

ST. THOMAS AQUINAS CATHOLIC HIGH SCHOOL

Faith Seeking Understanding

**Grade 7-8 Program Guide
2020-2021**

Principal: Danny Palumbo
Vice-Principal: Dean Doucette

1211 South Russell Road
Russell, Ontario
K4R 1E5

www.sta-russell.com

Phone: 613-445-0810

Fax: 613-445-1520

Catholic District School Board of Eastern Ontario

Box 2222, 2755 Highway 43
Kemptville, Ontario, K0G 1J0
1-800-443-4562

Director of Education: Mr. John Cameron
Chair: Mr. Todd Lalonde *Trustee:* Mrs. Sue Wilson

www.cdsbeo.on.ca

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Message from the Principal

We are very pleased to welcome our new students and parents to the St. Thomas Aquinas Catholic High School community. The program guide for Grade 7 and 8 will provide students and their parents with an overview of the curriculum expectations and program structure as well as various policies and procedures that may be of interest.

At St. Thomas Aquinas, a strong academic focus, great school spirit and a culture of caring help our young people to grow and develop in mind, heart, body and soul. High academic and behavioural expectations for all students are accompanied by high levels of support to help students achieve their goals and reach their potential. Together with our community partners, parishes and parents, we strive to instill Catholic values and build strong character in our students. The dedication to service and leadership of our students through many community outreach activities continually makes us proud. St. Thomas Aquinas students will have many opportunities to put their faith into action!

At St. Thomas Aquinas C.H.S. we also believe that learning happens both inside and outside the classroom. Students are encouraged to participate in the full range of extra-curricular activities that make up school life. We have an extensive athletic program and are very proud of our athletes. An active and vibrant arts program provides students many opportunities to develop and display their talents as musicians, artists and actors.

We encourage our students to get involved and to make a positive difference in their community. When students become engaged, they develop an awareness of their talents, make new friends and achieve a sense of belonging. They also gain the satisfaction that comes from making a contribution to their school and community.

We look forward to working with our students and their families throughout their high school preparation years and during the high school journey. We are confident that you will find St. Thomas Aquinas Catholic High School to be an ideal place for your child to prepare for their future. If we can be of any assistance, please do not hesitate to contact the school.

Yours in Catholic Education,

Danny Palumbo
Principal

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SCHOOL MISSION

Our high school is a caring Christian community founded in Catholic values, dedicated to academic excellence and committed to preparing students to meet the challenges of the future. Our school's vision is a "Commitment to Excellence in a Catholic Learning Environment."

We have a dedicated staff and a dynamic student body. Our Raven Spirit is evident in our school community with the many extra- and co-curricular activities offered by our committed staff for our students. A partnership with our Parish and our community members is a cornerstone of the St. Thomas Aquinas Catholic High School community.

Our high school has been named after the universal patron saint of all Catholic schools, St. Thomas Aquinas. Our patron saint is one of the greatest thinkers our Catholic Church has ever known. He combined great learning with great humility and he is our inspiring example of faith.

Our school motto is taken from St. Thomas Aquinas himself, "Faith Seeking Understanding".

AIMS AND OBJECTIVES OF ST. THOMAS AQUINAS CATHOLIC HIGH SCHOOL

1. To involve and work in partnership with the St. Thomas Aquinas Catholic School Council and Our Lady of the Miraculous Medal Parish to create a learning environment and culture where students are able to study and practice in a community that believes and reflects Gospel values.
2. To encourage students to explore their humanity and culture by studying and analyzing the arts, media and technology, in the light of the Catholic Faith.
3. To recognize and celebrate the accomplishments and contributions of students, staff, parents and other members of our school community, both formally and informally.

CODE OF STUDENT BEHAVIOUR: CREATING A COMMUNITY OF PEACE

While journeying to the Lord, human beings need assistance to reach their fullest potential. It is, therefore, necessary that a code of behaviour be formulated and observed by the students. This code is a means to develop an atmosphere conducive to learning while encouraging students to develop values and virtues that are necessary for their ongoing growth as Christian citizens. It is the intent that the discipline inherent in this code may be internalized so that students may acquire self-management skills as they grow and mature towards adulthood.

The school's **Code of Student Behaviour: Creating a Community of Peace** is as follows:

1 - Respect for Self

Before you can respect other people's authority and property, you must have respect for yourself and accept who you are. At St. Thomas Aquinas, you will be treated as an individual, a child of God, who has dignity and who deserves respect. Students are called to respect the health of the body, the alertness of the mind and the dignity and the sanctity of the person.

2 - Respect for the Rights and Property of Others

You are expected to be courteous to and considerate of everyone as well as to be compassionate to those in need. Verbal or physical harassment is not acceptable. Everyone must know that our Catholic school is a safe and supportive place to be. Members of the school community are expected to use non-violent means to resolve conflict. Conflict and differences will be addressed in a manner in keeping with Restorative Justice Practices and characterized by respect and civility. We believe in the dignity of each person. This includes respecting property by caring for school equipment as well as the personal property of classmates, teachers and staff.

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3 - Respect for our Learning Community

All members of the St. Thomas Aquinas community are expected to comply with the rules and expectations of the school. This includes administrators, teachers, support staff, guidance services, secretarial, custodial and cafeteria staff as well as students. In partnership with the parents of our students and our community members, we strive to make the learning experience a rewarding and peaceful one. All deserve to be treated with courtesy, consideration, and respect.

4 – Cooperation with Community and Police

St. Thomas Aquinas Catholic High School works to ensure a safe and orderly learning environment for all students and staff. To achieve this goal, programs and strategies are provided to assist students in acquiring the positive behaviours needed to maintain a violence-free school. This goal is accomplished when parents, the school, and the community work together to guide students toward a Community of Peace.

As such, parents, students, educators and police must work together to support a cooperative partnership aimed at creating and maintaining a safe school environment. Our local Ontario Provincial Police services and Valoris for Children and Adults of Prescott-Russell work in conjunction with the school to support and emphasize the rights of students, staff, and the community.

ST. THOMAS AQUINAS CATHOLIC HIGH SCHOOL UNIFORM SUPPLIER

	<h1>School Uniforms</h1>	<p>Uniforms can be ordered from: R. J. McCarthy Ltd. Telephone: 1-800-668-8261 WEB: www.mccarthyuniforms.ca</p>
		<p>Uniforms are also available at the R. J. McCarthy School Store e contact: 613-445-0810 for store hours</p>

SCHOOL UNIFORM POLICY

The Catholic District School Board of Eastern Ontario has implemented a Board-wide school uniform policy for all its Catholic High Schools as a means of creating a distinct school identity and a safe school environment. Students who enroll at St. Thomas Aquinas C.H.S. do so with a complete awareness of the uniform requirements. Therefore, by choosing St. Thomas Aquinas, students and parents agree to abide by the established School Uniform Policy. The St. Thomas Aquinas Catholic High School uniform policy is outlined in the Student Code of Conduct document which can be found on the school website.

ATHLETIC UNIFORM POLICY

Students taking physical education classes must wear the gym uniform. Physical education and team clothing may not be worn to class.

CASUAL DAY

Occasionally administration will schedule a “casual day”. It costs two dollars to participate. The money is donated to a designated charity each month as part of our mission work. On a “casual day”, students must dress in attire

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deemed acceptable by the school administration. Examples of unacceptable clothing include (but are not restricted to) tank tops, see-through clothing, spaghetti straps or clothing with inappropriate messages. Skirts and shorts must be longer than arm's length from a standing position. Costume type accessories, face paint and/or outfits are not permitted.

RESPONSIBILITIES OF STUDENTS TO ACHIEVE ACADEMIC SUCCESS

Students will:

- be on time for class
- come to class prepared to work
- listen and follow instructions
- work diligently on assigned material
- show respect for peers, staff and visitors by observing the following guidelines:
 - ❖ allow other people to express their ideas
 - ❖ listen attentively before sharing their ideas
 - ❖ raise their hand and be acknowledged by the teacher before speaking
 - ❖ allow others their personal space
 - ❖ respect property
- take responsibility for their work area
- cooperate with staff requests
- attempt to deal with interpersonal difficulties in a positive way

CONTRIBUTIONS OF PARENTS/GUARDIANS

Parents can contribute to the academic success of their children. Some of the ways in which parents may support the efforts of their children are listed below:

- become familiar with the information contained in this program guide
- become aware of your son/daughter's ongoing program progress
- encourage perseverance, punctuality and regular attendance
- promote the acquisition of good study habits
- emphasize the cooperative and collaborative partnership that exists among parents, teachers, school administration and the faith community to ensure successful learning and teaching
- encourage dialogue between your child and his/her teachers, especially if difficulties are encountered
- attend Curriculum Night and Parent/Teacher Conferences to meet your child's teachers and become familiar with your son/daughter's academic program
- maintain open communication with your son/daughter's teachers to ensure active dialogue on all matters related to ongoing learning and progress
- inform the school of any circumstance or condition that is relevant to your child's well-being

ATTENDANCE

The foremost indicator of success in school is regular attendance. Consequently, it is in the student's best interest to strive to have good attendance. Students are expected to be in attendance and punctual except for instances of illness, injury, unavoidable appointments and detainments, or participation in school activities. If a student is absent, parents/guardians are required to advise the school by note or phone. If parents/guardians do not contact the school in advance, or during the morning of the child's absence, a notification of absence will be sent through the school's messenger attendance program. Parents will be reminded to contact the school to approve their child's absence. Students who have to leave the school during the day must either bring a note signed by a parent/guardian

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or parents/guardians must advise the school by phone. A parent/guardian must report to the school administration office when picking up or dropping off their son/daughter.

STUDENTS ARRIVING LATE OR DEPARTING EARLY FOR PERSONAL REASONS

The school must be advised of any student arriving late or departing early. ***Parents/guardians must enter the school to pick-up or drop-off their child and sign-in or sign-out the student as required.*** It is the school's responsibility to track regular attendance and to ensure the whereabouts of its students at all times in accordance with mandated School Safety Policies

LATE POLICY

Students shall be present and prepared to begin classes on time so that optimum use can be made of the time allocated to each course. Late arrival is disruptive and interferes with a student's ability to fully participate in the class. Students who have a note or telephone call from their parents excusing their late arrival, for legitimate reasons (i.e. medical or dental appointments etc.) will be granted an excused late. Students who are repeatedly late to class will be issued detentions. Parent verification of lates will not be permitted if class time is frequently disrupted.

LUNCH PERIOD

Students, who live within walking distance of the school, may leave school grounds to go home for lunch when a note is provided. Otherwise, Grade 7 and 8 students are not permitted to leave school property unless accompanied by their parent/guardian. The cafeteria is available for students to purchase meals, snacks and beverages. St. Thomas Aquinas is an EAT SMART school.

LOCKERS

Students will be assigned a locker by their homeroom teacher. All lockers must have a combination lock secured on the locker. Locker combinations will be kept on file in the main office. Students may only occupy the locker assigned to him/her. No student may share a locker with another student or move to an empty locker without the permission of the main office and of their homeroom teacher. Students are encouraged not to leave valuables in their lockers. The school is not responsible for items lost or stolen. Students are cautioned not to share their locker combinations with others and should ensure that their lock is securely closed before leaving their lockers. Lockers are school property. Students must ensure that lockers are properly maintained.

ACCEPTABLE USE OF TECHNOLOGY POLICY

Students are permitted to bring hand held devices to school but they are to be used only prior to the start of classes, at break, during lunchtime or after school. These must not be used in classrooms, during detention, during in school suspensions, or office area.

Cellular phones are not to be brought to class. Students will be asked by school authorities to turn over such items for safekeeping. Failure to do so may result in suspension. Parents may be asked to pick up these items from the school office. Parents are asked not to contact their children's cell phone while the student is in class. If parents need to contact the student during class in an emergency situation, they are to call the main office.

The school cannot be responsible for lost or stolen items such as cell phones, iPods, handheld devices, music players, etc. The school will not investigate the loss of handheld electronic devices or cell phones. Students are encouraged not to bring expensive items and large amounts of cash to school.

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Handheld devices may not be brought to class to be used in inappropriate ways (taking photographs of other students and/or staff, playing video games or music, etc.) Teachers will confiscate handheld devices that are being utilized inappropriately. Students who fail to turn over such items will be suspended.

Students are **NOT** permitted to bring recording devices to class for the purpose of recording (by video or audio) a teacher or other students.

HOMEWORK POLICY

Homework is an extension of the skills introduced during the day, and an opportunity to review and consolidate these skills. Homework gives parents the opportunity to review skills with their children; to identify areas of weakness and strength; and to inform the classroom teacher regarding any concerns or questions through phone calls, notes or email communication. Teachers' emails can be found on the school website: www.sta-russell.com.

We know that families are very busy, but we ask you to give priority to your child's homework. Research clearly indicates that students who develop good work habits do well in school, and as a result, have a heightened sense of self-esteem. Parents/guardians, who are involved in their child's daily work, help their child achieve success.

Definition:

Homework is any unfinished work from classroom activities for which class time and instruction has been provided. Homework may also consist of assigned projects, speeches, book reports, lab reports etc. for which there has been class instruction and time to work during class time. Homework also consists of studying for tests, reading for pleasure, creative writing and review of curriculum content such as math facts.

Length of time:

Average length of time will vary, but students in grade seven and eight can expect to have about one hour of homework per night. If there is a project due or test to write, the homework period may be extended. If your child is consistently working more than one hour per night, please inform your child's teacher.

SCHOOL MASS

All students are required to attend mass. A parent may not sign-out a student for mass without the prior approval of the school administration.

BULLYING PREVENTION

Bullying is a clear violation of the values we promote and it will not be tolerated. Words or actions that are harmful to the physical or emotional well-being of any of our students must be eliminated. School wide prevention strategies and consequences are outlined in our bullying prevention program.

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DAILY SCHEDULE

The intermediate timetable has 5 instructional periods per day. Periods are 60 minutes in length.

SAMPLE GRADE 7 AND 8 DAILY SCHEDULE

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PERIODS	TIMES
HOMEROOM PERIOD	8:00 – 8:05 A.M.
PERIOD 1	8:05 – 9:05 A.M.
TRANSITION/BREAK	9:05 – 9:20 A.M.
PERIOD 2	9:20 – 10:20 A.M.
PERIOD 3	10:20 – 11:20 A.M.
LUNCH	11:20 – 12:20 P.M.
PERIOD 4	12:20 – 1:20 P.M.
PERIOD 5	1:20 – 2:20 P.M.



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RECOMMENDED SUPPLIES FOR STUDENTS IN GRADES 7 & 8

- Pencils (24)
- Erasers (8)
- Pens (blue or black)
- Clear plastic ruler
- Grid paper
- Scientific calculator (other electronic devices cannot be substituted for a calculator)
- Geometry kit
- Pencil sharpener (with enclosed compartment for shavings)
- Highlighters
- Markers
- Pencil crayons
- Scissors
- Glue sticks
- Lined paper (800 pages)
- Good quality combination lock – Abus or Master brand locks seem reliable (no key locks permitted)
- Correction tape (not liquid white-out)
- Silent reading book
- 8 subject dividers that can be labelled
- 4-pack 32 page Hilroy Exercise Books (or similar)
- One binder (1.5-2")
- One “pocket” French-English dictionary



* Please label all uniform items with your child’s name

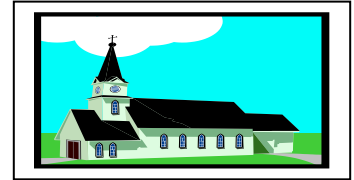
Note: Please check-in with your child over the course of the school year to ensure supplies are replenished as needed.

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GRADE 7 AND 8 CURRICULUM

COURSE DESCRIPTIONS

RELIGION AND FAITH DEVELOPMENT



The primary purpose of the grade 7 and 8 religion programs is to assist the students in nurturing their relationship with God through Christ. This program allows students to study the history, the structure, and the sacraments of the Catholic Church and community. The Family Life component of the curriculum follows the Fully Alive Program. Students are provided with practical applications to put these practices into action in their everyday lives.

ENGLISH LANGUAGE ARTS

The Grade 7 and 8 English Program is divided into four key areas:

1. **Oral Communication** gives students the opportunity to listen in order to understand and respond appropriately in a variety of situations, to use speaking skills to communicate effectively with different audiences for a variety of purposes and to reflect on their strengths and areas for improvement in oral communication situations.
2. **Reading** will enable students to read and demonstrate an understanding of a variety of texts including literary, graphic and informational texts.
3. **Writing** allows students to write for an intended purpose and audience. They will draft and revise their writing, using editing, proofreading, and publishing skills and their knowledge of language conventions to correct errors, refine expression and present their work effectively.
4. **Media literacy** allows students to create a variety of media texts using appropriate forms, conventions and techniques. They will demonstrate an understanding of a variety of media texts including the conventions and techniques used to create meaning.

MATHEMATICS

The Grade 7 and 8 mathematics program is broken into five different areas:

1. **Number Sense and Numeration** deals with decimals, integers, multiples, factors, square roots and fractions. Students need to understand, be able to solve, and to apply the above numbers. Students are introduced to brackets and expand their estimation skills.
2. **Measurement** allows students to learn, through hands-on activities, to implement and to problem solve using different measurement concepts. Students use area, surface-area and volume formulas to solve problems and to make comparisons.
3. **Geometry and Spatial Sense** allows students to identify, describe, compare, and classify many different geometric figures. Students are provided with the opportunity to draw and to construct geometric figures and to explore transformations through theory and experimentation.
4. **Patterning and Algebra** teaches and discusses the different types of patterns and concepts that occur between numbers. Students spend time identifying patterns, creating their own patterns and applying these concepts to problem solving.

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5. **Data Management and Probability** provides students with the opportunity to systematically collect, organize, and analyze data. Students are taught how to use computers, graphs, charts and other tools to help them analyze and present data.

THE ARTS

In Grades 7 and 8 students will participate in, and be exposed to, all four strands of the Arts curriculum, Dance, Visual Arts, Music and Drama.

Dance

In Grades 7 and 8, students create a variety of dance works using all of the elements of dance (body, space, time, energy, relationship) to communicate meaning or express a point of view. They apply their knowledge of dance; reflect on their strengths and next steps as dancers, choreographers, and audience members; and think critically about the role of dance in the media and in their lives. Students also demonstrate an increased understanding of the role of dance in various cultures, societies, and historical periods and refine their ability to evaluate the quality of performances.

Drama

Students in Grades 7 and 8 focus on role play and the development of believable characters. In addition to role/character, they incorporate the elements of relationship, time and place, tension, focus, and emphasis in drama works they create, and apply their knowledge of the elements in analyzing drama works. In partners, small groups, and whole-class formats, students create drama using a variety of forms, techniques, and conventions including improvisation, devised scenes, collaborative play building, interpreting and performing scripts, reader's theatre, and docudrama.



Music

In Grades 7 and 8, students consolidate their prior music learning through a variety of opportunities for listening, performing, and creating. In Grade 7, students apply their knowledge of music, reflect on their strengths, and analyze the role of music in their lives and the ways in which music has changed in response to a variety of historical, cultural, and other influences. In Grade 8, students perform in a variety of ensembles and use musical knowledge, musicianship, and creative abilities to create musical works for specific purposes.

Visual Arts

In Grades 7 and 8, students continue to make compositional decisions and to use a variety of materials and techniques to generate and to produce two- and three-dimensional works of art, as well as multimedia forms. The transition to Grade 8 brings an increased emphasis on students' development of technical competence and a distinctive personal style. The study of art in its historical and cultural contexts gives students insight into visual arts as both a record of human achievement and inspiration. Students in both grades examine, analyze, and discuss art works, so that they become more confident and skilled in expressing informed opinions about and preferences for specific works.

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FRENCH PROGRAM OPTIONS

Core French as a Second Language

The aim of the Ontario Curriculum: French as a Second Language – Core French, Grades 4-8, 2013 is that students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world. The Core French program offers students a valuable educational experience and the opportunity to develop a basic usable command of the French language that can be expanded through further study or contact with French-speaking people.

Immersion French as a Second Language Program

In a French Immersion program, French is the language of instruction for 50 percent of the total instructional time. Subjects that will be offered in the French Immersion program at St. Thomas Aquinas will include History, Geography, Science and Physical and Health Education and French at the Immersion level.

GEOGRAPHY/GÉOGRAPHIE

In both Grade 7 and Grade 8 Geography or Géographie, the expectations are divided into two thematic strands.

- | | |
|---------|--|
| Grade 7 | <ul style="list-style-type: none">▪ Physical Patterns in a Changing World▪ Natural Resources around the World: Use and Sustainability |
| Grade 8 | <ul style="list-style-type: none">▪ Global Settlement: Patterns and Sustainability▪ Global Inequalities: Economic Development and Quality of Life |

History/Histoire

The following are the subjects that are taught in History or Histoire by grade level:

- | | |
|---------|--|
| Grade 7 | <ul style="list-style-type: none">▪ New France and British North America, 1713-1800▪ Canada, 1800-1850: Conflict and Challenges |
| Grade 8 | <ul style="list-style-type: none">▪ Creating Canada, 1850-1890▪ Canada, 1890-1914: A Changing Society |

PHYSICAL AND HEALTH EDUCATION/ EDUCATION PHYSIQUE

Healthy active living involves a combination of physical activity and appropriate lifestyle choices. Students should begin early to acquire knowledge about a wide variety of health related topics and to develop relevant skills. They need to understand how their actions and decisions affect their health, fitness, and personal well-being, and how to apply their learning to make positive, healthy decisions in all areas of life and personal development. The school environment can profoundly influence students’ attitudes, preferences, and behaviours.

DAILY PHYSICAL ACTIVITY

Physical activity is essential for the healthy growth and development of children and youth. It can have a positive impact on their physical fitness and help lay the foundation for healthy, productive lives. Participating in physical activity and reducing sedentary behaviour is known to enhance well-being, which is an important element of

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academic achievement and overall student success. Providing elementary students with opportunities to be physically active supports two important goals for education – promoting well-being and achieving excellence. All elementary school students will have a minimum of twenty minutes of moderate to vigorous physical activity each school day during instructional time to enhance well-being and academic performance.

SCIENCE/SCIENCES

The Grade 7 and 8 science program is broken into four different areas:

1. **Understanding Life Systems**
Grade 7 Interactions in the Environment
Grade 8 Cells

2. **Understanding Structures and Mechanisms**
Grade 7 Form and Function
Grade 8 Systems in Action

3. **Understanding Matter and Energy**
Grade 7 Pure Substances and Mixtures
Grade 8 Fluids

4. **Understanding Earth and Space Mechanisms**
Grade 7 Heat in the Environment
Grade 8 Water Systems

SPECIAL EDUCATION

Types of supports available for students with an Individual Education Plan at St. Thomas Aquinas Catholic High School

Students have access to the Academic Success Centre throughout the school day at St. Thomas Aquinas Catholic High School. This room is supervised by a Special Education Resource Teacher who can help to clarify, prompt, and assist students with their assignments and/or assessments. The Special Education Department works in collaboration with the classroom teachers and parents to ensure that students' accommodations and/or modifications are in place according to the Individual Education Plan.

Assistive Technology

A variety of assistive technology items and software are available to students with an IEP. Some examples include programs such as Google Read&Write, a program that reads any digital text aloud including the internet and Word Q, a writing tool used with standard word processing software to improve spelling and English grammar. Inspiration is also available on all school computers. This tool allows students to create and update graphic organizers. Other examples of assistive technology used to support the needs of our students include laptops, interactive White Boards, ELMOS and iPads.

Transition Planning

The Special Education teachers as well as members of the school administration do their best to attend a student's Grade 6 IPRC. Consultation with the previous grade teachers ensures a smooth transition to St. Thomas Aquinas.

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EXTRACURRICULAR ACTIVITIES

Recreation, Leisure and Extra-Curricular Activities

St. Thomas Aquinas Catholic High School aims to offer various clubs, intramural sports and recreational programs that cover student interests and afford maximum participation by all its students. All students are encouraged to get involved in a wide range of group and individual activities. Not only will they have fun, but they also will experience the opportunity to develop personal skills and leadership qualities that will last their whole life.

Sample of Activities Available to Grade 7/8 Students



Recreational Ski/Snowboarding Club:

Students in Grades 7-12 can participate in an after-school recreational ski/snowboarding club. Students interested in recreational skiing or taking ski lessons can join this club. Ski excursions begin in early January and end prior to the March break.

Games Room

During the winter months, a classroom is transformed into a games room at lunch for all interested Grade 7 and 8 students. Students can get together to play board games, chess and other group based activities under the supervision of a staff member. Students can also utilize this venue to work on group projects.

Web Crew

WEB which is an acronym for “Where Everybody Belongs” is an orientation and transition program led by Grade 8 students and whose primary goal is to welcome future Grade 7 students and to make them feel comfortable throughout the first year at St. Thomas Aquinas CHS. Built on the belief that students can help students succeed, Grade 8 students are trained to become WEB Leaders. As positive role models, WEB Leaders guide the grade 7 students to discover what it takes to be successful and help them to integrate successfully in their new school community.

Dances/Talent Shows

A number of 7/8 dances are organized during the school year including a Welcome Dance, Dance-off for Halloween, and an End-of-Year Dance. Students can also showcase their abilities and talents during the Christmas talent show, Lip Synch Show, Web Wednesday Trivia as well as mini drama performances.

Intramurals and Open Gym

During lunch hour, students can go to the gym to participate in intramurals and/or open gym based on gym availability.

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St. Thomas Aquinas Youth Team

Students can get involved in the St. Thomas Aquinas Youth Team under the supervision of our Chaplain, Mr. Chris Vonesch. Students will participate in community outreach activities and social justice initiatives such as food drives, WE Day, visits to the Osgood Care Centre to name but a few.

Open Library

During their lunch hour Grade 7/8 students, can access the library to work on assignments, use school computers or read a book or magazine.


Athletic Program

Consistent with the mission of St. Thomas Aquinas Catholic High School, the Athletic Department is committed to providing an environment in which student-athletes can be successful academically, athletically and socially. In doing so, the Department dedicates itself to hold each student-athlete accountable to the rules and regulations established by the administration and staff of St. Thomas Aquinas.

The St. Thomas Aquinas CHS Athletic Department will be successful in its mission when:

- Student-athletes succeed to their full academic potential, compete athletically at the highest possible level, and are prepared with skills for life.
- It achieves social responsibility, honesty and integrity reflecting the values of our Catholic faith at a higher level than that which is expected by the community.
- Athletics is an integral point for school identity, pride and spirit among the students, faculty, staff, alumni and the surrounding community.

Grade 7 & 8 Athletic Calendar

September	October	November	December	January
<ul style="list-style-type: none"> ➤ Soccer ➤ Cross-country 	<ul style="list-style-type: none"> ➤ Soccer ➤ Cross-country ➤ Golf 	<ul style="list-style-type: none"> ➤ Girls' Volleyball 	<ul style="list-style-type: none"> ➤ Girls' Volleyball ➤ Boys' Volleyball 	<ul style="list-style-type: none"> ➤ Hockey ➤ Girls' Volleyball ➤ Boys' Volleyball
February	March	April	May	June
<ul style="list-style-type: none"> ➤ Hockey ➤ Boys' Basketball ➤ Girls' Basketball 	<ul style="list-style-type: none"> ➤ Hockey ➤ Boys' Basketball ➤ Girls' Basketball 	<ul style="list-style-type: none"> ➤ Hockey ➤ Boys' Basketball ➤ Girls' Basketball ➤ Track and Field 	<ul style="list-style-type: none"> ➤ Track and Field 	<ul style="list-style-type: none"> ➤ Softball ➤ Track and Field 

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STUDENT SUPPORT SERVICES

Education and Career Counselling:

Guidance Counsellors: Guidance counsellors work as a team with teachers administration, and other school personnel in order to assist students to achieve success, grow in their Catholic values, recognize their abilities and needs, develop self-esteem, and make recommendation on current and future secondary school programs and on post-secondary education and training opportunities.

Student Support: This service is available to students who are experiencing personal difficulties and are in need of assistance. Support groups, mentoring and referrals to social service agencies are offered to students in need. Mrs. Christine Bourdon, Student Support Worker, works directly with students who require additional support with peer relationships, social skills or who are experiencing difficulties coping with the school setting.

Mental Health and Addictions Counsellor: Students experiencing mental health or addiction issues may access the services of the mental health and addictions counsellor who can provide intervention supports and services so that students can thrive at school or successfully transition back to school.

Chaplaincy Leader: Our school has the privilege of having an on-site chaplaincy leader who: coordinates the retreat program, facilitates school celebrations and various social justice initiatives, and provides support for students. Mr. Chris Vonesch helps our students to discern personal issues and to guide them on their spiritual journey.

TRANSITION SUPPORTS AND PLANNING

Grade 8 students are prepared for high school programming by teachers and Guidance Counsellors. Students' achievement levels greatly influence their choice of course streams in high school. It is strongly recommended that students combine positive attitudes with application to achieve their future high school goals.

REPORTING STUDENT ACHIEVEMENT

There are three formal reporting periods. An Elementary Progress Report Card will be issued in November to inform parents of the progress students are making towards achievement of the curriculum expectations for each subject. At this time, no mark will be given, instead teachers will check either: progressing with difficulty, progressing well or progressing very well. The first provincial report card will be sent home in February and the final provincial report card will be sent home towards the end of June. Parent-Teacher Interviews take place following the distribution of progress reports in November and of first term report cards in February.

ST. THOMAS AQUINAS SUMMA SOCIETY

Students who achieve an 80 percent overall average during the academic year will be named to the *St. Thomas Aquinas SUMMA SOCIETY*.

MYBLUEPRINT EDUCATION PLANNER

MyBlueprint Education Planner is available to all students attending a C.D.S.B.E.O. Grade 7-12 school. This comprehensive web-based resource allows students in Grades 7-12 to create an engaging and interactive Education Plan. Students can complete career and interest inventories and research post-secondary options that are available to them. Students can also use this tool to explore apprenticeships, college programs, university programs and workplace opportunities across Canada. From their profile, students will be able to set goals, save plans, short-list programs and occupations of interest, as well as record extra-curricular activities. With direct access from home, parents will also be able to use myBlueprint to gain access to their child's profile.

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Beneficial resources accessible through myBlueprint include:

- ✓ **Who Am I** – 6 unique assessments for self-exploration and discovery
- ✓ **High School** – A tool to visually plan courses, track progress toward graduation, and instantly identify post-secondary eligibility for opportunities in all pathways
- ✓ **Post-Secondary** - A database to explore post-secondary opportunities and compare detailed information on apprenticeships, college programs, university programs and workplace sectors across Canada
- ✓ **Goals** – An interactive goal setting tool to set S.M.A.R.T. goals and action plans
- ✓ **Occupations** – A database of over 500 occupations to compare comprehensive information on jobs
- ✓ **Resumes & Cover Letters** – Interactive tools to record personal experiences, build resumes and write cover letters
- ✓ **Money** – An engaging budget-making tool to help students track income and expenses and develop financial literacy
- ✓ **Job Search** – A tool to explore real-work job postings that relate to occupations of interest
- ✓ **Portfolios**- A portfolio builder to create multiple portfolios that can be shared with parents, teachers or future employers

To explore the features of myBlueprint, parents and guardians can create a Parent Account linked to their child's account. With direct access from home, parents can become more informed and involved in their child's education and better support their child in making the most informed decisions for their future.

Once a student has obtained their St. Thomas Aquinas CHS school email, parents and guardians will be able to create a Family Account by following these simple steps:

1. Visit www.myBlueprint.ca/cdsbeo
2. Click Sign Up at the top of the screen
3. Choose your child's school from the drop-down menu
4. Select Family
5. Fill out the sign-up form (you will need your child's school email address)