

Frank Roberts Junior High

Parent Handbook



Our Vision

Frank Roberts Junior High fosters a safe, caring and respectful environment where all students are motivated to achieve their maximum potential.

Our Mission

At Frank Roberts Junior High, we will work together to build a safe and caring community which promotes success.

Frank Roberts Junior High

2017-2018 SCHOOL CALENDAR

SEPTEMBER				
M	T	W	T	F
				1
4	5	6 ¹	7 ²	8 ³
11 ⁴	12 ⁵	13 ⁶	14 ⁷	15 ¹
18 ²	19 ³	20 ⁴	21 ⁵	22 ⁶
25 ⁷	26 ¹	27 ²	28 ³	29 ⁴
DECEMBER				
M	T	W	T	F
				1 ⁴
4 ⁵	5 ⁶	6 ⁷	7 ¹	8 ²
11 ³	12 ⁴	13 ⁵	14 ⁶	15 ⁷
18 ¹	19 ²	20 ³	21 ⁴	22 ⁵
25	26	27	28	29
MARCH				
M	T	W	T	F
			1 ⁷	2 ¹
5 ²	6 ³	7 ⁴	8 ⁵	9 ⁶
12 ⁷	13 ¹	14 ²	15 ³	16 ⁴
19 ⁵	20 ⁶	21 ⁷	22 ¹	23 ²
26 ³	27 ⁴	28 ⁵	29 ⁶	30
JUNE				
M	T	W	T	F
				1 ³
4 ⁴	5 ⁵	6 ⁶	7 ⁷	8 ¹
11 ²	12 ³	13 ⁴	14 ⁵	15 ⁶
18 ⁷	19 ¹	20 ²	21 ³	22 ⁴
25 ⁵	26 ⁶	27 ⁷	28 ¹	29

OCTOBER				
M	T	W	T	F
2 ⁵	3 ⁶	4 ⁷	5 ¹	6 ²
9	10 ³	11 ⁴	12 ⁵	13 ⁶
16 ⁷	17 ¹	18 ²	19 ³	20 ⁴
23 ⁵	24 ⁶	25 ⁷	26 ¹	27 ²
30 ³	31 ⁴			
JANUARY				
M	T	W	T	F
1	2	3	4	5
8 ⁶	9 ⁷	10 ¹	11 ²	12 ³
15 ⁴	16 ⁵	17 ⁶	18 ⁷	19 ¹
22 ²	23 ³	24 ⁴	25 ⁵	26 ⁶
29 ⁷	30 ¹	31 ²		
APRIL				
M	T	W	T	F
2	3	4	5	6
9 ⁷	10 ¹	11 ²	12 ³	13 ⁴
16 ⁵	17 ⁶	18 ⁷	19 ¹	20 ²
23 ³	24 ⁴	25 ⁵	26 ⁶	27 ⁷
30 ¹				

NOVEMBER				
M	T	W	T	F
		1 ⁵	2 ⁶	3 ⁷
6 ¹	7 ²	8 ³	9 ⁴	10
13	14 ⁵	15 ⁶	16 ⁷	17 ¹
20 ²	21 ³	22 ⁴	23 ⁵	24 ⁶
27 ⁷	28 ¹	29 ²	30 ³	
FEBRUARY				
M	T	W	T	F
			1 ³	2 ⁴
5 ⁵	6 ⁶	7 ⁷	8 ¹	9 ²
12 ³	13 ⁴	14 ⁵	15 ⁶	16
19	20 ⁷	21 ¹	22 ²	23 ³
26 ⁴	27 ⁵	28 ⁶		
MAY				
M	T	W	T	F
	1 ²	2 ³	3 ⁴	4 ⁵
7 ⁶	8 ⁷	9 ¹	10 ²	11 ³
14 ⁴	15 ⁵	16 ⁶	17 ⁷	18 ¹
21	22 ²	23 ³	24 ⁴	25 ⁵
28 ⁶	29 ⁷	30 ¹	31 ²	

Dates/Events to Remember	
September 13.....	Curriculum Night
September 26	Picture Day
December 01	Term I Report Cards Released
December 07.....	Term I Parent/Teacher Conference
March 21	Term 2 Report Cards Released
March 28	Term 2 Parent/Teacher Conference
May 10	Grade 9 Carnival
June 28	Term 3 Report Cards Released

190 Teachings Days (white), 2 Administrative Days (yellow), confirmed)
TERM ONE September 6, 2017 - November 24, 2017
TERM TWO November 27, 2017 - March 16, 2018
TERM THREE March 19, 2018 - June 28, 2018

3 Statutory Holidays (to be confirmed)
 (55 Days)
 (68 Days)
 (67 days)

Daily Schedule

7:55	Start of school day. Students permitted to enter building.
8:10	Warning Bell. Students and teachers move to homeroom period.
8:15 - 8:22	Homeroom Period.
8:22 - 9:10	Period 1
9:10 - 9:58	Period 2
9:58 - 10:18	Recess
10:18 - 11:06	Period 3
11:06 - 11:54	Period 4
11:54 - 12:34	Lunch
12:34 - 1:22	Period 5
1:22 - 2:10	Period 6
2:10 - 2:15	Homeroom Period

Homeroom/Course Assignments 2016-2017

<u>Teacher</u>	<u>Courses Taught</u>	<u>Email</u>	<u>Homerm</u>	<u>Room #</u>
G. Butler, Principal	Principal	gailbutler@nlesd.ca		
C. Cox, Asst Principal	Assistant Principal	christinacox@nlesd.ca		
M. Pendergast, Guidance	Guidance Counsellor	michellependergast@nlesd.ca		
L. Cumby	French	lesliecumby@nlesd.ca	701	129
C. Fowler	Math/Health	craigfowler@nlesd.ca	702	126
I. Cornelissen	English/Sciences Humaines/ French/Sante/Religions	iancornelissen@nlesd.ca	703	121
P. Jackson	English/Health	paulajackson@nlesd.ca	704	127
K. Ghaney	Sciences	kristaghaney@nlesd.ca	705	115
J. Benson	Francais	judybenson@nlesd.ca	706	124
P. Clarke	Francais	pamelaclarke@nlesd.ca	707	125
T. Reid	Mathematiques/ Sante/ Religion	tylerreid@nlesd.ca	708	121
S. Corbett-Davis	Science/Health/Religion	susancorbettddavis@nlesd.ca	801	L103
S. Travis	English/French	shakiratavis@nlesd.ca	802	L115
S. Barfitt	English/French	sherrybarfitt@nlesd.ca	803	L114
J. Stringer	Social Studies	jerrystringer@nlesd.ca	804	L102
J. Butler	Math/Science	jamesbutler@nlesd.ca	805	L113
C. Rowe	Math/Sciences Humaines/ French/Sante/Religions	christinerowe@nlesd.ca	806	L105
S. Walsh	Sciences, French, Sciences Humaines	shawnawalsh@nlesd.ca	807	L104
B. Bursey	Social Studies/ Religion	williambursey@nlesd.ca	901	216
J. Ledrew	Science	jenniferledrew@nlesd.ca	902	205
S. Burry	Math/Physical Education/ Home Economics/ Health/Religion	sonyaburry@nlesd.ca	903	204
T. Higgins	Instructional Resource Teacher	thatanhiggins@nlesd.ca	904	217
C. Power	English/Religion	collenpower1@nlesd.ca	905	203
C. Collins	English/ Home Economics	charlenecollins@nlesd.ca	906	202
M. Hipditch	Math/Health	michaelhipditch@nlesd.ca	907	215
M. Butler	Physical Education	michaelbutler@nlesd.ca		Gym
C. Harnett	Music/Band/Choir	chrisharnett@nlesd.ca		114
T. Sheppard	Technology Education/Social Studies	thomassheppard@nlesd.ca		L111
E. Simms	English/Learning Resource Teacher	edwinsimms@nlesd.ca		LRC
N. Cooper	Instructional Resource Teacher	natashacooper@nlesd.ca		218
G. Cutler	Instructional Resource Teacher	gailcutler@nlesd.ca		128/120
R. Hipditch	Instructional Resource Teacher	robynhigditch@nlesd.ca		201
A. Manning	Instructional Resource Teacher	annmarieemanning@nlesd.ca		128/120
F. Santos	Instructional Resource Teacher	francesantos@nlesd.ca		218
T. Templeman	Instructional Resource Teacher	trenttempleman@nlesd.ca		123
K. Ghaney	Sciences/Sante/Religions	kristaghaney@nlesd.ca		115

Attendance

Daily Attendance:

1. Homeroom attendance is taken **twice** daily as well as during each period. Should your child arrive late/leave early, **they MUST sign IN/OUT at the main office.**
2. Upon signing in they will be given a late pass. This pass will then be given to the classroom teacher as well as the details of their absence recorded in PowerSchool (our attendance program). **Please ensure that when you are signing your child out that you come into the office, so we can be assured that they are leaving with you. If someone other than you is signing out your child, you must notify the school.**
3. When your child is away from school for any reason, **please, if at all possible, have them bring a note to the office so it can be recorded in PowerSchool. An email to the school secretary (helensimmons@nlesd.ca) is sufficient in this case.**
4. Please note that if your child is on vacation during the school year, it is not a reasonable expectation to expect work to be provided prior to your child leaving. The responsibility will fall upon the child to get caught up on any missed work once they return.
5. At the end of each day Synevoice will contact your home indicating any **unexcused absences** your child had during the day. This is reported on a period by period basis. Please note that period 7 indicates the morning homeroom and period 8 indicates the afternoon homeroom.

Lateness

Please note that school starts at 8:15 am and ends at 2:15 pm, and it is the expectation that your child be on time for all of their classes. Lateness is monitored and tracked, and consequences will be implemented for excessive lateness.

Locker/ Lock Policy

It is expected that students utilize combination locks to secure their lockers. Keyed locks can be used by students who have difficulty manipulating a combination lock but only with the permission of the school. Those students who are permitted to use a keyed lock must maintain a key for that lock at the main office.

At the start of the school year, students will be issued locks by their homeroom teacher. In the event that a student damages or loses this lock, they will not be given another lock but they may purchase one from the school. At the end of the school year, students will return their locks to their homeroom teacher. The homeroom teacher will compile a list of all students who do not return their locks.

In the event that a student does not return their school lock or reimburse the school for a missing or damaged lock, they will not be issued a lock the following September.

Textbooks Policy

All students are provided with books for the year's program. Students are responsible for these books and will be required to pay for the replacement of any damaged or lost books. If the school was not re-imbursed for lost or damaged books from the previous school year, your child will not be issued books for the current school year until this is done. Please contact the school with any questions/concerns.

Student Insurance

Student Accident Insurance is provided for all students. Details about the coverage can be obtained from the General Office at the school or on the school district website.

School Awards

At the end of the year, the school presents a number of awards to deserving students, in all three grade levels. Awards given include the following, although there may be some variations year to year.

FRANK ROBERTS AWARD

This award is given to the student at the grade nine level judged to be the best all-round student. Several selection criteria will be considered in identifying students for this prestigious award. The winner will have their name engraved on a perpetual plaque and receive a cash award and a certificate.

CARRIE DAWE MEMORIAL AWARD

This award is given to the student who demonstrates a commitment to improving the overall school climate and who has persevered and succeeded while enduring adverse circumstances. The winner will have their name engraved on a perpetual plaque and receive a certificate.

CAROL WESTLAKE-HAINES MEMORIAL AWARD

This award is given to the student for whom art is a personal strength. This student may face academic, personal or physical limitations but they display a personal strength in any artistic area. The winner will have their name engraved on a perpetual plaque and receive a certificate and a cash award. This award is sponsored by the Haines family.

JOHANNA FOLEY MEMORIAL RAVENHEART AWARD

This award is given to a student who has met the following criteria: demonstrates a respectful attitude towards his/her classmates and school staff; is dedicated and hardworking; embraces others' differences and exhibits an empathetic nature towards others. The winner will have their name engraved on a perpetual plaque and receive a certificate.

HUGH MACMILLAN (Max Mix Concrete Ltd.)

This award is given to the student at each grade level who has passed all subjects and achieved the highest academic average. Students' names are engraved on a perpetual plaque with each grade level winner receiving a cash award and a certificate. This award is sponsored by the MacMillan family.

NICK COATES SCIENCE AWARD

This award is given to a grade nine student who displays an aptitude in and love of science. The winner will have their name engraved on a perpetual plaque and receive a certificate. This award is sponsored by Nick's family.

HONOUR ROLL

This recognition will be given to students who submit all work on time and obtain a minimum grade of 80% in each and every subject. Certificates will be awarded at the end of the year with a permanent framed listing displayed.

PRINCIPAL'S LIST AWARD

This recognition will be given to students who submit all work on time and obtain a minimum grade of 80% in each and every subject, a minimum grade of 90% in Math, Science, Language Arts, Social Studies and

French/Francais and whose overall average for all subjects is 90% or higher. Certificates will be awarded during the final assembly with a permanent framed listing displayed.

ARTS AND LETTERS AWARDS

These awards recognize outstanding achievement in the areas of Visual Arts, Budding Artist, Drama, Music, Jazz Band, Concert Band, Rock Band, Choir, Leadership, Writing, Public Speaking (English) and Art Oratoire (French). Perpetual plaques with the winner in each category receiving a certificate.

ATHLETE OF THE YEAR - MALE AND FEMALE

The athletes, male and female, who receive this award demonstrate good athletic ability in several sports - on a class, intramural, club or extra-curricular (team) level. The nominees must exhibit good sportsmanship and leadership ability. Two perpetual plaques with the winners receiving a cash award and certificates. These awards are sponsored by the Puddicombe family.

ROBERT LEDREW MEMORIAL SPORTSMANSHIP AWARD (MALE)

This award is presented to the student who best exemplifies the spirit of friendly competition by giving 100% to the game while not losing sight of the purpose of the sport. One perpetual plaque with the winner receiving a certificate and cash award. This award is sponsored by Mr. Gerry Ledrew.

MAKAYLA PUDDICOME MEMORIAL SPORTSMANSHIP AWARD (FEMALE)

This award is presented to the student who best exemplifies the spirit of friendly competition by giving 100% to the game while not losing sight of the purpose of the sport. One perpetual plaque with the winner receiving a plaque and cash award. This award is sponsored by the Puddicombe family.

Electronic Equipment Policy (Wifi)

Electronic equipment such as cell phones, iPads and iPods if brought to school should be kept in students' lockers. They may be used on the busses or during non-structured times before the start of homeroom, recess, lunchtime or after school. The use of cell phones to call or text message each other during class can be problematic and is not permitted. While we would like to assume that students would not use this as a means to cheat on schoolwork it does allow that possibility. Cell phones ringing during class time is unacceptable as it interferes with all students' education. Please keep this in mind as you attempt to contact your child and do so when they are not in class.

If students are found to be texting/using their phones during class time, their phones will be taken by the teacher, brought to the office and a discussion will be had with the student before the phone is returned. If this is a frequent behavior of the student, the phone will be confiscated and stored at the office until the parent is able to come to the school to retrieve it. Disciplinary action may be taken.

The use of digital cameras and cell phones to take pictures present a problem as pictures can be downloaded for use on internet sites. Students and staff have the right to come to school without the fear of their images and voices being recorded and posted on the internet without their permission. In an effort to promote a safe and caring school environment, this will not be permitted in school. If students are found to use their electronics for this purpose they will be taken, stored in the school safe and returned only to the child's parent/guardian when they come into the school to retrieve the item. Disciplinary action may be taken. Your cooperation in this matter would be greatly appreciated.

Wifi accessibility is available at the school and will be used for curricular purposes throughout the school day. If your child has their own device that can be used in the classroom during these times they are permitted to bring it to school. Please note that they are expected to follow the school and district guidelines when using it. Students are also responsible for the care of their device if they choose to bring it to school.

Student Dress Code

Students are expected to come to school dressed in appropriate attire. School is the students' workplace and they should dress to reflect that. Suggestive clothing or t-shirts bearing logos or prints referencing alcohol, drugs, or sexual activity are not permitted. Pajama pants are permitted to be worn only in gym class or on designated spirit days. Strapless tops and spaghetti strap tops are not permitted. Skirts and shorts should be of an appropriate length. Pants must cover a student's undergarments. Students who choose to wear inappropriate clothing will be asked to contact home so that appropriate attire can be provided or wear a shirt provided by the school.

Homework Policy

Homework is a major component and a vital part of the Junior High School Program. It is an extension of the regular school day and is an essential part of the learning process. It not only provides the teacher with necessary feedback but also provides the student with an opportunity to demonstrate the skills and knowledge he/she has acquired. The goal is to help students develop good homework/study habits through regular homework assignments.

Purpose of Homework Assignments

Homework assignments should generally fulfill one or more of the following purposes:

1. Enable parents to become involved in student learning
2. Support student learning through re-enforcing lessons taught or allowing students to prepare for upcoming lessons through assigned reading
3. Complete work not completed in class or laboratories.
4. Research activities in locating information.
5. Work on reports or projects of a long-term nature.

Parent Responsibility:

Parents should check with their children for assigned homework. The school's homework page is updated daily and will prove to be a valuable tool. Parents should also establish guidelines for good study habits at home. These would include monitoring the time allotment for homework, ensuring there are no interruptions and providing a suitable setting (quiet, with a table or desk) and the necessary supplies for use at home (pencils, pens, paper, etc.).

Student Responsibility: It is our expectation that students be active in their learning, taking ownership and pride in their work. Their success is ultimately their responsibility; therefore they should work very hard to ensure their success.

Assignment Policy

Students are expected to submit assignments to their teachers on the assigned due dates. If a student fails to do so without a valid reason as determined by the teacher, a zero will be assigned until the assignment is passed in and parents will be notified. Once the term is complete, assignments will no longer be accepted.

Please note that part of the criteria for a student attaining the Honour Roll or Principal's List involves a student's ability to submit work on time.

Please note that all major assignments will be posted by the student's teacher(s) on the homework site of the school's webpage at least five (5) days prior to its due date.

Test and Exam Policy

Teachers will contact parents, as soon as possible, when a student is absent from a chapter or unit test. This can be done by notifying the school secretary to call home on the day of the test. Teachers should check with the secretary to ensure this was done.

For students who miss chapter or unit tests a 0 will be used as a place holder and efforts will be made to make up the evaluation.

When a student is absent for a final exam, teachers will advise the office immediately. The secretary will make home contact to ascertain the validity of the absence.

Students who miss a final examination must provide a doctor's note. When such documentation is provided, the student shall receive a pro-rated grade based on the year's evaluation or write a make-up exam.

Extra-Curricular Activities/Volunteering



Frank Roberts Junior High offers a wide and varied extra-curricular activities and sports programs. Some of these are offered during the lunch break but due to the limitations experienced due to the length of the break, most are offered afterschool. A full listing of activities/teams can be found on the school website.

If you are interested in volunteering at the school, please contact the school principal – gailbutler@nlesd.ca

Positive Behaviour Supports

Our PBS program focuses on behaviour modelling and interventions which encompasses the area of respect. Using the Behaviour Matrix, expectations are outlined for students and revisited as needed to ensure that students are complying with the positive expectations.

Our goal is to help students realize what behaviour is acceptable and what behaviour should be changed. Although a consequence system is a component of behaviour change, we use our “Gotcha” program as a reward system for students who display such positive behaviour. This program demonstrates the 3 R’s of Respecting Learning, Respecting Others/Self or Respecting their Environment.

Student

Was just observed showing respect for

Self
 Other
 Environment
 Learning

In

All Settings
 Hallway
 Outside
 Bus

Washroom
 Gym
 Assembly

Cafeteria
 Field Trip

Comments: _____

Signed by: _____

Core French Curriculum Overview

The primary focus of the Core French program at the Junior High level is communication. French classes provide the setting for authentic communication tasks centered on day to day experiences. The themes studied are broad in nature and reflect interests and experiences common among adolescents and demonstrative of insight into cultural and linguistic realities of francophones in Canada and around the world.

Core French 7	Core French 8	Core French 9
<ul style="list-style-type: none"> • School Life • Personal interests and talents • Food and restaurants, • Travel experiences 	<ul style="list-style-type: none"> • School Life • Francophones in Newfoundland and Canada • Fashion and culture of the 60's, 70's and 80's • Fitness and active lifestyles 	<ul style="list-style-type: none"> • School Life • Weather and Natural Catastrophes • Visual Arts • Television Broadcasting

Core French Department Contacts

Teacher	Courses Taught	Email address
Judy Benson (Department Head)	Core French Support	judybenson@nlesd.ca
Leslie Cumby	Core French 7, 8 and 9	lesliecumby@nlesd.ca
Shawna Walsh	Core French 9	shawnawalsh@nlesd.ca
Shikara Travis	Core French 9	shikaratravis@nlesd.ca
Sherry Barfitt	Core French 9	sherrybarfitt@nlesd.ca

French Immersion Curriculum Overview

Français is a second language development program. At the intermediate level, Français enhances French language skills introduced in previous levels and offers students the opportunity to develop an understanding of the values and lifestyles of people comprising la francophonie. Referring to various types of oral and written texts the program develops and consolidates students' literacy skills and provides insight into the cultural and linguistic reality of francophones in Canada.

Early Immersion Français 7	Early Immersion Français 8	Early Immersion Français 9
<ul style="list-style-type: none"> • Natural Catastrophes • Making Choices • Defending a cause • Novel Studies • Express yourself through poetry 	<ul style="list-style-type: none"> • Narrative text and fairytales • Living in a technological world • Nature under our feet • Novel studies • Remarkable people • A new start: Immigration to Canada 	<ul style="list-style-type: none"> • Don't label me! • Novel studies • Heroes or Zeros • Is That for Real? • Your Words. Your Voice.

Late Immersion Français 7	Late Immersion Français 8	Late Immersion Français 9
<ul style="list-style-type: none"> • How to survive in French Immersion • Publicity • Respect • Games for all tastes • Mysteries and enigmas 	<ul style="list-style-type: none"> • Leisure time activities • Visual arts • Novel Studies • From the Earth to space • Equity in our world • Our Canadian heritage 	<ul style="list-style-type: none"> • Natural Catastrophes • Making Choices • Defending a cause • Novel Studies • Express yourself through poetry

French Immersion Department Contacts

Teacher	Courses Taught	Email address
Judy Benson (Department Head)	Français 7, 8 and 9 EFI/LFI, French Support	judybenson@nlesd.ca
Pamela Clarke	Français 7, 8 and 9 EFI/LFI, French Support	pamelaclarke@nlesd.ca

Math Curriculum Overview

- Curriculum outcomes may be accessed through the curriculum guides at:

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/mathematics/index.html>

Grade 7	Grade 8	Grade 9
1. Patterns & Relations 2. Integers 3. Fractions, Decimals & Percent 4. Circles & Area 5. Operations with Fractions 6. Equations 7. Data Analysis 8. Geometry	1. Square Roots & Pythagorean Theorem 2. Integers 3. Operations with Fractions 4. Measuring Prisms and Cylinders 5. Percent, Ratio, & Rate 6. Linear Equations and Graphing 7. Data Analysis & Probability 8. Geometry	1. Square Roots and Surface Area 2. Powers and Exponents 3. Rational Numbers 4. Linear Relations 5. Polynomials 6. Linear Equations & Inequalities 7. Similarity and Transformations 8. Circle Geometry 9. Probability & Statistics

Math Department Contacts

Teacher	Courses Taught	Email address
Mike Hipditch (Department Head)	Math 7, 8 and 9	michaelhipditch@nlesd.ca
Craig Fowler	Math 7 and 9	craigfowler@nlesd.ca
Thatan Higgins	Math 7, 8 and 9	thatanhiggins@nlesd.ca
Sonya Burry	Math 7 and 9	sonyaburry@nlesd.ca
Jim Butler	Math 8	jamesbutler@nlesd.ca
Tyler Reid	Mathematique 7	tylerreid@nlesd.ca
Christine Rowe	Mathematique 8	christinerowe@nlesd.ca

Science Curriculum Overview

Each grade level will complete four units in science each year. The units, as outlined in the Discovering Science textbook series, are as follows:

Unit	Grade 7	Grade 8	Grade 9
1	Ecosystems	Water Systems	Chemistry
2	Heat	Optics	Reproduction
3	Mixtures & Solutions	Fluids	Electricity
4	The Earth's Crust	Body Systems	Space

Science Department Contacts

Teacher	Courses Taught	Email address
Jennifer LeDrew (Department Head)	Science 7, 8 and 9	jenniferledrew@nlesd.ca
Krista Ghaney	Sciences 7, 8 and 9	kristaghaney@nlesd.ca
Susan Corbett-Davis	Science 7 and 8	susancorbettdavis@nlesd.ca
Shawna Walsh	Sciences 7 and 8	shawnawalsh@nlesd.ca
Jim Butler	Science 7 and 8	jamesbutler@nlesd.ca

Social Studies Curriculum Overview

At the Intermediate Level, the Social Studies Program uses an interdisciplinary approach and specific topics are organized thematically and chronologically when appropriate. Specific topics deal with real-life issues and respond to the students' need for relevance. It requires young adolescents to examine their value systems in light of the expectations of their society, and deals specifically with rights and responsibilities with respect to the individual, community and the natural environment. It includes the use of case studies, role models, current events, technology and hands on activities designed to meet diverse students' needs, interests and abilities.

Social Studies 7

The Social Studies curriculum for the intermediate grades is designed around conceptual organizers. The organizing concept for the Grade 7 curriculum is "empowerment". The curriculum examines various aspects of empowerment - including personal, political, cultural, social and national. It draws largely on the history of the Canadian nation from the early 1800s to the end of World War I. Reference is made to earlier periods as well as the Contemporary.

Unit 1: Introduction

Unit 2: Economic Empowerment

Unit 3: Political Empowerment

Unit 4: Cultural Empowerment

Unit 5: Societal Empowerment

Unit 6: National Empowerment

Unit 7: Summative

Social Studies 8

The organizing concept for the Grade 8 curriculum is "history as a story of the past in the present". The curriculum examines various themes related to the history of Newfoundland and Labrador – history as a lens to the past, history as a story of people, history as a story of events, and history as a story of change. The course introduces students to the study of the history of the province from the turn of the 19th century to the present. It traces the province's political evolution and development, colony-to country to- province, and asks students to: explore and appreciate history as part of their community, region and province; examine social change; and assess the impact of the past on the present.

Unit 1: Introduction: History as a Lens to the Past

Unit 2: Newfoundland and Labrador from the Turn of the 19th Century through the Early 20th Century: History as a Story of People

Unit 3: Newfoundland and Labrador from 1914 through 1949: History as a Story of Significant Events

Unit 4: Newfoundland and Labrador through the 2nd Half of the 20th Century: History as a Story of Change

Unit 5: History as a Story of the Past in the Present

Social Studies 9

The organizing concept for Social Studies 9 is Canadian Identity. Students explore this concept within the context of post-First World War Canada. The program builds on the skills and concepts of previous years and continues the chronology of social studies seven, wherein students examined Canada's history from the early 1800s to the First World War. It is firmly grounded in the Social Studies disciplines of geography, history, economics, sociology, and political science. In addition, it contains many cross-curricular opportunities, particularly in

language arts, fine arts, music, and science, and contains myriad opportunities for the integration of technology.

Unit 1: Exploring Canadian Identity

Unit 2: Geographic Influences on Identity

Unit 3: Historical Influences on Identity I

Unit 4: Historical Influences on Identity II

Unit 5: Citizenship and Identity

Unit 6: Canada's Changing Identity

Unit 7: Reflections on Canadian Identity

Program of Studies (Course Descriptions)

<http://www.ed.gov.nl.ca/edu/k12/curriculum/descriptions.html>

Social Studies Department Contacts

Teacher	Courses Taught	Email address
Jerry Stringer (Department Head)	Social Studies 7, 8 and 9	jerrystringer@nlesd.ca
Frances Squires	Social Studies 7	francesquires@nlesd.ca
Bill Bursey	Social Studies 8 and 9	williambursey@nlesd.ca
Thomas Sheppard	Social Studies 7	thomassheppard@nlesd.ca
Shawna Walsh	Sciences Humaines 7	shawnawalsh@nlesd.ca
Christine Rowe	Sciences Humaines 7 and 8	christinerowe@nlesd.ca
Ian Cornelissen	Sciences Humaines 9	iancornelissen@nlesd.ca

English Curriculum Overview

Grade 7	Grade 8	Grade 9
Read Aloud Novels (2) Independent Books (4) Fears and Phobias Unit In-depth novel study (1) Research/Formal Speaking Representing/Viewing Unit Turning Points Essay Unit Mysteries Unit Send a Message Unit Drama Unit Final Exam	Read Aloud Novels (2) Independent Books (4) Global Citizens Unit No Limits Unit Viewing/Representing Unit Research/Prepared Speech In-depth novel study (1) Secrets Unit Drama Unit Final Exam	Read Aloud Novels (2) Independent Books (4) Courage Unit Turning Points Unit In-depth novel study (1) Research/Prepared Speech Planet You Unit Romeo & Juliet Unit What's Next Unit Viewing/Representing Unit Final Exam

Note: During the study of each of these thematic units, students will read, view, listen, write, speak and represent their responses to texts across a variety of genres which will include short story, poetry, drama, novel, informational, visuals, and research. Each of the units above will focus on one or more of these genres.

English Department Contacts

Teacher	Courses Taught	Email address
Sherry Barfitt (Department head)	English 7, 8 and 9	sherrybarfitt@nlesd.ca
Charlene Collins	English 9	charlenecollins@nlesd.ca
Ian Cornelissen	English 7	iancornelissen@nlesd.ca
Paula Jackson	English 7 and 8	paulajackson@nlesd.ca
Colleen Power	English 7, 8 and 9	colleenpower1@nlesd.ca
Shikara Travis	English 7, 8 and 9	shikaratravis@nlesd.ca
Ed Simms	English 8	edwinsimms@nlesd.ca

Student Support Services Overview

Student Support Services personnel at FRJH are dedicated to providing students with identified exceptionalities, the individualized programming needed in order to succeed. Student programming is based on the primary identified area of need for the student as outlined in a comprehensive assessment report or as determined by appropriate medical personnel. Students who qualify for services will be placed on the most appropriate program that will meet their individual needs. Instructional Resource Teachers monitor and manage student programming for students with exceptionalities. This **could** include: providing alternate programs, offering in-class support, assisting the regular classroom teacher with curriculum modifications and aid the regular classroom teacher in the provision of specified adaptations/accommodations as per a student's IEP. All students who receive supports must meet the following criteria:

1. Have an identified exceptionality (an assessment and/or medical diagnosis is required)
2. Must have an IEP/ISSP in place
3. Parental Consent must be granted

For more information on Student Support Services and programming, visit the Department of Education's website:

<http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html>

Student Support Services Department Contacts

Teacher	Courses Taught	Email address
Frances Santos	Instructional Resource Teacher	francesantos@nlesd.ca
Natasha Cooper	Instructional Resource Teacher	natashacooper@nlesd.ca
Gail Cutler	Instructional Resource Teacher	gailcutler@nlesd.ca
Robyn Hipditch	Instructional Resource Teacher	robynhipditch@nlesd.ca
Anne Marie Manning	Instructional Resource Teacher	annmariemanning@nlesd.ca
Trent Templeman	Instructional Resource Teacher	trenttempleman@nlesd.ca