

Collège Béliveau

BARRACUDAS



Grades 7 & 8

2026-2027

STUDENT HANDBOOK

Note: This handbook was updated in February 2026. Changes and adjustments stemming from further announcements by our Minister of Education cannot be predicted at this time.



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foreword

Dear students, caregivers and community members,

Welcome to Collège Béliveau! Our school was the first in North America to offer a French Immersion program as we know it today. French is the primary language of instruction, and our enthusiastic and dedicated staff work hard to help students realize their full potential while also developing their skills in this additional language. Students spend their day immersed in French, whether it's during instruction, conversing with staff and students or participating in activities.

This handbook provides a description of the middle years' courses, programs, and services offered at Collège Béliveau. It also provides details about guidelines that are important to us and that we follow as a school community. We all have a role to play in building a culture of belonging, mastery, independence, and generosity with a focus on diversity, equity, inclusion, and accessibility. At Collège Béliveau, we offer a variety of courses and programs that respond to the interests of our students. A combination of these courses will provide a sound and balanced program for our students.

It is our sincere hope that this handbook will assist students and their caregivers as they prepare for a successful and enjoyable 2026-2027 school year. Our staff is here to answer any further questions about life as a Barracuda and the many opportunities for growth and exploration we offer, both in and outside of the classroom.

Kind regards,



Andrea Kolody
Principal



Tayo Aremu
Vice-Principal

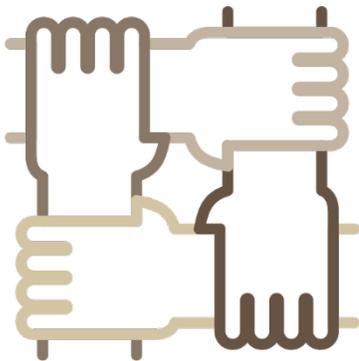


Damien Lemoine
Vice-Principal

Mission Statement

The mission of the Collège Béliveau learning community is to nurture all students to become successful multilingual learners and responsible global citizens.

Our work is guided by the Louis Riel School Division's Multi-Year Strategic Plan (MYSP), which has the following as its foundational pillars four strategic priorities:



[Belonging](#)



[Mastery](#)



[Independence](#)



[Generosity](#)

Eight facets of the culture of successful middle schools:

We believe that successful schools for young adolescents are characterized by a culture that includes:

- 1) Educators who value working with this age group and are prepared to do so
- 2) Courageous, collaborative leadership
- 3) A shared vision that guides decisions
- 4) An inviting, supportive, and safe environment
- 5) High expectations for every member of the learning community
- 6) Students and teachers engaged in active learning
- 7) An adult advocate for every student
- 8) School initiated family and community partnerships

Six programmatic characteristics that can evolve from the culture of a successful middle school:

We believe that successful schools for young adolescents provide:

- 1) Curriculum that is relevant, challenging, integrative, and exploratory
- 2) Multiple learning and teaching approaches that respond to students' diversity
- 3) Assessment and evaluation that promote quality learning
- 4) Organizational structures that support meaningful relationships and learning
- 5) School-wide efforts and policies that foster health, wellness, and safety
- 6) Multifaceted guidance and support service

Communication is the Key to our Success

We believe that regular ongoing communication between the school and home is important.

Communication can take many forms, including:

phone call
e-mail
Teams

social media
school website
student-led conferences

parent-teacher meetings
information nights

School Guidelines

Assessments

All assessments fall under two main categories: Formative and Summative. Students will be evaluated both formatively and summatively throughout the year to support learning and progress.

Formative assessments are typically informal in nature and are used to guide teaching and learning. They are not counted toward a final percentage grade.

Summative assessments are demonstrations of learning used to determine a percentage grade.

All teachers will distribute a course outline at the beginning of the year that will provide greater information about how student learning will be assessed in each course. A final grade for each course is determined using a variety of formative assessments over the year.

Report Cards and Communication Regarding Student Progress

- Students will receive three provincial report cards per year – November, March and June.
- Student progress conferences will be held in conjunction with the November report card followed by student-led parent conferences in March.
- Teachers will contact caregivers by phone, e-mail, or by interim report if their young person is experiencing difficulty or to discuss concerns.
- Caregivers may contact the school or a specific teacher by phone or e-mail at any time to inquire about their young person's progress. Teacher emails are firstname.lastname@lrsd.net.

Promotion

In grades 7 and 8, promotion to the following grade level will be based on the entire year's work in all classes rather than by individual course.

Language Learning

A French Immersion environment differs from that of an English one in that students all have the common goal of learning an additional language while engaging in course content, no matter the subject. True immersion in a language is reciprocal: as students practice the language, their

fluency improves. To that end, students are expected to engage with course material in French, and to address school staff in French.

Attendance

There is a direct correlation between regular, punctual attendance and success in school. Absenteeism and tardiness can have a detrimental impact on learning.

The Public Schools Act requires students to attend school/classes and to be punctual unless they are sick or unavoidably need to be absent from school/class by reason of communicable diseases or any day regarded as a holy day. We recognize that attendance issues are often a sign that students may be experiencing other challenges. Our response to concerns around attendance is guided by LRSD divisional policy [JE: Student Presence and Engagement](#).

Important notes:

- If a student will be absent from a class or classes, parents must notify the school office on the day of the absence. Common explained absences are related to illnesses, medical appointments, family vacations, and funerals. This type of absence is not counted against the student, as it has been justified by a parent.
- Caregivers are encouraged to monitor their child's attendance through the Powerschool Parent Portal.
- Collège Béliveau uses a Call Back system for its grade 7 and 8 students. Caregivers of students who are absent from morning and/or afternoon homeroom are contacted. It is very important that caregivers contact the school if their child is to be absent or late.
- The school may request a medical note for students whose justified absences are deemed excessive.

Students are expected to arrive in class on time with all their materials. Students not arriving on time must report to the office upon their arrival at school to signal their arrival. Should tardiness persist or become a regular occurrence, parents will be contacted, and a plan will be put into place to rectify the situation.

Dress Code

Collège Béliveau has adopted a dress code guideline that reflects our belief that school is a workplace. Students should be dressed as they would be in a workplace environment. Therefore, the following standards for appropriate attire have been established:

- Students wearing clothing that is inappropriately revealing for the school environment will be asked to change.

- Language or graphics on clothing should not display offensive language, drugs or illegal substances, or provocative, obscene, sexist, or racist slogans.
- Hoods are NOT allowed in the school hallways or in the cafeteria. This allows staff to be able to easily identify Collège Béliveau students. Accommodation can be made through the school administration for certain circumstances.

Academic Honesty

To plagiarize is to take the ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. It is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas or expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables, and all written material. It is also academically dishonest if a student submits a term paper written in whole or in part by someone other than themselves, including the use of AI apps or sites, or copies of the answer or answers of another student in any test, end of semester evaluation or take-home assignment.

In essays, reports and other assignments:

- Know the rules, including the specific rules for the specific assignment.
- Do the work yourself; Chat GPT and other AI-generation sites do not allow you to demonstrate your learning.
- Do not lend your work to other students unless you feel certain they will not use it dishonestly.
- When in doubt about any practice, ask your teacher. Do not rely only on friends, relatives or fellow students for information about what is acceptable academic practice in a particular course or discipline.
- When material you read impresses you, be particularly careful to use your own words.
- Do not use **Google Translate**, as thinking and communicating in French are course requirements.

Consequences of Academic Dishonesty

Students who cheat plagiarize on a test or assignment will need to redo and resubmit their assignment within established timelines as discussed with their teacher. Caregivers will be advised by the teacher and asked to follow up at home.

Non-Smoking (*Vaping, Electronic cigarettes & Tobacco cigarettes*)

Use of vape and tobacco products is illegal for any school-aged person and use of vapes and nicotine products is not allowed on school property at any time, as indicated in LRSD divisional policy [ADC: Schools/Workplaces Free of Tobacco and Electronic Vapour Devices](#). As per the [LRSD Official Statement on Vaping](#), **any student caught smoking or vaping in the school or on school property will be suspended from school.**

Substance Abuse (*Drugs & Alcohol*)

Our response to substance use is guided by LRSD divisional policy [ADB: Drug-Free Schools/Workplaces](#) and [Policy JK: Supporting Student Behaviour](#).

1. If a teacher suspects a student of being under the influence, they will contact the office requesting an administrator to the classroom. If the teacher's observation occurs in the absence of the administration, the teacher will have their suspicion confirmed by another adult. A report will then be given to the administration for follow-up.
2. The administration will escort the student from the class to the office. If the administrator confirms the teacher's suspicion, the following actions will result:
 - a) Caregivers will be contacted immediately so that they may come to the school to discuss with the administration and escort their son/daughter home.
 - b) An out of school suspension will be put in place. The student may not be permitted to attend extracurricular activities for a period of time.
 - c) Supports around the use of drugs or alcohol will be discussed, and the administration may help connect families to clinical support or outside agencies.
 - d) A caregiver and the student will meet with the school administration prior to the student's return to school.
 - e) If drugs are found on the student and/or in his/her locker, the police **may be** contacted.

Student Conduct

Students are expected to always be respectful. Our work with students and caregivers around conduct is guided by LRSD divisional policy [JK: Supporting Student Behaviour](#).

When a student exhibits concerning or serious behaviour the unique needs of each student, divisional Administration Protocols, as well as the procedures below will guide behaviour support planning based on the professional judgment of the Principal (or designate). A process has been developed to guide school principals and school teams in determining the most appropriate responses to behaviour which includes data collection, evaluation of data, and planning ([see Supporting Student Behaviour Supporting Document](#)).

The staff and administration of Collège Béliveau use a variety of strategies to deal with behaviour issues. The most common is a phone call or an in-person meeting. Teachers are encouraged to discuss their concerns directly with the caregivers of the students. Likewise, caregivers are invited to get in touch with their young person's teachers to discuss issues relevant to learning and behaviour.

Recurring problems will be directed to the Principal and/or Vice-Principal. Chronic and flagrant violations of the school rules will result in a phone conversation or a meeting with student and a caregiver, the implementation of Student Services, divisional or outside agency supports, and/or a possible suspension (either in-school or out-of-school).

Cell Phones

A [ministerial directive](#) in August of 2024 required all school divisions in Manitoba to develop a cellphone use policy. That of the Louis Riel School division can be found [here](#).

The following guidelines will be in place to support a successful learning environment:

- In the morning and after lunch hour, students will be asked to place their cell phones in a container in a locked location for the duration of the class. Exceptions such as a medical condition where the phone is required will be treated on an individual basis.

- **Additional guidelines for all students:**
 - Consent is **always** required before audio/video recording any person.
 - Cell phone use is prohibited during lockdowns.
 - All cell phone use in changerooms and washrooms is prohibited.
 - Listening devices, such as AirPods are not to be worn at any time during instruction.
 - Students must have permission from the teacher to use headphones/AirPods *during work times only*.
 - There are moments when cell phones may be used as a tool for learning; teachers will manage and direct that usage.
 - Students will not turn in cell phones in the case of a substitute teacher.
 - Apple watches or other devices that have the ability to receive messages must be put on “do not disturb” during class time.
 - **In the case of refusal to follow this protocol, students may be asked to turn over their device for the duration of the morning or afternoon, or for the remainder of the school day. Parents will be notified by the homeroom teacher if this is the case and may be asked to retrieve the device. Administration may become involved should the issue persist.**

Although we will help students identify how to keep personal devices secure, Collège Beliveau and Louis Riel School Division take no responsibility for stolen, lost, or damaged devices. Some devices have a device locator; it is recommended that you enable this feature if possible. If a loss or theft occurs, students should inform their teacher and school administrators to see if we can help locate it; however, we will not be able to replace the device. Similarly, if damage occurs, we will not be able to repair the device nor pay for the repair. It is always a good idea to record the device’s serial number in case of theft. Please check with your homeowner’s insurance policy regarding coverage of personal electronic devices, as some may cover loss or

damage. If there is further concern, your young person could consider leaving their device at home.

Caregivers are encouraged to call the school office if they wish to contact their child during scheduled class time.

Student Services

Student Services Teachers

The purpose of the Student Support Services Team is to be a trustworthy, confidential source of social, emotional, and academic support for all students, as well as support for staff, caregivers, and the school community. We aim to create a link between the school, home, and community to enable smooth transitions and to promote student success.

Here are some of the ways our Student Services Team can help:

- A safe space
- A friendly ear
- Scheduling and course selection
- Academic support
- Attendance support
- Connecting to outside agencies
- Mental health support
- Employment or volunteer opportunities
- Goal setting
- Connections to agencies and resources, such as:
 - Counseling services
 - Rainbow Resource Centre
 - Child and Family Services
 - Employment Services
- Clinical support (Psychology, Social Work, Occupational Therapy)
- Student Support Plans
- Jordan's Principle applications

Library Services

Library Learning Commons – La médiathèque

Welcome to the library!

Our mission:

- To ensure the library is a welcoming space for all
- To develop collections of books and other resources that are diverse, relevant and interesting
- To encourage a culture of reading and critical thinking throughout the school
- To assist students and staff in navigating the library and finding any resources they might need

The library is a versatile space, and one that is open to all students every day from 8:20 a.m. to 3:45 p.m. (except for when otherwise reserved). Students are welcome to come read, study, chat quietly with their friends, work on activities such as puzzles and Sudokus at our community table, and have lunch here. During the lunch hour, the lights are dimmed to provide a calmer and more relaxing environment for those who might want it. We ask that students who use the library space and the resources treat them both with respect.

Students are invited to borrow five books for two weeks at a time. A book can be renewed unless another patron has put it on hold. Students can browse the Collège Béliveau library catalogue online by selecting the “Destiny Library Manager” link on their MySite page. As well, they have access to Sora, the LRSD digital library with eBooks and audiobooks, which they can also find on their MySite page.

Information about our library, its resources and any special events or activities is shared on our Instagram page @cb.biblio.

We hope to see you in the library at Collège Béliveau!

Course Descriptions

Compulsory Courses

Français

This course is a language program which is designed to develop reading, writing, listening, speaking and viewing skills. Students will be introduced to a variety of learning tools to help them improve and enrich their reading, writing and speaking abilities in the French language. This course aims to help students become independent thinkers and learners.

This course highlights:

- reading and understanding more complex texts and books,
- developing confidence and fluency to speak French on a regular basis with different types of oral presentations and in-class conversations,
- creative writing,
- developing good critical thinking skills and
- an introduction to basic essay formats.

The ultimate goal of this course is to further help students become more comfortable and competent in using the French language at both the personal and academic levels. The program also promotes an appreciation for the Francophone culture and encourages students to participate in French cultural events throughout the school year.

English Language Arts

The focus of the English Language Arts program is on language appreciation and how language works. Students will learn to develop and apply strategies for anticipating, comprehending, composing, and responding to a variety of texts and situations that will enable them to become lifelong learners.

Balanced instruction is facilitated through a full integration of the English language arts; to listen, speak, read, write, view, and represent. This encourages language use for a variety of purposes and audiences in a variety of contexts to achieve student-learning outcomes.

Mathematics

The emphasis of the curriculum is on thinking and problem solving. These skills are developed in all four strands of the curriculum. Students learn through manipulatives and technology.

1. Number Concepts and Operations

Students entering Grade 7 will be reviewing the four basic operations. Fractions, decimals, percent, ratios, integers, and divisibility rules will be introduced. They will also study the order of operations and computations involving decimals, fractions, integers and whole numbers.

In Grade 8, student knowledge will be expanded to include computation of rational numbers, percentages, ratios, proportions, rates and square root.

2. Patterns and Relations

In Grade 7, students will be introduced to constants, variables, letters, coordinates and graphs.

In Grade 8, knowledge is expanded and functions with positive and negative coordinates are used to draw linear graphs. Students also learn to interpret and create algebra equations.

3. Shape and Space

In Grade 7, students learn to calculate the perimeter, area and volume of simple geometric figures using the SI system. They are exposed to types of angles as well as motion geometry, rotation, reflection, and translation.

A key component of learning is the student's ability to estimate an answer before working out a question or solving a problem. This shows true understanding of concepts. In addition to being able to use estimations, students make use of the calculator and learn calculator procedures.

In Grade 8, the degree of difficulty increases to include the calculation of the surface area and volume of 3-dimensional objects. The Pythagorean Theorem, constructing nets of 3-D objects and the study of tessellations are also introduced at this level.

4. Statistics and Probability

In Grade 7, students are exposed to surveys. They learn to create, collect, understand, and interpret data, including interpreting and drawing bar graphs, line graphs and circle graphs. Students are introduced to calculating averages, means, medians, modes and probabilities.

In Grade 8, student knowledge is expanded to include predicting probabilities.

Science – Grade 7

This course will cover four broad units of study. Students will utilize technology, research and experimentation to broaden their knowledge of each topic.

A. Interactions with ecosystems

Students will be introduced to the vocabulary and the components of ecosystems. They will be studying the process of photosynthesis, ecological pyramids, decomposers, micro-organisms and their uses. They will also be learning about laboratory safety and rules.

B. The Earth's crust

Students will be studying vocabulary regarding Earth. They will be learning about the rock cycle, composition of the Earth, natural resources, and the importance of soil, tectonic plates and professions related to geology.

C. Forces and Structures

Students will learn about different kinds of structures. They will discover how a structure can be strengthened or weakened. They will also learn about the many different forces at play on structures. They will have the opportunity to delve deeper by testing different materials and strategies for strengthening a structure.

D. Particle Theory of Matter

Students will expand their understanding of heat and temperature, learning about how temperature can affect matter in different ways. They will study various methods of heat transfer. Students will learn about solutions and mixtures, as well as the methods of separating those solutions.

Science – Grade 8

Content: Students will be exposed to various areas of study. Key concepts include:

A. Cells and systems

Microscopes, animal and plant cells, human heart and circulatory system (possible dissection).

B. Optics

Properties and sources of light, color, electromagnetic spectrum, reflection, refraction of the human eye and vision (possible dissection).

C. Fluids

Properties of fluids, viscosity, density and pressure hydraulic systems.

D. Water systems

Fresh and salt water, rivers to oceans, erosion and floods, ocean tides and pollution.

Social Studies – Grade 7

Cluster 1: People and Places in the World

Students learn about human and physical geography and their connections. This study includes a focus on maps and mapping, population clusters, principal regions, bodies of water, vegetation, and climatic zones, various nations, and time zones.

Cluster 2: Global Quality of Life

Students examine environmental, social, and cultural factors that affect quality of life for people in Canada and other places in the world. This study includes a focus on concepts related to universal human rights, diverse cultural perspectives, citizenship and democracy, identity, and discrimination. They study the role of international agencies and global cooperation, the relationship between wealth, resources, and power, as well as the impact of their personal actions on quality of life for people around the world.

Cluster 3: Ways of Life in Asia, Africa or Australasia

Students examine how various factors shape ways of life in one contemporary society, selected from a choice of Asia, Africa, or Australasia. This study includes a focus on environmental, historical, social, political, and cultural issues, as well as a focus on Indigenous peoples. Students explore economic activities, including work and trade, and consider the impact of technological change, urbanization, industrialization, and westernization within the selected society.

Cluster 4: Human Impact in Europe or the Americas

Students learn about the impact of human activities in either Europe or the Americas. This study includes a focus on environmental, social, political, cultural, and economic issues. They explore historical events, climate change, technological development and urbanization, use of natural resources, food production and distribution, and consumerism. They also consider concepts related to sustainable development. Finally, as students assess the consequences of their personal actions and choices, they come to understand their role as citizens in an increasingly interdependent world.

Social Studies – Grade 8

Cluster 1: Understanding Societies Past and Present

Students will work on understanding concepts related to society, civilization, and world view. They will examine ways in which societies change or remain the same, how they organize and perpetuate themselves, and how the natural environment influences their development.

Cluster 2: Early Societies of Mesopotamia, Egypt, or the Indus Valley

Students will explore life in one early society, selected from a choice of Mesopotamia, Egypt, or the Indus Valley. Understanding the physical environment and the social, political, technological, and cultural aspects of the selected society will also be explored.

Cluster 3: Ancient Societies of Greece and Rome

Students will learn about life in ancient societies of *both Greece and Rome*. The physical environment and the social, cultural, political, economic, and technological issues of these societies will be examined. Student will also consider the enduring qualities of the art, architecture, science, and ideas of ancient Greece and Rome, and explore their influence on the contemporary world.

Cluster 4: Transition to the Modern World (Circa 500 to 1400)

Students will understand and explore individuals and events in selected places in the world during the period of about 500 to 1400. They will learn about the impact of the fall of Rome, the rise of Islam, Arab conquests, Viking invasions, life in medieval Europe, and the expansion of the Mongol and Ottoman Empires. The significance and impact of technological development and the spread of ideas during this period will also be explored.

Cluster 5: Shaping the Modern World (Circa 1400 to 1850)

Individuals, ideas, and events related to the Renaissance, the Protestant Reformation, global exploration, and the Industrial Revolution will be explored. Students will learn about the impact of changing social and political ideas and advances in science and technology as well as the motivations for global exploration and territorial expansion and their impact on diverse groups, including indigenous peoples.

Health Education – Grade 7

1. Safety

Students will:

- demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living;
- identify safety rules, routines, and procedures related to physical activity participation; specific equipment and facilities that promote inclusion; and water-based activities;
- show an understanding of dangerous situations, including school intruders, home invasion, hazing, Internet use, violence prevention, and abuse, as well as ways to seek help.

2. Personal and Social Management

Students will:

- demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others;
- explain the mental skills and obstacles that affect goal achievement, and the skills related to dealing with change, making healthy decisions, being a leader, making new friends, and managing anger, conflict, and potentially dangerous situations;
- demonstrate the ability to develop interpersonal skills, as well as conflict-resolution, decision-making/problem-solving, avoidance, and refusal strategies.

3. Healthy Lifestyle Practices

Students will:

- demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality;
- identify the lifestyle practices for making healthy decisions related to substance use and/or abuse issues, developing relationships, and responsible sexual behaviour.

Note: In Grade 7, the health topics that contain potentially sensitive content are personal safety as well as substance use and abuse prevention and human sexuality. Prior to teaching the content, schools are expected to communicate appropriate information to parents, including a parental option. A parental option means that parents may choose a school-based or alternative delivery (e.g., home, professional counselling).

Health Education – Grade 8

1. Safety

Students will:

- demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living;
- show an understanding of the laws and policies for safe communities, basic first-aid procedures, and ways to access community health information;
- participate safely in class activities.

2. Personal and Social Management

Students will:

- demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others;
- show an understanding of setting and achieving goals, dealing with stereotyping, appreciating diversity, building positive relationships, and dealing with loss and grief, as well as stress and anxiety;
- demonstrate competency in the use of interpersonal skills, as well as goal-setting, decision-making/problem-solving, and stress-management skills.

3. Healthy Lifestyle Practices

Students will:

- demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality;
- examine the healthy lifestyle practices related to personal hygiene, active living, and nutrition for maintaining healthy bodies;
- develop personal plans for active and healthy living.

Physical Education - Grade 7 & Grade 8

Major emphasis is placed on fitness, volleyball, basketball, badminton and track & field. Other activities include co-operative, low organized, and multi-cultural games, dance and winter activities. The course consists of teaching the basic skills, movement, strategies and rules of each activity. Sportsmanship and team spirit are emphasized.

The physical education program at Collège Béliveau can be divided into three categories:

- physical education classes: compulsory for all students
- intramural sports: voluntary participation
- interscholastic sports: voluntary participation

Rewards for participation in Physical Education are many: physical fitness, personal satisfaction, awareness of one's abilities, acquisition and perfecting of new sport skills and techniques, the discovery of new friendships and self-confidence among others.

Optional Courses

Students in Grades 7 and 8 must choose **Guitar**, **Band**, or **Art** as an option course. Once students have committed to an option in Grade 7, they are expected to continue the same option in Grade 8. Students wishing to change options at the end of Grade 7 should consult the new option teacher to see what concepts need to be learned or demonstrated prior to coming into the course in Grade 8. If those prerequisites are not met to the satisfaction of the new option teacher, the student will not be permitted to transfer.

Guitar

The Louis Riel School Division has a long-established tradition of offering classroom guitar instruction. Guitar classes typically start in Grade 6 or 7 and continue through to high school. The guitar class follows the provincially approved music curriculum and students continuing through high school may use Guitar 40S (Grade 12 guitar credit) as a university entrance course. In addition to the social and cultural benefits of studying music, guitar students develop skills that provide an outlet for self-expression and musical engagement well beyond their school years.

Learning to play the guitar can be a rewarding, lifelong endeavor. The goal of the program is to provide students with a rich and comprehensive musical experience. Specific content focus includes fingerstyle and pick technique, music theory, history, improvisation, reading, listening, arranging, and composition. Students will develop their individual and group musical skills through solo and ensemble study and have the opportunity to perform in public. Many students continue with guitar classes through the high school years. After graduation, students may choose to further their guitar education at the university level or pursue a range of music related careers.

Benefits of Guitar

- A music course for everyone that attracts an inclusive student demographic;
- An appealing and authentic approach to music study;
- An instrument relevant to a variety of cultures, genres, and historical periods;
- A program that facilitates song writing, composition, and improvisation;
- Students explore melody, harmony, and percussion;
- A portable, popular, and relatively inexpensive way to make music;
- A versatile instrument for solo, ensemble, and vocal accompaniment.

In the Classroom

The school is equipped with a classroom set of classical guitars (nylon strings) and students are assigned a guitar for in-class use. The guitars must remain at school as students from multiple classes may be assigned to the same instruments. All guitar students are required to pay a **\$20.00** in-class usage fee that covers cost of string breakage. To further support development, students should have access to a functional guitar for at-home use. The division recommends purchasing a classical guitar (nylon strings) as opposed to a folk guitar (steel strings).

Transitioning between different string material (nylon or steel), body sizes and neck widths, particularly in the beginning stages, may prove to be a challenge for some students. The ability to access a classical guitar at school and at home provides a consistent platform for students to develop a technical proficiency. Because of the important roles that each hand performs when playing the guitar, all students, whether they are right or left-hand dominant, are encouraged to play right-handed (right hand at the sound hole, left-hand at the fingerboard).

Instruments for Purchase or Rental

When looking to purchase or rent a full-size classical guitar, it is recommended to seek out well-known brands such as Almansa and Yamaha. Good instruments retain their value and even increase in worth. The golden rule 'you get what you pay for' certainly holds true when instrument shopping. If you are unsure of a certain brand, please do not hesitate to contact your school's guitar teacher before you buy.

1. When choosing an instrument, please look down the neck to make sure it is straight. Use the strings as a measuring stick for this. It should be relatively straight, with no bowing. Downward bowing indicates poor quality, and the guitar may be unplayable.
2. Make sure all the tuning pegs are functional and turn freely.
3. Construction of the instrument should be solid. Check for loose or unglued parts or small cracks where the neck and the body meet. A cosmetic mirror can be used to look inside the sound hole.
4. Listen for a buzzing or rattling noise when the string is being plucked. These indicate problems in the instrument.
5. Try to fret all the notes of the guitar from an open string to the 12th fret. A different clear note should be heard for each fret.
6. Inquire about the details of the warranty on the instrument.
7. A good guitar should have a home. Consider purchasing a hard-shell guitar case to help protect your investment.
8. When considering purchasing an instrument, be certain to visit a reputable music store.

Band

Grade 7 – Band

In this course, students will learn one of the following instruments: flute, clarinet, bass clarinet, alto or tenor saxophone, trumpet, trombone, baritone, or tuba. There is a strong emphasis on good music reading skills as well as posture, facial, and finger technique. They will aim to complete the book: Yamaha Band Student and Ensemble repertoire and focus on individual playing as well as playing in the context of an ensemble. Instruction of basic music theory also takes place.

Grade 8 - Band

This course is a continuation of the Grade 7 program with the addition of a greater amount of ensemble repertoire. There is a strong focus on tone development and tuning, as well as development of facial muscles for greater endurance when playing (i.e. *chops*). Intermediate music theory also takes place.

Music is one of the finer pleasures in life regardless of whether one is involved professionally or on a more casual basis. The objectives of the band program are:

1. to develop reading skills and proficiency in playing a chosen musical instrument;
2. to develop an appreciation and understanding of the language and structure of music;
3. to give the student the opportunity to expand his/her interest and talent;
4. to provide the student with opportunities for public performance;
5. to give the student an opportunity to develop self-discipline and pride in their accomplishments;
6. to give the student an opportunity to participate in a group activity, thus developing team spirit;
7. to assist the student in planning for future leisure enjoyment and lifelong learning.

Eligibility for the Band Program

All students, beginning in Grade 7 are eligible for the band program.

General Information

- Band students are assigned 150 minutes per school cycle in Grades 7 and 8 (three 50 minute classes per cycle).
- Students are expected to attend sectionals and tutorials as required.
- Students are required to participate in all band rehearsals and performances.
- Students are expected to continue with the initially assigned instrument and may only change instruments with the band director's and parent's consent.
- Students are required to practice daily the specified amount of time indicated by the teacher and may be asked to record the results on a monthly "Practice Card" to be submitted to the band teacher.

Instruments

- Students who are assigned a division-owned instrument are asked to pay a usage fee per year, payable at the beginning of the school year.

- Tubas and percussion may be shared between students. For sanitary reasons, separate mouthpieces will be issued to every student assigned to shared instruments.
- Instruments can be rented or purchased from various music stores in the city. Rental/purchase plans are available from these stores.
- Here is a list of the band instruments used in our program:

Clarinet	Trombone	Tuba	Trumpet
Percussion	Alto Saxophone	Tenor Saxophone	Oboe
Bassoon	Baritone	French Horn	Flute
Baritone Sax	Bass	Clarinet	

Financial Considerations

Selecting Band as an option requires a certain financial commitment. Specifically, band instruments must be rented. Please contact the administration if this a concern for your family.

Rental of an instrument for the school year from a store costs approximately \$90 to over \$200 per year. The price depends on the type of instrument (clarinet, flute, saxophone, etc.), the condition of the instrument (new, a couple of years old, etc.), and in some cases, the brand (Yamaha, Selmer, etc.).

Rental agreements can be set up as *rent-to own* or as straight rentals. The fee is usually divided into 10 or 12 equal, monthly payments.

The school division does offer some instruments for rental. Please contact the Band teacher if you wish to explore this option. The rentals are generally available for the largest (and most expensive) instruments such as the tubas, baritones, French horns, etc. Instruments like clarinets, flutes, trumpets, alto saxophones, and trombones are generally not available through the school and must be rented from a store.

Percussionists must pay a fee to the school division. They will receive a practice pad to practice with at home. The fee helps cover some of the cost of repairing and maintaining the instruments that they use in every band class.

Instrument purchase or rental?

- When selecting an instrument, stay with popular company brands. Companies like Yamaha, Selmer, and Bundy are usually best. Call the music teacher if you have any questions or concerns.
- In purchasing an instrument, note that the cost is usually related to the quality of the instrument.
- Consult the music teacher before purchasing used instruments.
- The following companies presently offer rental/purchase agreements:

St. John's Music	1330 Portage Avenue	783-8899
Long & McQuade	651 Stafford Street	284-8992

Practice Card

Students may be required to hand in a monthly practice record card which is designed to keep an accurate check of progress they are making in their music studies and to establish the habit of careful, regular, and systematic practice. It is only with systematic work that full playing ability can be realized.

It is required that all students practice the amount of time specified by the band teacher. **Usually, this is a minimum of 20 minutes per day for four of the seven days of the week.** Without this practice, your child's progress on the instrument will be very limited.

Learning to play a band instrument can be a joyful, lifelong experience. A beginning band student can look forward to several years of playing in a school band, beginning in Grade 7 and continuing through to Grade 12. Upon graduation, students have ample opportunities to play in university and community bands or pursue a professional career in music.

Of course, there will be times when your child will become frustrated with the constant challenge of learning more difficult music and mastering more difficult technical skills. The best way to remedy this frustration is through the encouragement of consistent home practice. By setting aside a specific time each day for practice, your child will be better prepared, more confident, and more motivated to master the instrument. The self-discipline gained through regular home practice is not only beneficial to the study of the instrument, but it also encourages good general study habits.

Visual Arts (Arts visuels)

The emphasis is on the basic elements of art in both these levels. In Grades 7 and 8, the following concepts are studied:

- line
- shape
- size
- texture
- space
- colour
- value

Throughout the year, students have the opportunity to work with many different materials, including graphic pencils, coloring pencils, watercolours, acrylic paint, plaster casting and clay. The main focus of the program is to provide an environment which fosters creativity and allows students to begin developing their own personal artistic style and vocabulary.

Art is very satisfying regardless of whether one is involved professionally or on a more casual basis. The objectives of the art program are:

- to develop skills and proficiency using a variety of mediums;
- to assist the student in developing an understanding of the language used in art and an appreciation of art in context;
- to provide the student the opportunity of expanding his/her interest and to encourage creative expression in meaningful ways;
- to provide the student with opportunities for public art exhibitions;
- to give the student an opportunity to develop self-discipline and pride in their accomplishments.

Eligibility for the Art Program

All students entering in Grade 7 are eligible for the Art program at Collège Béliveau. Grade 8 students who wish to take Art, but who did not take Art in Grade 7, will need the permission of the Art teacher to take the course. Interested students should meet the teacher and inquire about transferring during the latter part of their Grade 7 year.

General Information

- Art students are assigned 150 minutes per school cycle in Grades 7 and 8.
- Students will not be permitted to transfer from the art program once classes have begun.
- Once students select art as their option in Grade 7, they are expected to continue in art for Grade 8.

Learning Requirements

- There is a \$40.00 fee for Art, which includes an art kit. These kits will be distributed to students by the Art teacher at the beginning of the year and contain all the necessary materials for the class. Students are expected to bring this kit with them to every Art class.
- All students are responsible for the proper care and handling of the art materials provided in the classroom as well as their own art materials for the entire year.
- Should any materials be misplaced/consumed throughout the year, students must speak with the art teacher to arrange the purchase of replacement items.
- Should there be any questions about the art kits, please feel free to contact the Art specialist by email before the start of the school year in September.

Art appeals to a variety of different learners as art is a balanced subject. Art is about math, science, language, and history combined. Studying art gives students the opportunity to use a different side of their brain to create their own version of the world or to think more critically about our existing world. It is only through serious practice and dedication toward the arts that students can expect to produce work that is not only aesthetically pleasing to viewers, but also thought-provoking and emotionally engaging to viewers.

Practical Arts

Students must take both a) **Human Ecology** and b) **Industrial Arts** throughout the entire school year which is scheduled in four terms (approximately 8 half-day classes each term).

They include the following courses:

Human Ecology – (1) Clothing and Textiles, (2) Foods and Nutrition,

Industrial Arts – (3) Graphics Communication, Woodwork Technology and (4) Manufacturing Technology and Intro to Practical Engineering and Technology.

HUMAN ECOLOGY

Clothing and Textiles – Grade 7

Theory

- Safety
- Tools
- Construction terms
- Pressing and ironing
- Sewing machine parts

Practical

- Basic sewing terms and techniques
- Hand sewing project (stuffed project)
- Machine project (drawstring bag)
- Introduction to the serger
- Introduction to embroidery machine

Foods and Nutrition - Grade 7

Theory

- Safety in the Kitchen, food safety
- Hygiene Practice
- Kitchen Tools and Equipment
- Culinary Terms
- Measuring techniques
- Canada's Food Guide to Healthy Eating
- Food Choices and Influences
- Healthy Food Choices
- Breakfast, healthy Snack Alternatives
- Food Presentation and Preparation

Practical

- Utilization of different cooking techniques
- Creating and preparing recipes that enhance theoretical aspect of the course
- Food presentation
- Organization
- Cooperation and teamwork
- Time management
- Efficiency
- Food Safety and Hygiene

Clothing and Textiles - Grade 8

This course builds on the skills and techniques learned in the introduction course in Grade 7. The students develop and display knowledge of construction techniques through practical application.

Theory

- Construction terms
- Seam finishes and seam treatments
- Fabric findings
- Laundry symbols
- Working with patterns

Practical

- Hand sewing techniques (complex stuffed animal)
- Machine sewing techniques (pajamas and other choice projects)
- Working with serger
- Creating unique embroidery designs

Foods and Nutrition - Grade 8

The Grade 8 Foods and Nutrition course goes beyond the basics taught in the Grade 7 Foods and Nutrition course. The students will discover the world of food science and its functions as well as experience a wide variety of foods. This course also takes an in-depth look at the health and related issues for adolescents.

Theory

- Safety and Hygiene Practices
- Food Borne Illness
- Nutrient Properties and Functions
- Basic Nutrition
- Functions of Ingredients
- Canada's Food Guide
- Vegetarianism
- Healthy Body Image
- Food Labeling
- Sports Nutrition
- Beverage Comparison
- Food and Disease connections
- Practical Cooking Exam
- Written Exam

Practical

- Utilization of different cooking techniques
- Creating and preparing recipes that enhance the theoretical aspect of the course
- Food presentation
- Organization
- Food Science experiments
- Time management
- Efficiency
- Food Safety and Hygiene
- Creating Foods from around the world
- Practical cooking exam

INDUSTRIAL ARTS

These courses are about understanding and applying knowledge in the use of tools, materials and processes of the industry. Students develop skills and perform tasks related to these concepts by designing, visualizing, planning and researching, problem-solving, experimenting, fabricating, developing career awareness, responsible self-management, teamwork, and performing safely.

Grade 7

Graphic Communications

Topics may include:

- Drafting and layout
- Portfolio project
- Graphic design
 - Image generation (practice with a variety of methods)
 - Design in advertising
 - Using the computer as a design and production tool
 - Video capture
 - Design project
- Screen printing
 - Hand cut stencils
 - Producing a printed project
- Photography
 - Using a digital camera
 - Computer manipulations

Manufacturing Technology

Topics may include:

- Why study about materials (wood/metal)
- Types and structure of materials (wood/metal)
- Shop safety and management
- Tools and processes
- Measurement, plan reading
- Preparation of materials
- Fabrication of materials
- Finishing

Grade 8

Woodwork Technology

Topics may include:

- Shop safety and management
- Project planning
 - Interpreting drawings
 - Measurement
- Tools and processes
- Preparation of materials
 - Cutting and shaping
- Fabrication of materials
- Finishing

Intro to Practical Engineering & Technology

Topics may include:

- Shop safety and management
- Tools and processes
- Preparation of materials
 - Cutting and shaping
- Fabrication of materials
- Project planning
 - Teamwork
 - Brainstorming
 - Sketching
 - Refining ideas
 - Prototype construction and testing
 - Modifying and re-testing
 - Project assessment
- Projects may include rocketry, CO₂ race cars, product design and building, design and testing of structures, etc.

Graphic Communications

Topics may include:

- Drafting and layout
 - Portfolio project
 - Architectural design
- Graphic design
 - Image generation (practice with a variety of methods)
 - Design in advertising
 - Using the computer as a design and production tool
 - Video capture
 - Design project
- Screen printing
 - Photographic stencils
 - Producing multi-color printed project
- Photography
 - Using a digital camera
 - Digital manipulations
 - May include film photography
 - May include darkroom processing

Please note: Registration for Practical Arts is done by school administration. Information is sent to families in June.