the 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 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 parental 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 that facilitate 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 demonstrate their knowledge, teachers will assess from several perspectives: products (i.e. student essays, tests), observations (i.e. teacher observing group discussions, round table discussion) and conversations (i.e. student-teacher discussions).

### Assessment Timelines

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)

The time required to assess assignments varies from subject to subject; the Assessment Timelines table indicates approximate timelines for teacher feedback by subject. 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 evaluations in a timely manner.

## Reporting Structure

Each term, a [learning skills report](#) is issued. It includes a student self-evaluation of 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](#). In addition, a progress report is issued Term 1 with specific feedback for struggling students and an update on learning for all other students. In Terms 2 and 3, report cards with detailed and personalized comments which focus on growth and development and indicate specific areas of strength and suggestions for improvement are issued. In addition to these reports, regular oral and written feedback is shared in class and on Edsby.

## Academic Integrity

In order to prepare its students for higher education and life, Ashbury College's policy requires academic integrity. There are serious consequences for cheating or submitting academic work that is not the student's own. In all cases of suspected academic dishonesty, the Assistant Head of Junior School is informed and consulted, and the parents are contacted. Academic dishonesty includes plagiarism. With respect to tests and other evaluations, written and oral assignments, examples of inappropriate behaviour includes, but is not limited to, the following:

- bringing inappropriate or unapproved materials into an evaluation room;

- communicating between examination periods with another student who is writing the same evaluation at a different time the same day;
- copying another student's work or allowing one's work to be copied;
- submitting for evaluation another person's work or idea and using it as one's own;
- copying and pasting from the Internet.

The following procedures apply when a teacher discovers evidence of academic dishonesty:

- If a teacher receives an assignment or evaluation with evidence of academic dishonesty, the student will be confronted and asked for an explanation. If plagiarism is confirmed, the assignment's mark may be significantly reduced and the Assistant Head of Junior School will be informed.
- If a student commits a second act of academic dishonesty, a mark of zero may be assigned and the student may serve an academic suspension.

## **Subject Area Program Descriptions**

### **English**

The Junior School English program endeavors to instill in students the foundation for a lifelong love of reading and writing along with a continuing willingness to improve and develop their communication skills. It is this foundation that is so critical to subsequent achievement through high school, post-secondary education, and beyond. The English program provides students with ample opportunity to respond

to language, literature, media, and the ideas and viewpoints of others. Activities and assignments require students to think, use their imagination, and make personal judgments while developing their ability to speak, listen, read, and write clearly and effectively.

#### **Grade 4**

This program helps students develop skills and attitudes that promote proficiency and pleasure in listening, speaking, reading, and writing. Students 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 receiving peer and teacher feedback on a daily basis.

#### **Grade 5**

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

#### **Grade 6**

This program builds on the four areas of language study introduced in Grades 4 and 5. 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**

Students engage in a variety of activities to respond to language, literature, media, and the ideas and viewpoints of others. They continue to develop their critical thinking skills through assessments and tasks that also develop their capacity to write and speak clearly. Additionally, students analyze literature in novels such as the *City of Ember*, and through an independent novel study (INS). Throughout the year, students also examine Shakespeare's *A Midsummer Night's Dream* in graphic novel form, short stories, and poetry. Linguistic skills are further developed through speech writing, presentations, and class discussions.

## **Grade 8**

This program is designed to challenge students and provide opportunities to respond in a more sophisticated manner. Students study two novels, short stories, poetry, media and Shakespeare's *Romeo and Juliet*, undertake independent reading and public speaking, and consider and respond to the ideas and viewpoints of other students. The emphasis is on thinking critically, listening patiently, and speaking and writing with precision, clarity and confidence.

Students are encouraged to take greater responsibility for their own learning as a lifelong process throughout the curriculum. They are also encouraged to set goals for themselves that are re-evaluated as their language skills progress. 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 at this level, with the value of the unique experiences and the views of others highlighted.

## **English Department Events**

Every year, the English Department runs four major events for the students of the Junior School. The Abinger Hill poetry reading kicks off the year as a class assignment for all students in Grade 8. Students from each English class at every grade level 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. Lastly, all Grade 8 students participate in the annual Shakespeare Festival in which they present selected scenes from the tragedy Romeo and Juliet.

## **French**

### **Focus on Continuous Improvement**

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 (e.g. French vs. Spanish/Mandarin)?

- To what extent does Ashbury student motivation compare across grade levels (e.g. 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. Ashbury 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 a diverse population of language learners.

### **French in Grades 4, 5 and 6**

At the start of the year, students in Grades 4, 5 and 6 complete 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, or
- have had significant immersion experiences, or
- 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 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 students acquire knowledge of francophone cultures within Canada and around the globe.

### **Grade 4 Core French**

Students explore topics such as self, family and friends, animals, sports, weather, school, food and drink, using the resources available in *Échos Pro 1*. Small class sizes provide students an opportunity to develop their skills in listening, speaking, reading, and writing. Throughout the year, students make use of iPads to build skills and access authentic cultural resources. Hands-on, dynamic activities help students gain confidence in their French communication abilities.

### **Grade 4 Extended French**

Through a thematic approach, exploring such topics 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 and access authentic cultural resources from francophone communities within Canada and around the globe. Role playing, 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 such topics 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 and access authentic cultural resources. Incorporating authentic experiences, such as a hands-on approach in the maple sugar process, reinforces vocabulary to provide students with a stronger understanding of the concepts being taught.

### **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 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 and access authentic cultural resources from francophone communities within Canada and around the globe.

### **Grade 6 Core French**

With a focus on using French in the Canadian context, (*Échos Pro 3*) students explore such concepts 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 such topics as francophone islands and tourism, totems from Canada's indigenous cultures, sports, and natural disasters, students are given an opportunity to further develop their communication skills. Conducted

exclusively in French, small classes enable students to enhance their skills in listening, speaking, reading, and writing and allow 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, and to practice their skills using game-based applications.

### **French in Grades 7 and 8**

At the start of the year, students in Grades 7 and 8 complete 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 or French Immersion instruction, or at 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.

At all levels, 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 day trip** 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 novice 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 sensitivity to students' language background.

### **Grade 7 Core French**

Through a thematic approach (*Mon Réseau, Ma Vie 1*) exploring such topics 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 have an opportunity to develop their listening, speaking, reading and writing skills. Students regularly participate in games and interactive activities to encourage them to speak in French as much as possible. Students make regular use of technology to build skills using game-based applications, and to access authentic cultural resources from francophone communities within Canada and around the globe.

### **Grade 7 Extended French**

Students in the extended program, which is conducted exclusively in French, explore various themes, such as storyboarding, lifelike wax figures, winter destinations, pastimes, 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, while 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 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 to explore such topics as telecommunication, cybercrime, revenge, community and francophone music from Canada. Students make regular use of technology to build skills and to 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 in literature circles. Students taking French immersion may also qualify for the French bilingual program based on testing on entry to Grade 7; that program requires a two-year commitment extending through Grades 7 and 8.

## **Grade 8 Beginner / Débutant French**

When numbers permit, newcomers to Canada and the French language are grouped into a small section of novice 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 sensitivity to students' language background. This 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 such topics as school life, hotel accommodations, theme parks, and holiday travel, students have an opportunity to develop their listening, speaking, reading and writing skills. Students regularly participate in games and interactive activities to encourage them to speak in French as much as possible. Students make regular use of technology to build skills using game-based applications and to access authentic cultural resources from francophone communities within Canada and around the globe.

## **Grade 8 Extended French**

Students in the extended program, which is conducted exclusively in French, explore 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 in literature circles which examine 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, while 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 to explore such topics as friendship, games and gaming, francophone musicians, Montreal, and the global francophonie. Students participate in literature circles while studying

novels such as *Les Misérables* and *L'Énigme du canal*. Students also participate in drama-based activities emphasizing language learning through role play and games and make regular use of technology to build skills and to access authentic cultural resources. Students may take this course as a stand-alone French program or as part of the two-year French bilingual program started in Grade 7.

**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 supports these students by setting 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 engage the services of a weekly tutor for a transition period during which they will receive a report grade of 'I' (insufficient evidence) instead of receiving a numerical or letter grade. The duration of this transition period varies based on the point of entry, according to the following chart:

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>TRANSITION PERIOD</b>	1 trimester	2 trimesters	3 trimesters	3 trimesters

However, 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 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 grade on their report, instead of an 'I', in which case the grade will reflect the student's 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.

# **The Arts - Music**

## **Grade 4**

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**

In the Grade 5 Music program, students play the instruments they chose in Grade 4. They learn basic theory, practice 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 is strongly encouraged 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**

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 includes marches, ballads, jazz, and classical. Other components of the program 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 is strongly encouraged 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**

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 is strongly encouraged 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**

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 Grade 9 students 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.

# **The Arts - Visual Arts**

## **Grade 4**

The Grade 4 Visual Arts program introduces students to media and artistic concepts, and provides an opportunity to develop technical skills through a hands-on, open-ended approach. Students engage in collaborative projects and consider many co-curricular links as they begin to understand the elements and principles of design, with particular attention to the principle of 'emphasis'. Projects intentionally build student confidence and awareness for personal expression, and importance is placed on self-reliance, self-monitoring and a safe environment. Students are introduced to the critical analysis process while viewing examples from various periods in Canadian art and the art of other cultures. Working with a range of materials, processes, techniques and styles, students are required to use problem-solving skills to develop their art in both two- and three-dimensional projects.

## **Grade 5**

The Grade 5 Visual Arts program continues to expose students to a variety of media and artistic concepts through 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. Students use the creative process to produce two- and three-dimensional works 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 particular attention to 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 use correct terminology while discussing artworks.

## **Grade 6**

The Grade 6 Visual Arts program continues to develop creative and critical thinking and technical skills, and the confidence to work independently. Students enhance their 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 find innovative solutions to projects through individual and collaborative efforts. They are encouraged to analyze and critique each other's artwork and the art of other periods and cultures; in this way, students gain an understanding of art's connection to personal, conceptual, and social subjects. Students identify their use of the elements and principles of design and learn to distinguish between formal (symmetrical) and informal (asymmetrical) balance in compositions. They are encouraged to produce two- and three-dimensional work that communicates a variety of ideas and to use correct terminology to discuss how artistic choices affect the viewer.

## **Grade 7**

The Grade 7 Visual Arts program continues to develop student creativity and their ability to communicate through artistic expression. Two and three-dimensional projects challenge students to convey feelings and thoughts for specific purposes and audiences, but to take a personal and innovative approach while using applicable tools, materials, and techniques. Prominence is placed on increasing student understanding of the significance of artistic expression for combining new thinking with present knowledge, and lessons continue to examine principles of design and their application. Students collaborate to reflect on cultural diversity both domestically and globally. Students at this level become more familiar with the principle of 'unity and harmony' through the exploration of radical balance, similarity, continuity, alignment, and proximity.

## **Grade 8**

Students participating in the Grade 8 Visual Arts program have opted into the discipline and use this as a transition year between the Junior and Senior art programs. Students further their 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. They continue to build on their understanding of the eight stages of the creative process, engaging their problem-solving skills to illustrate a range of thoughts, feelings, and experiences. Using each step of the creative process to plan their work, students emphasize their main idea; they are encouraged to be aware of the artistic decisions they make to support their message. Learners at this level are encouraged to identify strengths and areas for improvement in their own work and that of others, and to describe possible strategies for improvement; students work in an open and collaborative environment where learners feel safe creating and sharing their ideas.

## **The Arts - Dramatic Arts**

### **Grade 4**

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 encourages students to become more confident and comfortable in their bodies. Throughout the year, students interpret new and unusual situations on stage. Students also have the opportunity to co-write plays and perform for a larger audience during two school concerts.

## **Grade 5**

The Grade 5 Dramatic Arts program concentrates on awareness of others and working as a team. Through trust-building activities and icebreakers, students 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 focus on self-awareness and build confidence. Students have the opportunity to perform for a larger audience during two school concerts.

## **Grade 6**

The Grade 6 Dramatic Arts program examines dramatic interaction and character interpretation. Real-life situations and their emotional impact 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 emotional awareness. The year's culminating task is a creative collection of choral speaking. The class works together while focusing on voice projection, stage presence, and stage balance. Students have the opportunity to perform for a larger audience during two school concerts.

## **Grade 7**

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 become more confident and comfortable in their bodies. Throughout the year, students may take on different roles, for

example director or stage designer. Students have the opportunity to perform for a larger audience during two school concerts. A French Immersion section of the Dramatic Arts program is offered to Extended and Immersion French students.

## **Grade 8**

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 may take on a backstage task, such as front of house, lighting, publicity, and stage-managing. The school's theatre is used for rehearsals and performances; students are introduced to the multi-channel lighting board and soundboard. In class, students explore theatrical makeup and have the opportunity to study and use professional products to create zombie wounds and full-face makeup. After studying the rules and regulation of "La Ligue Nationale de l'Improvisation," students take part in improvisation matches. Students perform for a larger 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

## Mission Statement

The goal of the 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.

## 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 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, which allows players to meet new people and experience different cultures.

## **Parent Partnership**

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.

## **Health, Physical Education, and Games Program**

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.

Accordingly, students participate in a variety of sports depending on grade level and season. For intramural competition, students play for their House. A list of commonly scheduled 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

There are two basic components in the Junior School program: Health and 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 all grades 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 recreational activities. Often, students are given the option to choose which Games 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.

During the delivery of the health and physical education program, students will continue to develop personal and interpersonal skills and work on their ability to think critically and creatively about their own health and fitness. They will participate actively and regularly in a wide variety of sports and games, demonstrating appropriate movement skills and understanding of movement concepts, and will develop an understanding of the importance of, and factors that encourage, lifelong participation in physical activity. Students will learn to take responsibility for their own safety and the safety of others. In the health component of the program, students develop an understanding of factors that contribute to healthy development and apply health

knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. Students begin 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.

The delivery of Physical Education is divided into six strands: Active Participation; Physical Fitness; Safety; Movement; Movement Skills and Concepts; and Movement Strategies. While the Health component is divided into five strands: Healthy Eating; Personal Safety and Injury Prevention; Substance Use, Addictions, and Related Behaviours; Human Development and Sexual Health; and Mental Health Literacy. Each year students will build on the previous year's concepts according to the Ontario Curriculum – Health and Physical Education.

## **Grade 4**

By the end of ***Grade 4*** students will in combination with reinforcement of concepts from previous years be exposed to:

**Active Participation:** Enjoyment of activity (individual, small-group, and lead-up activities); Factors that motivate or challenge participation (in and outside of school)

**Physical Fitness:** Physical activity and health-related fitness; Exertion, self-assessment, intrinsic, extrinsic factors

**Safety:** Prevention of accidents and injuries, including concussions

**Movement Skills and Concepts:** Movement combinations – with/without equipment, alone/with others, using different speeds,

pathways, directions, levels; Sending and receiving – using different shapes/sizes, levels, speeds, body parts/ equipment

**Movement Strategies:** Activity components – variety of lead-up, recreational, fitness, and dance activities; Categories of games and activities – common features and strategies; Tactical solutions to increase success in activities

**Healthy Eating:** Nutrients, Personal eating habits, Healthier eating in various settings

**Personal Safety and Injury Prevention** Safe use of technology, Bullying, abuse, and non-consensual behavior, Decision making – assessing risk

**Substance Use, Addictions, and Related Behaviours:** Tobacco and vaping, Decisions about smoking and vaping, Short- and long-term effects of smoking and vaping

**Human Development and Sexual Health:** Puberty – changes; emotional, social impact, Puberty – personal hygiene and care

**Mental Health Literacy:** Healthy choices to support mental health, Stress management (cognitive, behavioural)

## Grade 5

By the end of **Grade 5** students will in combination with reinforcement of concepts from previous years be exposed to:

**Physical Fitness:** Assessment and monitoring of health-related fitness; Developing and implementing personal fitness plans

**Safety:** Minimizing environmental health risks

**Movement Skills and Concepts:** Static & dynamic balance – weight transfers, changing speed, levels, with/without equipment, alone/with others

**Healthy Eating:** Nutrition fact tables, food labels, Media influences – food choices

**Personal Safety and Injury Prevention:** Supports – injury prevention, emergencies, bullying, violence; Strategies – threats to personal safety; Actions, self-concept

**Substance Use, Addictions, and Related Behaviours:** Short- and long-term effects of alcohol use; Refusal skills – alcohol use and other behaviours; Decision to drink alcohol, use cannabis; influences

**Human Development and Sexual Health:** Reproductive system; Menstruation, spermatogenesis; Self-concept, sexual orientation; Emotional, interpersonal stressors – puberty

**Mental Health Literacy:** How to help others, when to seek help; Stigma awareness

## Grade 6

By the end of **Grade 6** students will in combination with reinforcement of concepts from previous years be exposed to:

**Safety:** treating minor injuries

**Movement Skills and Concepts:** Movement combinations – wide variety, with/without equipment, alone/with others, using different speeds, pathways, directions, levels; Sending and receiving – different shapes/sizes, using different levels, speeds, distances, body parts/

equipment; Retaining objects – using different shapes/sizes, body parts, equipment

**Healthy Eating** Influences on healthy eating; Eating cues and guidelines; Benefits of healthy eating / active living

**Personal Safety and Injury Prevention:** Benefits of inclusion, respect, and acceptance; Safe and positive social interaction, conflict management; responsibilities, risks – care for self and others, safety practices

**Substance Use, Addictions, and Related Behaviours:** Effects of cannabis, drugs; Strategies, safe choices, influences, alcohol, tobacco, cannabis

**Human Development and Sexual Health:** Sexually explicit media; Understanding of puberty changes, healthy relationships; Decision making, consent; Stereotypes and assumptions – impacts and strategies for responding

**Mental Health Literacy:** Seeking help – professional helpers; Connecting thoughts, emotions, and actions

## Grade 7

By the end of **Grade 7** students will in combination with reinforcement of concepts from previous years be exposed to:

**Active Participation:** Enjoyment of activity (diverse indoor/outdoor activities)

**Physical Fitness:** Factors affecting fitness; application of training principles; Developing a fitness plan to meet a fitness goal

**Safety:** Procedures for anticipating and responding to outdoor hazards, concussions

**Movement Skills and Concepts:** Static & dynamic balance – weight transfers, rotations, with others and equipment; Movement combinations– with/without equipment, in response to external stimuli; Sending, receiving, and retaining – in relation to others, in response to external stimuli; Phases of movement

**Movement Strategies:** Activity components – variety of lead-up, recreational, fitness, and dance activities in diverse indoor/outdoor environments; Categories of games and activities – connection between skills, concepts, strategies

**Healthy Eating:** Eating patterns and health problems; Personal, external factors in food choices

**Personal Safety and Injury Prevention** Benefits and dangers – technology; Impact of bullying/ harassment

**Substance Use, Addictions, and Related Behaviours:** Mental health, substances, support; Body image, substance use; Implications of substance use, addictions, and related behaviours

**Human Development and Sexual Health** Delaying sexual activity; Sexually transmitted and blood-borne infections (STBBIs), STBBIs and pregnancy prevention; Sexual health and decision making; Relationship changes at puberty

**Mental Health Literacy:** Mental health, mental illness

## Grade 8

By the end of **Grade 8** students will in combination with reinforcement of concepts from previous years be exposed to:

**Active Participation:** Application of motivating factors, influencing others

**Physical Fitness:** Health- related and skill-related components of fitness; use of training principles to enhance fitness

**Safety:** Responding to emergencies, including suspected concussion

**Movement Strategies:** Categories of games and activities – connection between skills, concepts, strategies

**Healthy Eating:** Personal eating behaviours; Promoting healthy eating

**Personal Safety and Injury Prevention:** Concussions – signs and symptoms; Reducing risk of injuries, death; Assessing situations for potential danger; impact of violent behaviours; supports

**Substance Use, Addictions, and Related Behaviours:** Warning signs, consequences

**Human Development and Sexual Health:** Decisions about sexual activity; supports; Gender identity, gender expression, sexual orientation, self-concept; Decision making considerations and skills; Relationships and intimacy

**Mental Health Literacy:** Routines and habits for mental health; Societal views, impact of stigma

## Mathematics

### Coding

In the Junior School all students learn coding as part of their mathematics curriculum. They 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 javascript. 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 a theme in their 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, budget an event, create a financial portfolio, and calculate interest earned by an investment.

### **Grade 4**

The Grade 4 Mathematics program focuses on the crucial roles 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**

The Grade 5 Mathematics program emphasizes calculation skills, such as mental calculation, estimation, and checking strategies. Students will use group work to solve problems, where emphasis is put on process and communication over product. Hands-on activities help students acquire new knowledge and skills as they explore concepts from each of the learning strands; these strands 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**

In the Grade 6 Mathematics program, calculation skills are maintained as students start to solve problems that require greater critical thinking with more depth. Students 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; these strands include number sense, geometry and spatial sense, patterning and algebra, measurement, and data management and probability. Students have the opportunity to demonstrate their learning through a variety of activities which are designed to be engaging, stimulating, and challenging.

Moving into Grades 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 a process to ensure the successful completion of any task.

## **Grade 7**

The Grade 7 Mathematics program allows students to gain invaluable life skills by developing their ability to solve problems 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 and completing winter and summer Olympic assignments.

## **Grade 8**

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. Throughout the program, we 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 process in completing tasks. 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 apply components of the inquiry process to investigate and communicate their findings about significant events, developments, and issues. Students develop the skills they need to think critically, solve problems, make informed judgments, and communicate ideas.

In the Grade 7 and 8 Social Studies programs, students are taught History and Geography as separate disciplines. These courses are offered in both English and French, augmenting bilingualism in the Junior School.

### **Grade 4 Social Studies**

In Grade 4 students study Canadian and ancient civilizations. This program uses hands-on activities that encourage curiosity about the environment and the people who helped shape it. Students investigate and describe the physical and political divisions of Canada. They determine how physical characteristics influence the economy and culture of provinces and territories. They use maps, graphics, and print materials to present information about their findings; a brief unit on basic map skills supports these investigations. Students 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**

In Grade 5 students learn about key characteristics of various First Nations and European settler communities in New France. Using primary and secondary sources they investigate relationships and

interactions among these communities. Exposure to a variety of perspectives develops their understanding of how historical events in early Canada have had an impact on present-day Canada. Students also explore the responsibilities of Canadian citizens and levels of government. They continue to develop their ability to examine current issues from various perspectives by investigating a Canadian social and/or environmental issue from the viewpoint of a variety of stakeholders. From there, they develop a plan 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 take trips to Parliament, Rideau Hall, and the Supreme Court of Canada. Students continue to develop their mapping, globe, and graphing skills to help them extract, interpret, and analyse information.

## **Grade 6 Social Studies**

In the Grade 6 program students explore the experiences and perspectives of diverse communities in historical and contemporary Canada. They examine how various communities have contributed to the development of Canadian identity. In addition, students explore Canada's role in the global community. They 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 take an in-depth look at Canada's top five trading partners: U.S.A., European Union, China, Mexico, and Japan. Reflecting Ashbury's core value of international engagement, Grade 6 students have the opportunity to travel to Discovery School in Cuernavaca, Mexico to explore the connections between Canada and Mexico. In conducting their investigations throughout the year, students enhance their graphing and mapping skills and develop their ability to extract, interpret, and analyse information from a variety of sources using various technologies.

## **Grade 7 History**

This 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 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**

In this course students explore opportunities and challenges presented by the environment and the ways in which people around the world have responded. They develop an understanding of patterns in Earth's physical features and the physical processes and human activities that create and change these features. Building on their knowledge of natural resources, students study the extraction/harvesting and use of resources on a global scale. They 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**

In this course 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. Students 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**

In this course students build on their understanding of early Canadian history. They 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 examine the internal and external forces that led to Confederation, and the impact on long-time Canadians, First Nations and new immigrants. Through an examination of inequalities in the new nation, students 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 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

## Grades 4, 5 and 6

Through sessions in the Junior School Science and Discovery Laboratories, this enriched program aims to ensure children develop appropriate scientific attitudes, skills, and knowledge. Students develop their understanding of scientific concepts through emphasis on hands-on activities. They are introduced to the scientific method through investigations in the lab, and the design process to foster creativity and problem-solving skills. Students are divided into design teams and together attempt to discover solutions to various 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 expose students 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 visit a Hydro Quebec generating station to make connections to their unit on the conservation of energy. 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

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

formal lab reports 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 students to collaborate and apply 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.

## **School Life**

### **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 the IDEALS values (Internationalism, Democracy, Environment, Adventure, Leadership and Service). Students develop respect and appreciation for each other and the community at large by participating in various character-building activities with their Form in which they explore issues and themes relevant to their age.

### **Internationalism**

Students develop acceptance and open-mindedness for other cultures through our academic program, international events, presentations, and 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, the democratic process is brought to life annually in the election by students of Junior School house captains. Students put themselves forward to be leaders and representatives among their peers; those elected 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 provide their feedback on how to improve the school via an anonymous Survey Monkey link. 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 programs, Grades 4, 5, and 6 students explore the outdoors through a passport program offered by the **International School for Earth Studies** in Ladysmith, Quebec. Some activities include visiting and learning about rescued animals, learning survival techniques, building shelters in the fall and winter, dog sledding and canoeing. An Environmental Club that meets each week is also offered to students at all grade levels; the club's 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 additional 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 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 their activities include winter camping, ziplining, caving, hiking, low and high ropes, and voyageur canoeing.

## **Leadership**

Each September, Grade 8 students participate in a three-day leadership camp on campus and at Christie Lake where they are involved in team-building activities and learn key leadership skills. In

October, the Junior School student body elects eight House Captains who become role models for the school. They take the lead in school spirit enterprises and inspire other students to contribute to Ashbury life. The Steward program extends the leadership role to all Grade 8 students so that each has the responsibility to help support programs and/or clubs in the Junior School. Stewardship opportunities vary among Monday assemblies, Chapel meetings, sports and arts events, after-school clubs and Open Houses. All students also have the possibility of student leadership in the Ashbury Cares Club, a voluntary student council whereby students share feedback on what to improve at the school and work to implement their ideas. Students also elect class representatives in Grades 4 to 7 who act as a link between the house captains and their homerooms.

## **Service**

Community service encourages cooperation with people from a wide variety of backgrounds and ages, while students practice generosity and goodwill toward others. Each year, students volunteer their time at the Boys and Girls Club and Ottawa's shelters and organize donations to the Gloucester Emergency Food Cupboard, the Snowsuit Fund and a school in the Dominican Republic. A service trip to the Dominican Republic is organized each June for students in Grades 7 and 8; while there, students work closely with the 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 it is not explicitly one of the Round Square IDEALS, we believe in the importance of developing self in order to better serve others. We foster character development through workshops on wellness, mindfulness, healthy eating and empathy, and provide tools

to help students communicate more effectively with each other. The Circle program provides a weekly framework for all students to practice mindfulness and to explore themes such as diversity, stress management, empathy, conflict resolution, environmentalism and communication in class discussions.

## **Chapel**

Chapel supports our programs by fostering personal character and spiritual growth. Students are encouraged to reflect on the school's mission, core values and motto by asking questions and sharing their insights in chapel presentations. Students 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 other 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.

Guiding themes, based on the [IB Learner Profile](#), focus on personal ethical and spiritual growth and character development. Consistent with the school mission, chapel sessions inspire our students to become intellectually curious, compassionate, empathetic and responsible global citizens.

## **In Preparation for Senior School**

While Grade 9 may seem in the distant future, families are often surprised by how quickly the Junior School years pass. To help our students prepare for studies beyond Grade 8, we have prepared some basic information about the Senior School.

The Ashbury Diploma starts in Grade 10 and is integrated into the Ontario Secondary School Diploma (OSSD).

To receive the Ashbury Bilingual Certificate, students must take either Extended or Immersion French, and Géographie du Canada and /or Initiation aux Affaires, in Grade 9. With this in mind, students should build a strong foundation in French while in the Junior School before considering this option. Moreover, to receive the Bilingual Certificate, students must have completed at least 8 Senior School courses in French.

Students may also be interested in working towards the [International Baccalaureate](#) Diploma or the IB Bilingual Diploma. To qualify for the IB program, it is recommended that students complete Enriched Grade 9 Math before taking Pre-IB Grade 10 Math. The IB program spans over Grades 11 and 12.

### **Some Frequently Asked Questions**

#### **How do Grade 8 students decide between Enriched or Academic Math in Grade 9?**

The Senior School recommends that students continue to take the same level in Grade 9 as they did in Grade 8. Students pursuing the enriched path must have maintained a minimum average of 85% in Grade 8. If students are contemplating changing levels in Grade 9, we highly recommend they talk to their Grade 8 Math teacher.

#### **What is the difference between Computer Studies and Comm Tech?**

The former is for students who are interested in pursuing engineering, computer programming and coding, while the latter focuses more on graphic design, animation and print communications.

### **Do students have spares in Grade 9?**

No, they must take mandatory courses and an elective course. Students typically start spares in Grade 11.

### **When may students start their community service requirement?**

They may start once they have completed Grade 8. It is important that they document their work, the hours worked, where they have worked and have the name of their supervisor.

### **Where can students receive more information about Grade 9?**

There will be an online Academic Program/Course Selection evening in January for parents and students entering Grade 9. To give a sense of what was presented last year, here is the [2020-2021 Senior School Academic Guide](#).

### **When are course selections available?**

They will be open through a link on [Edsby](#) in the Junior School-Course Selections Group. In early February, there will be a follow-up meeting for current students who have specific questions regarding the selections for Grade 8.

### **Who do I contact if I have questions?**

Please contact [Mrs. Kathleen Munro Collins](#), the Grade 9 Academic Advisor.