

English, Cree, Oji-Cree, and Ojibway

Education

Terminology

Glossary

Angela Shisheesh, Anastasia Weesk, and Jim Hollander (editors)



Ojibway and Cree Cultural Centre

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for more information or additional copies, please contact the following:



Ojibway and Cree Cultural Centre
150 Brousseau Avenue, Unit B
Timmins, Ontario
P4N 5Y4

phone: (705) 267-7911 fax: (705) 267-4988 website: www.occc.ca

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Foreward

A major challenge faced by the Nishnawbe Aski Nation (NAN) communities is the exposure of these communities to new ideas, activities, and terminology. Since many NAN communities use Aboriginal languages as their working language, Native language teachers have to invent words for new English terms. Without standard terminology for these new terms there has been some fragmentation in language development.

In the NAN area, Cree, Oji-Cree, and Ojibway language teachers expressed concerns about their lack of knowledge and understanding of education words used in their schools and communities. In addition, they expressed concerns about not having these words or terms in their respective languages.

Consequently, this project was undertaken to update and standardize the use of education terminology across the NAN territory, to support the evolution of Aboriginal languages as a vital part of the NAN communities, and to develop an education terminology glossary of English, Cree, Oji-Cree, and Ojibway terms for use by Aboriginal language teachers.

This project involved the Ojibway and Cree Cultural Centre hosting three workshops for interpreters/translators and community members who speak these languages. These workshops were held in Timmins on September 18–20, 2007 for the Cree participants, in Sioux Lookout on November 5–9, 2007 for the Oji-Cree participants, and in Balmertown on December 3–7, 2007 for the Ojibway participants.

The completion of this project should ensure the following:

- (a) a reduction in communication problems between Aboriginal language speakers caused by the introduction of terminology for new English words,
- (b) an improvement in the speed and accuracy of translations and interpretation,
- (c) an increase in the use of Aboriginal terms for English words,

(d) a more receptive environment for the involvement of Aboriginal people in issues related to local governance, resource development, education, justice, social development, and other related issues, and (e) an increase in the number of younger people involved in community activities.

This education terminology glossary provides technical education words explained in simple language and translated in Cree, Oji-Cree, and Ojibway for Native language teachers and other people interested in using these words in their own language. It is anticipated that more of these workshops will be made available in the future.

Acknowledgements

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Facilitators

Angela Shisheesh — Translator and Workshop Coordinator, OCCC, Timmins
Jim Hollander — Workshop Facilitator, OCCC, Timmins
Anastasia Weesk — Translator and Workshop Facilitator, OCCC, Timmins

Teachers

Reg Hookimaw, Attawapiskat
Martha Sutherland, Attawapiskat
Merriam Hookimaw, Attawapiskat
John Wesely, Kashechewan
Claudette Solomon, Fort Albany
Eleanor McLeod, Moose Factory
Madeline Blundin, Moosonee
Nancy Carpenter, Timmins
Liza Poulin, Timmins

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Facilitators

Angela Shisheesh — Workshop Coordinator, OCCC, Timmins
Vicki Angees — Translator and Workshop Facilitator, Sioux Lookout
Jerry Sawanas — Translator and Workshop Facilitator, Sioux Lookout

Teachers

Clara Beardy — Kingfisher Lake
Evelyn McKay — Big Trout Lake
Victoria Meekis — Deer Lake
Evelyn Matthews — Sandy Lake

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Facilitators

Anastasia Weesk — Workshop Coordinator, OCCC, Timmins
Christina Keesic — Translator and Workshop Facilitator, Sioux Lookout
Sara Capay — Translator and Workshop Facilitator, Lac Seul

Teachers

Christina Baxter, Fort Hope
Joan Kakegamick, Sandy Lake
Ada Turtle, Pikangikum
Geraldine Turtle, Pikangikum
McDonald Turtle, Pikangikum
Loe Quill, Pikangikum

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Organization

This document is organized alphabetically by content area in English with the Cree translation listed first (1), the Oji-Cree translation listed second (2), and the Ojibway translation listed third (3). In addition, an English definition is provided in simple language beside each term and translation. Many of these English definitions were obtained from the following Ontario Ministry of Education documents:

Ministry of Education. (2006). *The Ontario Curriculum Grades 1–8: Language (Revised)*. Toronto: Queen’s Printer for Ontario.

Ministry of Education. (2005). *Education for All*. Toronto: Queen’s Printer for Ontario.

Ministry of Education. (2005). *The Ontario Curriculum Grades 1–8: Mathematics (Revised)*. Toronto: Queen’s Printer for Ontario.

Ministry of Education. (2004). *The Ontario Curriculum: Social Studies, Grades 1 to 6, History and Geography, Grades 7 and 8 (Revised)*. Toronto: Queen’s Printer for Ontario.

Ministry of Education. (2001). *The Ontario Curriculum: Grades 1–8: Native Languages*. Toronto: Queen’s Printer for Ontario.

Ministry of Education. (2000). *Standards for School Boards’ Special Education Plans*. Toronto: Queen’s Printer for Ontario.

Ministry of Education and Training. (1998). *The Ontario Curriculum Grades 1–8: The Arts*. Toronto: Queen’s Printer for Ontario.

Ministry of Education and Training. (1998). *The Ontario Curriculum Grades 1–8: Health and Physical Education*. Toronto: Queen’s Printer for Ontario.

Ministry of Education and Training. (1998). *The Ontario Curriculum Grades 1–8: Science and Technology*. Toronto: Queen’s Printer for Ontario.

Ministry of Education and Training. (1997). *The Ontario Curriculum Grades 1–8: Language*. Toronto: Queen’s Printer for Ontario.

Ministry of Education and Training. (1993). *Antiracism and Ethnocultural Equity in School Boards*. Toronto: Queen’s Printer for Ontario.

The editors wish to thank the Ministry of Education for the use of these documents.

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	Term/Translation	Definition
1	Aboriginal Person 1. Δσσ° 2. Δσσσσ Δσσσσ 3. ΔσσσV	A person who is a descendant of the original inhabitants of North America. The Canadian Constitution (1982) recognizes three primary groups as Aboriginal peoples: Indian, Inuit, and Métis.
2	Affirmative Action 1. U<9σCδρ·Δ βα·Δ<J·∇·Δ° 2. U<9°CδρΔ· ΔρΔ·° 3. 9ρσCJ·Δ° ∇σρ·Δ°	Programs or specific measures designed to make educational and employment opportunities more accessible to individual or groups who have been excluded from full participation in the life of the community and/or society in general.
3	Antiracist Education 1. Γσ βα·Δ<Γ·Δ Ρ°ΡσΔL9·Δ° 2. Γσ βα·Δ<Γ∇·Δ·° ΡΡσΔL9Δ·° 3. Γσ βα·Δ<Γ·∇·Δ° ΡΡσΔL9Δ·°	An approach to education that integrates the perspectives of Aboriginal and racial minority groups into an education system and its practices. The aim of antiracist education is the elimination of racism in all its forms.
4	Bias 1. σρCΓσΓ·Δ° 2. ρρCΓCJΔ·° 3. LΓσΓ·Δ°	An inaccurate and limited view of the world, a given situation, or individuals or groups. A bias against or towards members of a particular cultural, racial, religious, or linguistic group can be expressed through speech, nonverbal behaviour, and written and other materials

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<p>5</p>	<p>Culture 1. ΔCΠP·Δ³ 2. ΔαΠP·Δ³ 3. ΔαΠP·Δ³</p>	<p>The totality of ideas, beliefs, values, knowledge, language, and way of life of a group of people who share a certain historical background. Manifestations of culture include art, laws, institutions, and customs. Culture changes continually and, as a result, often contains elements of conflict and opposition.</p>
<p>6</p>	<p>Discrimination 1. LΓσJ·∇·Δ³ 2. LΓσΓ∇·Δ³ 3. <α·∇σΓΠ·Δ³</p>	<p>The practice or act of making distinctions between people based on such characteristics as race, ethnicity, nationality, language, faith, gender, disability, or sexual orientation, which leads to inequitable treatment of individuals or groups. There are two types of discrimination — direct (through an overt action) and systemic (through apparently neutral policies or practices).</p>
<p>7</p>	<p>Diversity 1. ∇ΛJσ α∇σΓJ·Δ³ 2. <ΛPρ° α∇σΓJ·Δ³ 3. ∇<b³ α∇σΓΠ·Δ³</p>	<p>In reference to a society, the variety of groups of people who share a range of commonly recognized physical, cultural, or social characteristics. Categories of groups may be based on various factors or characteristics, such as gender, race, culture, ethnicity, sexual orientation, ability/disability, age, religion, and socio-economic level.</p>
<p>8</p>	<p>Equity 1. CΛJ·Δ βα·<<ΓJ·Δ³ 2. ∇Jb·³ Δρ³P⁹Δ³ 3. Γσβα·<<Π·Δ³</p>	<p>Equality of access and outcome. An equity program is one designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices.</p>

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<p>15</p>	<p>Multicultural Education 1. ፈገጋውል ልሮኑጋዎሎል ፆፆጋፈረገዕል፤ 2. ፈገጋውልፆሎል ፆፆጋፈረገዕል፤ 3. ለውል ልደብሎል ፆፆጋፈረገዕል፤</p>	<p>An approach to education, including administrative policies and procedures, curriculum, and learning activities, that recognizes the experiences and contributions of diverse cultural groups. One of the aims of multicultural education is to promote understanding of respect for cultural and racial diversity.</p>
<p>16</p>	<p>Myth (Mythology) 1. ፈገጋውል ፈገጋውል 2. ፈገጋውል ፈገጋውል፤ 3. ፈገጋውል በፈገጋውል፤</p>	<p>A traditional story, or a collection of stories, of unknown origin that explains a natural phenomenon, cultural practice, belief, or historical event.</p>
<p>17</p>	<p>Prejudice 1. ፈገጋውል፤ 2. ፈገጋውል፤ 3. ፆፆጋፈረገዕል፤</p>	<p>A set of opinions about or attitudes towards a certain group, or individuals within it, that casts that group and its members in an inferior light and for which there is no legitimate basis in fact.</p>
<p>18</p>	<p>Race 1. ልገጋውል፤ 2. ልገጋውል፤ 3. ልገጋውል፤</p>	<p>A group of people of common ancestry, distinguished from others by physical characteristics such as colour of skin, shape of eyes, hair texture, or facial features. Nowadays, the term is used to designate the social categories or people according to such characteristics.</p>

19	<p>Racism</p> <ol style="list-style-type: none"> 1. ΔC°ᵇᵗᵑ·Δ <·ᵇᵒᵒ·Δᵑ 2. C<ᵑCᵒΔᵓ·Δᵑ 3. ᵑᵑᵑᵑ·Δᵑ 	<p>A set of erroneous assumptions, opinions, and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures and programs as well as in attitudes and behaviour of individuals.</p>
20	<p>Social Justice</p> <ol style="list-style-type: none"> 1. CΔC·Δ ᵇᵃ·Δ<ᵑᵒ·Δᵑ 2. CΔC° ᵇᵃ·Δ<ᵑᵒΔᵑ 3. LL° ·ᵇᵑ·ᵇᵒᵑ·Δᵑ 	<p>A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in social, educational, economic, institutional, and moral freedoms and responsibilities of that society.</p>
21	<p>Stereotype</p> <ol style="list-style-type: none"> 1. LLᵑᵑᵒ·Δᵑ 2. LLᵑᵑᵒΔᵑ 3. Lᵑᵑᵑ·Δᵑ 	<p>A false or generalized conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences.</p>
22	<p>Traditions</p> <ol style="list-style-type: none"> 1. Δᵑᵑᵑ ᵑCᵑ·Δᵃ 2. ᵇᵑᵑᵑ Δᵑᵑᵑᵃᵑᵑ 3. ᵑU Δᵑᵑᵑ·Δᵃᵑ 	<p>Elements of a culture passed down from generation to generation.</p>

The Arts Terminology

	Term/Translation	Definition
1	Dance 1. ማገገጃ 2. ማገገጃ 3. ማገገጃ	Dance is the art of creating, producing, or performing works for a variety of purposes through movement.
2	Drama 1. የሥነ-ጥበብ ምክንያት ማገገጃ ገርግጥጥ 2. የሥነ-ጥበብ ምክንያት ማገገጃ ገርግጥጥ 3. የሥነ-ጥበብ ምክንያት ማገገጃ	Drama is the art of creating, producing, or performing works for a variety of purposes through role-playing.
3	Music 1. የግጥም ማገገጃ 2. የግጥም ማገገጃ 3. ማገገጃ	Music is the art of arranging or making sounds, usually those of musical instruments or voices, in groups or patterns that create a pleasing or stimulating effect.
4	Visual Arts 1. ማገገጃ 2. ማገገጃ 3. ማገገጃ	Visual Arts are the arts of traditional fine arts of drawing, painting, sculpting, printmaking, architecture, and photography, as well as crafts, industrial design, commercial art, performance art, and electronic arts.

	Term/Translation	Definition
1	Anecdotal Record 1. በአገልግሎት ላይ ለሚከሰቱ ጉዳዮች 2. በአገልግሎት ላይ ለሚከሰቱ ጉዳዮች 3. ለሌሎች ጉዳዮች	A short narrative describing both a behaviour and the context in which the behaviour occurred. It provides an ongoing record of written observations of student progress.
2	Assessment 1. በአገልግሎት ላይ 2. ለሌሎች ጉዳዮች ላይ 3. ለሌሎች ጉዳዮች ላይ	Assessment is the process of systematically gathering information about student learning and/or cognition from a variety of sources, using a variety of techniques and tools. This information can be used to develop class profiles and individual profiles. Assessment can relate to the instructional or working environment and/or requirements of a particular strand or subject area.
3	Checklist 1. ለሌሎች ጉዳዮች ላይ 2. ለሌሎች ጉዳዮች ላይ 3. ለሌሎች ጉዳዮች ላይ	A written list of performance criteria which is used to assess student performance through observation, or may be used to assess written work. It provides a list of key attributes of good performance that are checked as either present or absent.
4	Diagnostic Assessment 1. ለሌሎች ጉዳዮች ላይ 2. ለሌሎች ጉዳዮች ላይ 3. ለሌሎች ጉዳዮች ላይ	This type of assessment, which provides teachers with <i>diagnostic information</i> , should be made whenever the need arises. It helps the teacher understand what a student brings to the classroom or to a specific subject.

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<p>5</p>	<p>Evaluation</p> <ol style="list-style-type: none"> 1. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉ 2. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉ 3. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉ 	<p>Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. An effective evaluation should indicate a student's progress and thus serve as a "navigational marker" that allows a teacher to make more accurate instructional decisions.</p>
<p>6</p>	<p>Formative Assessment</p> <ol style="list-style-type: none"> 1. ႁႃႉႃႉ ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉ 2. ႁႃႉႃႉ ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉ 3. ႁႃႉႃႉ ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉ 	<p>This type of assessment provides benchmarks for individual students and groups of students in order to confirm instructional practices or specific interventions made by the teacher. ... An important element of formative assessment is the provision for immediate and accurate feedback to students and their parents. It encourages teachers to conference, when possible, with students to maximize their potential to achieve outcomes.</p>
<p>7</p>	<p>Rating Scale</p> <ol style="list-style-type: none"> 1. ႁႃႉႃႉ ႁႃႉႃႉႃႉ 2. ႁႃႉႃႉ ႁႃႉႃႉႃႉ 3. ႁႃႉႃႉ ႁႃႉႃႉႃႉ 	<p>A simple tool for assessing performance on a several-point scale ranging from low to high. It may have as few as 3 points, or as many as 10 points. It provides a scale or range of response for each item that the teacher is assessing.</p>
<p>8</p>	<p>Rubric</p> <ol style="list-style-type: none"> 1. ႁႃႉႃႉ ႁႃႉႃႉႃႉ 2. ႁႃႉႃႉ ႁႃႉႃႉႃႉ 3. ႁႃႉႃႉ ႁႃႉႃႉႃႉ 	<p>A series of statements describing a range of levels of achievement of a process, product, or performance. It consists of several descriptions, each for a different level of quality.</p>

<p>9</p>	<p>Summative Assessment 1. P^P.L9.A b.L.CJ.A 2. P9CL.A C9P999.A 3. A^b.L- C9P999.A</p>	<p>This type of assessment generally occurs at the end of an instructional segment, module, unit, or term, and provides a fair and accurate reflection of what has been taught. ... Summative assessments provide teachers with baseline data for planning subsequent instructional segments.</p>
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	Term/Translation	Definition
1	Bullying 1. ካረገጭታል። 2. ስረዓተኛ 3. ረገጭታል።	Bullying is a form of repeated aggression used from a position of power and can be physical, verbal, or social. It is a dynamic of an unhealthy interaction.
2	Classroom Management 1. የሥራ ልማት ግልጽ ልማት 2. የሥራ ልማት ማረጋገጫ 3. የሥራ ልማት ማረጋገጫ ማረጋገጫ	Classroom management deals with what teachers do to increase the chances of preventing and effectively responding to student misbehaviour. <small>—from Bennett, Barrie & Peter Smilanich.(1994). <i>Classroom Management: A Thinking & Caring Approach</i>. Toronto: Bookation Inc., p. 17</small>
3	Discipline Policy 1. ልማት ማረጋገጫ የሥራ ልማት ማረጋገጫ 2. ለሥራ ማረጋገጫ 3. የሥራ ልማት ማረጋገጫ ማረጋገጫ	A discipline policy is a specified course or method to guide actions. In most schools, it exists as a written document that represents the school staff's initiation of a way to deal with student behaviour. <small>—from Bennett, Barrie & Peter Smilanich.(1994). <i>Classroom Management: A Thinking & Caring Approach</i>. Toronto: Bookation Inc., p. 317</small>
4	Discipline Procedures 1. ልማት ማረጋገጫ ማረጋገጫ 2. ለሥራ ማረጋገጫ 3. ልማት ማረጋገጫ ማረጋገጫ	Discipline procedures are the agreed upon actions (formal and informal) the staff takes to respond to student misbehaviour. Formal refers to what will definitely happen if certain misbehaviour occurs. Informal refers to the options a teacher has to respond to misbehaviour. <small>—from Bennett, Barrie & Peter Smilanich.(1994). <i>Classroom Management: A Thinking & Caring Approach</i>. Toronto: Bookation Inc., p. 317</small>

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<p>5</p>	<p>Discipline Process 1. ΔCρ·<Nδ·Δ J·Δ 2. LLσ N<δσ·Δ· ΛΓσ·Δ· 3. αα<ρ·Δ ΛΓ·Δ·</p>	<p>The discipline process represents the cumulative actions a staff takes to implement the discipline policy. <small>—from Bennett, Barrie & Peter Smilanich.(1994). <i>Classroom Management: A Thinking & Caring Approach</i>. Toronto: Bookation Inc., p. 317</small></p>
<p>6</p>	<p>Exclusion 1. αβρ·Δ· 2. σβUσ·Δ· 3. βΛNβα·Δ·</p>	<p>A principal may refuse to admit to the school or on school premises a person whose presence would be, in the principal's judgement, detrimental to the physical well-being of the pupils.</p>
<p>7</p>	<p>Expulsion 1. ·<α·Δ· 2. γρ·Δ· 3. γρ·Δ·</p>	<p>A decision that prohibits a student from attending school, or participating in school-related activities for a specified or, in some cases, unspecified period of time. Currently, limited expulsions, which can only be ordered by a principal or school board, are for a period of 21 days to one year. Full expulsions, which can only be ordered by school boards, have no time limit. In order to return to school in Ontario, the student must attend and complete a Strict Discipline Program or equivalent as required by the Education Act and regulations.</p>

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<p>8</p>	<p>Ontario Schools Code of Conduct</p> <ol style="list-style-type: none"> 1. ԾՅՍՆԾ Վ՞ՐԲ Ր՞ՐՍՎԼԾ՝ՃԵԴԺ՝Ճ ՍՂՆՃԵ 2. ԾՅՍՆԾ ՐՐՍՎԼՈՆՃ՝ԵԴԺ՝ ՃԵԺՏԳՃ՝Ե՝ 3. ԾՅՍՆԾ ՐՐՍՎԼԳ՝Ճ՝ ԾԵՂԳ՝Ճ՝ 	<p>The Ontario Schools Code of Conduct establishes provincial standards of behaviour for students and for all individuals involved in the publicly funded school system (i.e., parents or guardians, volunteers, teachers and other staff members), whether they are on school property, on school buses or at school authorized events or activities.</p>
<p>9</p>	<p>Peer Mediation</p> <ol style="list-style-type: none"> 1. Ծ՝ՃԴ Ր՞ՐՍՎԼԴ՞ ԼԴՍԴ՝Վ՝Ճ՝ 2. Ճ՞ԴՎՃՏ ԼԴՏՂՎ՝ 3. ՐՐՍՎԼԳ՝Ճ՝ Վ՝ՃՂՃՎ՝Ճ՝ 	<p>Programs in which students are trained to act as mediators to help other students resolve conflict.</p>
<p>10</p>	<p>Prevention</p> <ol style="list-style-type: none"> 1. ՐՂԴՃ՝Վ՝Ճ՝ 2. ԾԴՃՎ՝Ճ՝ 3. ԵԵԵՎԼԳ՝Ճ՝ 	<p>The establishment of programs such as bullying prevention, citizenship development, and other positive activities designed to promote building healthy relationships and appropriate behaviours.</p>
<p>11</p>	<p>Progressive Discipline</p> <ol style="list-style-type: none"> 1. ՎԵ՛ԵԴԳ՝Ճ ՃՇ՞ՃՏԳ՝Ճ՝ 2. ՂԴ ԼԴՏԴՎ՝Ճ՝ 3. ՂԴ ՎԵ՛ԵԴԴ՝Ճ՝ 	<p>A series of defined steps or consequences progressively applied as disciplinary interventions to improve student behaviour.</p>

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<p>12</p>	<p>Rules</p> <ol style="list-style-type: none"> 1. ΔCρ·ΔNδρ·Δ ▷αρ·∇·Δ^ρ 2. ▷αδσ9Δ·α^ρ 3. Δαδσ9·Δα^ρ 	<p>A set of guidelines that set in motion the nature of response by teachers and students. The teacher's ability to act on these rules will determine whether or not the rules make a difference. Rules are the first step in establishing classroom order, and they do provide a framework for the teacher behaviours that follow.</p> <p>—from Bennett, Barrie & Peter Smilanich.(1994). <i>Classroom Management: A Thinking & Caring Approach</i>. Toronto: Bookation Inc., p. 207</p>
<p>13</p>	<p>Suspension</p> <ol style="list-style-type: none"> 1. Ρ·∇ΓςΔ9·Δ^ρ 2. Ρ∇·σςΔ9Δ·^ρ 3. Ρ·∇σς▷·∇Δ·^ρ 	<p>An order that prohibits a student from attending school or participating in school-related activities for a period of up to 20 school days. Currently, a teacher may suspend a student for up to one school day. Under certain circumstances, the Safe Schools Act requires mandatory suspension by a principal for a period of up to 20 school days.</p>

Curriculum Terminology

	Term/Translation	Definition
1	Curriculum 1. P^P_m<L9^A •<∇e^C^A^ 2. PP_m<L9A^ Δe^b^ 3. ΔS PP_m<L9^A^	Curriculum is a “plan for a sustained process of teaching and learning. ... Actual teaching and learning is not curriculum, for curriculum refers to <i>plans</i> for instructional acts, not the acts of instruction themselves. ... A curriculum can be viewed as a blueprint for instruction.” <small>—from David Pratt (1994). <i>Curriculum Planning: A Handbook for Professionals</i>. Toronto: Harcourt., p. 5</small>
2	Curriculum Documents 1. P^P_m<L9^A L^e^Δb^e 2. PP_m<L9A^ L^e^Δb^ 3. ΔS PP_m<L9^A ▷S^Δ9^Δe^	Curriculum documents define what students are taught in Ontario public schools. They detail the knowledge and skills that students are expected to develop in each subject at each grade level. By developing and publishing curriculum documents for use by all Ontario teachers, the Ministry of Education sets standards for the entire province. [First Nation Schools may follow these curriculum documents or develop their own.]
3	Expectations 1. b^P^C^L^r^Δe 2. <d^y^σ^J^Δ^e^ 3. <d^y^σ^Γ^∇^Δ^	The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed.
4	Ontario Curriculum (The) 1. ▷^U^e^▷ P^P_m<L9^A^ 2. ▷^U^e^r^ PP_m<L9A^ 3. ▷^U^e^r^ ΔS PP_m<L9^A^	<i>The Ontario Curriculum</i> has been developed to provide a rigorous and challenging curriculum for each grade from Grade 1 to Grade 8. The required knowledge and skills for each grade set high standards and identify what parents and the public can expect children to learn in the schools in Ontario.

5	<p>Overall Expectations</p> <ol style="list-style-type: none"> 1. Γρ·∇ β^υΡCρ·Δα 2. 9ΔJ β^υΡD⁻ ▷ΡΡ·μ<LδΔ·α^ρ 3. Γρ·∇ <δγCδρ·Δα^ρ 	<p>Overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade.</p>
6	<p>Specific Expectations</p> <ol style="list-style-type: none"> 1. ·Γρ β^υΡCLρ·Δα 2. Lγ <δγCδρ·Δα^ρ 3. ΔJ <δγCδρ·Δα^ρ 	<p>Specific expectations describe the expected knowledge and skills in greater detail.</p>
7	<p>Unit</p> <ol style="list-style-type: none"> 1. Λ^ρΡρ Ρ^ρ·μ<L9·Δ^ρ 2. ΛΡρ ΡΡ·μ<L9Δ·^ρ 3. √ΛΡ^υ ΡΡ·μ<L9·Δ^ρ 	<p>A unit is an organizational plan for instruction based on a specific theme or subject with content, teaching and learning strategies, resources and assessment all derived from the expectations outlined in <i>The Ontario Curriculum</i> or from local community needs.</p>

	Term/Translation	Definition
1	Active Living 1. የጽናል ለሊባልጽ 2. የጽናል-ጽናልጽ 3. የጽናል-ጸባልጽ	A way of life in which physical activity is valued and integrated into daily life.
2	Fitness (Physical) 1. ሊኮል ለሊባልጽ 2. ሊኮል ለሊባልጽ 3. ጌና-ጸባልጽ	A state of well-being that (a) allows people to perform daily activities with vigour; (b) reduces the risk of health problems related to lack of exercise; and (c) establishes a fitness base for participation in a variety of physical activities.
3	Living Skills 1. ለሊባልጽ ሌላጽ 2. ለሊባልጽ ልባልጽ 3. ለሊባልጽ	Lifetime skills that enhance personal well-being. Living skills include problem-solving, decision-making, communication, and conflict-resolution skills.
4	Locomotion/Travelling Skills 1. ገላል ጸባልጽ 2. የጽናል ለገላልጽ 3. ጸባልጽ	Skills used to move the body from one point to another.
5	Manipulation Skills 1. ጸባልጽ 2. ጸባልጽ 3. ጸባልጽ	Movement skills that involve giving force to objects or receiving force from objects (e.g., throwing, catching, collecting, kicking, punting, dribbling, volleying, striking).

<p>6</p>	<p>Movement Skills 1. የኃይል ማስተካከያ 2. ለውጥ ማስተካከያ የጥንቃቄ ማስተካከያ 3. ለውጥ ማስተካከያ</p>	<p>The movement skills of locomotion/travelling, manipulation, and stability form the foundation of all physical activity.</p>
<p>7</p>	<p>Personal Goal-setting Process 1. ስራው ላይ ለውጥ ማስተካከያ 2. ስራው ላይ ለውጥ ማስተካከያ 3. ስራው ላይ ለውጥ ማስተካከያ</p>	<p>This process can include: (a) setting a realistic goal; (b) identifying and addressing barriers; (c) preparing an action plan; (d) deciding who can help; and (e) identifying the factors that indicate that the goal has been reached.</p>
<p>8</p>	<p>Safe Practices 1. ለውጥ ማስተካከያ 2. ለውጥ ማስተካከያ 3. ለውጥ ማስተካከያ</p>	<p>Safety rules and procedures defined for each activity in the instructional program.</p>
<p>9</p>	<p>Stability Skills 1. ማስተካከያ 2. ማስተካከያ 3. ማስተካከያ</p>	<p>Skills in which the body remains in place but moves around its horizontal or vertical axis (e.g., bending, stretching, twisting, turning).</p>
<p>10</p>	<p>Vigorous Physical Activity 1. የጥንቃቄ ማስተካከያ 2. የጥንቃቄ ማስተካከያ 3. የጥንቃቄ ማስተካከያ</p>	<p>The degree to which an activity is vigorous is directly related to its ability to raise the heart rate and maintain this increase for a sustained period of time. Vigorous physical activities are aerobic in nature, enhancing the health of the heart and lungs. The amount of time required for a vigorous activity is dependent on age and stage of development.</p>

Instruction Terminology

	Term/Translation	Definition
1	<p>Accommodations</p> <ol style="list-style-type: none"> 1. P^P_<L9·Δ ·ΔΓΔ·∇·Δα 2. PP_<L9Δ· Δ·ΓΔ∇·Δ·α² 3. ·ΔΓ·C·Δα² 	<p>Accommodations refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. These accommodations may be instructional, environmental, and assessment. Accommodations do not alter the provincial curriculum expectations for the grade.</p>
2	<p>Differentiated Instruction</p> <ol style="list-style-type: none"> 1. ααb° P^P_<L9·Δ ·ΔΓΔδΓ·Δα 2. ααb° PP_<L9Δ· Δ·ΓΔ∇·Δ·² 3. ΔΓCL9·Δα² 	<p>An approach to instruction that maximizes each student's growth by considering the needs of each student at his or her current stage of development and then offering that student a learning experience that responds to his or her individual needs.</p>
3	<p>Explicit Teaching</p> <ol style="list-style-type: none"> 1. <4U P^P_<L9·Δ² 2. <<4U PP_<L9Δ·² 3. ΓΓPP_<L9Δ·² 	<p>Direct, purposeful teaching of specific knowledge, skills, or strategies. In explicit teaching, the teacher: explains what the knowledge, skill, or strategy is, why it is used, and when to use it; models how to use it; guides and coaches students as they practise it (e.g., in shared reading and then in guided reading sessions); and then asks them to demonstrate their learning independently.</p>

4	<p>Guided Practice</p> <ol style="list-style-type: none"> 1. $P^{\circ}P_{\circ}C\Delta \cdot \nabla \cdot \Delta^{\circ}$ 2. $PP_{\circ} \triangleleft \cdot < C\Delta \nabla \cdot \Delta^{\circ}$ 3. $PP_{\circ} \cdot \triangleleft \Gamma \cdot \Delta \Gamma \Delta \cap \cdot \Delta^{\circ}$ 	<p>The teacher ... provides students with support and guidance as they initially learn new information or tasks, and then gradually phase out this support as the students become more proficient, e.g., the students and the teacher work together to perform the task; students work in small groups or with a partner; and students engage in independent practice to promote mastery and automaticity.</p>
5	<p>Modelling</p> <ol style="list-style-type: none"> 1. $P^{\circ}P_{\circ} \cdot \triangleleft < 9 \cdot \Delta$ $P^{\circ}P_{\circ} \triangleleft L 9 \cdot \Delta^{\circ}$ 2. $PP_{\circ} \triangleleft \cdot < \Gamma 9 \Delta \cdot^{\circ}$ $PP_{\circ} \triangleleft L 9 \Delta \cdot^{\circ}$ 3. $PP_{\circ} \cdot \triangleleft \Gamma^{\circ} b L 9 \cdot \Delta^{\circ}$ 	<p>A demonstration by the teacher of how to perform a task or use a strategy. Students copy the teacher in order to learn the modelling processes and skills. Modelling may include thinking aloud, to help students become aware of the processes and skills involved.</p>
6	<p>Modifications</p> <ol style="list-style-type: none"> 1. $P^{\circ}P_{\circ} \triangleleft L 9 \cdot \Delta$ $\triangleleft \Gamma C \cdot \Delta_{\circ}$ 2. $\triangleleft \cdot \nabla \cdot \circ \Gamma 9 \Delta \cdot \circ^{\circ}$ $\triangleleft^{\circ} C \Gamma 9 \Delta \cdot^{\circ}$ 3. $\triangleleft \Gamma \Gamma 9 C L 9 \cdot \Delta_{\circ}^{\circ}$ 	<p>Modifications are changes made in the appropriate grade-level expectations for a subject in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.</p>

Instruction Terminology

7	<p>Scaffolding</p> <ol style="list-style-type: none"> 1. <math>\sigma^{\wedge}9 P^{\wedge}P_{\cdot} <L^{\cdot} \Delta^{\cdot}>> 2. <math><L^{\cdot} C^{\cdot} \sigma^{\wedge}9 P^{\wedge}P_{\cdot} <L^{\cdot} \Delta^{\cdot}>> 3. <math>\cdot \Delta^{\cdot} \Gamma^{\cdot} b^{\cdot} < \Delta^{\cdot} C^{\cdot} L^{\cdot} \Delta^{\cdot}>> 	<p>Instruction that helps students build on their prior knowledge and experiences in order to reach higher levels of learning and proficiency. Teachers provide temporary support until students develop the ability to apply newly learned skills and knowledge independently.</p>
8	<p>Strategy Instruction</p> <ol style="list-style-type: none"> 1. <math>\sigma^{\wedge} \Delta^{\cdot} U P^{\wedge} P_{\cdot} <L^{\cdot} \Delta^{\cdot}>> 2. <math>\sigma^{\wedge} \Delta^{\cdot} U \Delta^{\cdot} C^{\cdot} L^{\cdot} \Delta^{\cdot} \Delta^{\cdot} \Delta^{\cdot}>> 3. <math>P^{\wedge} P_{\cdot} \Delta^{\cdot} < \Delta^{\cdot} P^{\wedge} P_{\cdot} <L^{\cdot} \Delta^{\cdot} \Delta^{\cdot}>> 	<p>Instruction in “how to learn” that enables students to become more efficient learners. Teachers ... provide these students with an outline of the critical steps in a task or process and how they should sequence or integrate these steps, via strategies or “action plans” that highlight efficient and effective ways to perform complex tasks such as composing expository text.</p>

Language Terminology

<p>6</p>	<p>Cues, Verbal (Oral Language) 1. <4UCdP·Δ ·ΔCL9·Δ> P°P·Δ<L9·Δ></p> <p>2. <4UCdP·Δ· Δ·CL9Δ·> PP·Δ<L9Δ·></p> <p>3. PP·Δ·<ΓP·2Δ·Δ·></p>	<p>Aspects of spoken language that convey meaning. Examples include: types of words (e.g., nouns, verbs, linking words, modifiers); prefixes and suffixes (e.g., indicators of plural, verb tenses); sound patterns (e.g., rhyme); pauses; pace; tone of voice or intonation; volume; pitch; modulation; inflection</p>
<p>7</p>	<p>Editing 1. LΓ·Δ·P·ΔΔ9·Δ></p> <p>2. LΓ·Δ·P·ΔΔ9Δ·></p> <p>3. LΓ·Δ·ΛΔ9·Δ></p>	<p>The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct.</p>
<p>8</p>	<p>Elements of Writing (Composition and Style) 1. <4UP·ΔΔb></p> <p>2. <4U L'·ΔΔ9Δ·></p> <p>3. ·b4dΛΔ9·Δ></p>	<p>Essential aspects of written compositions. Examples include: a central theme or topic; the organization of information and ideas; diction (word choice); the use of conventions of spelling, punctuation, grammar, sentence structure, and paragraphing; plot; characterization; atmosphere; point of view; literary (stylistic) devices.</p>
<p>9</p>	<p>Graphic Organizer 1. P°P·Δ·<Γ· <<Π·Δ·∇·Δ L'·ΔΔ9·Δ></p> <p>2. PP·Δ·<C<<CΔ∇·Δ· L'·ΔΔb></p> <p>3. bP·Δ·<ΓΛΔ9·Δ></p>	<p>A visual framework (e.g., a Venn diagram, a word web, a flow chart) that helps students organize, analyse, synthesize, and assess information and ideas.</p>

<p>10</p>	<p>Graphophonics 1. ΔΠCδρ·Δ ΛρeΔ9·Δ Ρ^Ρ_ο<Lρ·Δ³</p> <p>2. ΔσCδρΔ· ΡΡ_ο<L9Δ·³</p> <p>3. ΔS_eeΔΡ·η·Δe³</p>	<p>The study of the relationships between the symbols and sounds of a language and the visual information on the page.</p>
<p>11</p>	<p>Higher-order Thinking 1. ΓDσρ·Δ ΛΓD_οσCJ·Δ³</p> <p>2. ΛΓDσρ ΛΓD_οCJΔ·³</p> <p>3. Δ^ΛΡ9CL·Δ³</p>	<p>The process of mentally manipulating and transforming information and ideas in order to solve problems, acquire understanding and discover new meaning. Higher-order thinking skills include: focusing, information gathering, combining facts and ideas, organizing, analyzing, synthesizing, generalizing, integrating, explaining, hypothesizing, interpreting, evaluating, drawing conclusions.</p>
<p>12</p>	<p>Inclusive Language 1. <SCPΓδ·Δ³</p> <p>2. <SCPΓ∇·Δ·³</p> <p>3. LL·<ΡΓ·∇·Δ³</p>	<p>Language that is equitable in its reference to people, thereby avoiding stereotypes and discriminatory assumptions (e.g., <i>police officer</i> includes both males and females, whereas <i>policeman</i> refers only to males).</p>
<p>13</p>	<p>Language Pattern 1. β9C·∇·Δ³</p> <p>2. β9C∇·Δ·³</p> <p>3. ΔSΡ·η·Δ^Δ9·Δ³</p>	<p>A particular arrangement of words that helps the reader determine meaning by providing a certain level of predictability; for example, inversion of subject and verb in interrogative sentences.</p>

14	Listening and Speaking Skills 1. ႃႃႃႃႃ ႃႃ ႃႃႃႃႃ ႃႃႃႃႃႃ 2. ႃႃႃႃႃႃ ႃႃ ႃႃႃႃႃ ႃႃႃႃႃႃ 3. ႃႃႃႃႃႃ ႃႃ ႃႃႃႃႃ	Skills that include: determining the purpose of listening; paying attention to the speaker or performer; following directions and instructions; recalling ideas accurately; responding appropriately to thoughts expressed; judging when it is appropriate to speak or ask questions; allowing others a turn to speak; speaking clearly and coherently; asking questions to clarify meaning and obtain more information; responding with consideration for others' feelings; using and interpreting facial expressions, gestures, and body language appropriately.
15	Literacy 1. ႃႃႃ ႃႃႃႃႃႃႃ 2. ႃႃႃႃႃႃႃႃႃႃ 3. ႃႃႃႃႃႃႃ	Literacy is about more than reading or writing — it is about how we communicate. It is about social practices and relationships, about knowledge, language and culture. – UNESCO, Statement for the United Nations Literacy Decade, 2003–2012)
16	Media 1. ႃႃႃႃႃ ႃႃႃႃႃႃႃ 2. ႃႃႃႃႃ ႃႃႃႃႃႃႃႃႃႃ 3. ႃႃႃႃႃႃႃ	The plural of <i>medium</i> . Means of communication, including audio, visual, audio-visual, print, and electronic means.
17	Media Literacy 1. ႃႃႃႃႃ ႃႃႃႃႃႃႃ ႃႃႃႃႃႃႃ 2. ႃႃႃႃႃ ႃႃႃႃႃႃႃႃႃႃ 3. ႃႃႃႃႃႃႃႃႃ	An informed and critical understanding of the nature of media, the techniques used by them, and the impact of these techniques. Also, the ability to understand and use the mass media in an active, critical way.

<p>18</p>	<p>Multimedia Presentation 1. ሙሉ ለሙሉ ለጽሑፍ ለማሳያ ለሚያገለግል የሚያገለግል 2. ሙሉ ለሙሉ በጽሑፍ 3. ለጽሑፍ ለማሳያ ለሚያገለግል</p>	<p>A single work that uses more than one medium to present information and/or ideas: for example, an oral report that includes a slide show, diagrams, and a video or audio clip.</p>
<p>19</p>	<p>Non-discriminatory Language 1. ለሁሉም ለሚያገለግል 2. ለሁሉም ለሚያገለግል 3. ለሁሉም ለሚያገለግል</p>	<p>Language that conveys respect for all people and avoids stereotyping based on gender, race, religion, culture, social class, sexual orientation, ability, or age.</p>
<p>20</p>	<p>Oral Language Structures 1. ለጽሑፍ 2. ለጽሑፍ ለሚያገለግል ለሚያገለግል 3. የጽሑፍ ለሚያገለግል</p>	<p>Verbal structures that are used in speaking. Examples include: conventional sentence structures (e.g., interrogative, exclamatory; simple compound, complex); colloquial structures (e.g., one-word answers, verbless sentences); contractions; colloquial idioms</p>
<p>21</p>	<p>Pattern Book 1. የሙሉ ለሙሉ ለሚያገለግል ለሚያገለግል 2. ሙሉ ለሙሉ ለሚያገለግል ለሚያገለግል 3. ሙሉ ለሙሉ ለሚያገለግል ለሚያገለግል</p>	<p>Book for Primary students containing text with predictable language patterns.</p>
<p>22</p>	<p>Phonics 1. ለጽሑፍ ለሚያገለግል ለሚያገለግል 2. ለጽሑፍ ለሚያገለግል ለሚያገለግል 3. ለጽሑፍ ለሚያገለግል ለሚያገለግል</p>	<p>Instruction that teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.</p>

23	Print and Electronic Resources 1. ႁ ႁႁႁႁႁ ႁႁ ႁ ႁႁႁႁႁႁ ႁႁႁႁႁ 2. ႁႁႁႁႁႁႁႁ ႁႁ ႁႁႁႁႁႁႁ ႁႁႁႁႁ 3. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁ	Information/reference materials in print or electronic media. Examples include: books (fiction and non-fiction), newspapers, magazines, encyclopedias, reports, television programs, videos, CD-ROMs, computer graphics programs, word-processing programs, models for writing (e.g., stories or essays by published writers), style guides, databases, dictionaries, thesauri, spell-check programs.
24	Proofreading 1. ႁႁႁႁႁ ႁႁႁႁႁႁႁႁႁ 2. ႁႁႁႁႁ ႁႁႁႁႁႁႁ 3. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁ	The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation.
25	Reading Fluency 1. ႁႁႁႁႁ ႁႁႁႁႁႁႁ 2. ႁႁႁႁႁႁႁႁ ႁႁႁႁႁႁႁႁ 3. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁ	The ability to read with sufficient ease and accuracy to focus the reader's or listener's attention on the meaning and message of a text. Reading fluency involves not only the automatic identification of words but also qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels, as well as anticipation of what comes next in a text.
26	Revising 1. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁ 2. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁ 3. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁ	The process of making major changes to the content, structure, and wording of a draft to improve the organization of ideas, eliminate awkward phrasing, correct errors, and generally ensure that the writing is clear, coherent, and correct.

<p>27</p>	<p>Student-teacher Conference 1. ስታዊት ስራ ስራ ስታዊት ስራ ስራ</p> <p>2. ስታዊት ስራ ስራ ስራ ስታዊት ስራ ስራ ስራ</p> <p>3. ስታዊት ስራ ስራ ስራ ስታዊት ስራ ስራ ስራ</p>	<p>A teacher's planned dialogue with an individual student about his or her learning. Conferences offer teachers opportunities to get to know their students' strengths and the challenges they face in relation to specific learning strands or expectations; to monitor their progress; and to plan future instruction based on identified needs and interests.</p>
<p>28</p>	<p>Summarizing 1. ስታዊት ስራ ስራ 2. ስታዊት ስራ ስራ ስራ 3. ስታዊት ስራ ስራ ስራ</p>	<p>Stating the main points or facts of a text.</p>
<p>29</p>	<p>Syntax 1. ስታዊት ስራ ስራ ስራ 2. ስታዊት ስራ ስራ ስራ ስራ ስራ 3. ስታዊት ስራ ስራ ስራ ስራ ስራ</p>	<p>The predicable structure of a language and the ways in which words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., nouns, verbs, adjectives) and their functions (e.g., subject, object).</p>
<p>30</p>	<p>Text 1. ስታዊት ስራ ስራ ስራ 2. ስታዊት ስራ ስራ ስራ ስራ 3. ስታዊት ስራ ስራ ስራ ስራ ስራ</p>	<p>A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.</p>
<p>31</p>	<p>Word Pattern 1. ስታዊት ስራ ስራ ስራ ስራ ስራ 2. ስታዊት ስራ ስራ ስራ ስራ ስራ ስራ 3. ስታዊት ስራ ስራ ስራ ስራ ስራ ስራ</p>	<p>The particular arrangement of the components in a groups of words that have elements in common with respect to meaning, syntax, spelling, and/or sound; for example, the information of the past tense in a group of verbs by adding the suffix –ed to the verb root.</p>

	Term/Translation	Definition
1	Addition 1. LL·Δ·ΔPCr·Δ³ 2. LL·Δ·Prr·Δ³ 3. LL·Δ³ ΔPCr·Δ³	The operation that represents the sum of two or more numbers. The inverse operation of addition is subtraction.
2	Division 1. <V^Prr ΔPCr·Δ³ 2. <APr ΔPrr·Δ³ 3. <·9 PCr·Δ³	The operation that represents repeated subtraction or the equal sharing of a quantity. The inverse operation of division is multiplication.
3	Equation 1. LL·Δ P^P·Δ·ΔPrr·Δ ΔPCr·Δ³ 2. LL·Δ ΔPrr·Δ³ 3. LL·Δ Prr·Δ³	A mathematical statement that has equivalent expressions on either side of the equal sign.
4	Multiplication 1. ∇ C·bVPrnCσ·Δ LL·ΔPrr·Δ³ 2. Pr LL·ΔPrr·Δ³ 3. ΔLσdPCr·Δ³	An operation that represents repeated addition, the combining of equal groups, or an array. ... The inverse operation of multiplication is division.
5	Multi-step Problem 1. Δσ^9 LL·Δ ΔPCr·Δ³ 2. ΔσdΔ·<σ LLA· ΔPrr·Δ³ 3. Pr·ΔPrr·Δ³	A problem that is solved by making at least two calculations.

Mathematics Terminology

6	Non-standard Units 1. ህገግ በአገልግሎት 2. ለገገግ ለገገግ 3. ገገ በአገልግሎት	Common objects used for measurement units; for example, paper clips, cubes, and hand spans. Non-standard units are used in the early development of measurement concepts.
7	Numeracy 1. ለገገግ ለገገግ 2. ለገገግ ለገገግ 3. ለገገግ ለገገግ	Numeracy is competence in the mathematical skills needed to cope with everyday life and the understanding of information presented in mathematical terms
8	SI. (Standard Units) 1. በአገልግሎት ለገገግ 2. በአገልግሎት ለገገግ 3. በአገልግሎት ለገገግ	The international system of measurement units; for example, centimetre, kilogram. (From the French <i>Système International d'Unités</i> .)
9	Subtraction 1. ለገገግ ለገገግ 2. ለገገግ ለገገግ 3. ለገገግ ለገገግ	The operation that represents the difference between two numbers. The inverse operation of subtraction is addition.

Native Languages Terminology

<p>6</p>	<p>Gender 1. $P^{\wedge}P_{\cdot} \cdot \Delta r^{\wedge}9 \cdot \Delta \Delta \cdot U \cdot \Delta^{\wedge}$ 2. $b \triangleright a P U P^{\wedge} \Delta P \Delta \cdot a^{\wedge}$ 3. $P P a \cdot \Delta r a d r \cdot \Delta a^{\wedge}$</p>	<p>A grammatical category used for classifying nouns and words that refer to them (e.g., pronouns). The gender of a noun is often, but not necessarily, based on characteristics as sex or animacy. The gender categories in Native languages are: ... animate and inanimate for Algonquian languages.</p>
<p>7</p>	<p>Grammatical Convention 1. $a \Delta C d r \cdot \Delta^{\wedge}$ 2. $a \Delta C d r \Delta \cdot^{\wedge}$ 3. $< 4 U C d r \Delta \cdot^{\wedge}$</p>	<p>An accepted practice or rule in the use of language.</p>
<p>8</p>	<p>Inflection 1. $< \sigma^{\wedge} d \cdot \Delta \Delta \cdot U \cdot \Delta^{\wedge}$ 2. $< \sigma d \Delta P \Delta \cdot a^{\wedge}$ 3. $< \sigma d \cdot \Delta C L 9 \cdot \Delta a^{\wedge}$</p>	<p>The addition of affixes to the basic form of a word (e.g., a verb, noun, or pronoun), according to a set pattern or paradigm, to convey such grammatical information as number, person, gender, or tense, or to indicate various grammatical relationships or functions.</p>
<p>9</p>	<p>Noun 1. $\cdot \Delta C L 9 \cdot \Delta \Delta \cdot U \cdot \Delta^{\wedge}$ 2. $b \Delta \mathcal{S} \sigma b U P^{\wedge} 9 d a^{\wedge} \nabla b \cdot < \Delta \cdot \varepsilon^{\wedge}$ 3. $\sigma r C \cdot \Delta a 9 \cdot \Delta^{\wedge}$</p>	<p>A word that identifies, or names, a person, place, or thing.</p>
<p>10</p>	<p>Number 1. $< P C r \cdot \Delta^{\wedge}$ 2. $< P C r^{\wedge}$ 3. $< P C \varepsilon^{\wedge}$</p>	<p>A grammatical category that applies to nouns, pronouns, and any words agreeing with them, and indicates how many persons or things are referred to.</p>

11	Orthography 1. ΔCρeΔ9·Δ³ 2. ΔeρeΔ9Δ·³ 3. ΔeρeΔ9·Δ·³	A writing system in which the sounds of a language are represented by letters or symbols. Native languages are written using either the Roman alphabet or syllabic symbols.
12	Person 1. <·∇e 2. <Δ·⁄ 3. <·Δ⁄	A grammatical category that applies to pronouns and verbs related to them, and indicates the relationship in which the person or thing referred to stands with respect to the speaker.
13	Pronoun 1. Γ·bρ Δ·U·Δ³ 2. bΓ·dρ Δσbρbσ·<⁄ 3. CδΛΔbe`	A word that acts as a substitute for a noun phrase and designates a person or thing that has already been specified or is understood from the context.
14	Roman Alphabet (Orthography) 1. ·<·<·9Λσ9·Δ³ 2. b∇·ΓΠδσΔ·ΛΔbU` <σσσ·JΔ·³ 3. b⁄<Πρ·<⁄ ·∇ΓΠδσ·ΔΛΔbe` ∇<σσeV·ΔΛΔ9`	A writing system in which sounds are represented by letters. Native languages may be written using either the Roman or the syllabic alphabet.
15	Simple Narrative 1. Π<ρJ·Δ³ 2. bCb` Π<ρJΔ·³ 3. ΔeρJ·Δ³	A story or account (of experiences, events etc.) using familiar vocabulary and phrases.

Native Languages Terminology

16	Stem 1. ႁႃႏ ႁႃႏ ႁႃႏ ႁႃႏ ႁႃႏ ႁႃႏ 2. ႁႃႏ ႁႃႏ ႁႃႏ ႁႃႏ ႁႃႏ 3. ႁႃႏ ႁႃႏ ႁႃႏ ႁႃႏ	The part of the word that typically carries the meaning of the word and to which prefixes and suffixes are added.
17	Syllabic Alphabet 1. ႁႃႏ ႁႃႏ ႁႃႏ ႁႃႏ 2. ႁႃႏ ႁႃႏ ႁႃႏ ႁႃႏ 3. ႁႃႏ ႁႃႏ ႁႃႏ ႁႃႏ	A writing system in which sounds are represented by symbols. Native languages may be written using either the Roman or the syllabic alphabet.
18	Verb 1. ႁႃႏ ႁႃႏ ႁႃႏ 2. ႁႃႏ ႁႃႏ ႁႃႏ 3. ႁႃႏ ႁႃႏ ႁႃႏ	A word that describes an action, occurrence, or state of being.

	Term/Translation	Definition
<p style="text-align: center;">1</p>	<p>Achievement Level 1</p> <ol style="list-style-type: none"> 1. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 2. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 3. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 	<p>The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard. (1D- to D+ or 50% to 59%)</p>
<p style="text-align: center;">2</p>	<p>Achievement Level 2</p> <ol style="list-style-type: none"> 1. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 2. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 3. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 	<p>The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard. (C- to C+ or 60% to 69%)</p>
<p style="text-align: center;">3</p>	<p>Achievement Level 3</p> <ol style="list-style-type: none"> 1. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 2. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 3. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 	<p>The student has demonstrated most of the required knowledge and skills. Achievement meets the provincial standard. (3B- to B+ or 70% to 79%)</p>
<p style="text-align: center;">4</p>	<p>Achievement Level 4</p> <ol style="list-style-type: none"> 1. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 2. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 3. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 	<p>The student has demonstrated the required knowledge and skills. Achievement exceeds the provincial standard. (A- to A+ or 80% to 100%)</p>
<p style="text-align: center;">5</p>	<p>Achievement of the Provincial Curriculum Expectations</p> <ol style="list-style-type: none"> 1. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 2. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 3. ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ ᑲᐃᑭᑦᑲᑦᑲᑦᑲᑦ ᑎᑲᑦ 	<p>Student achievement (based on clear performance standards and on a body of evidence collected over time on categories of knowledge and skill) will be based on the expectations set out in The Ontario Curriculum, Grades 1–8. There are four different degrees (levels) of student achievement of the provincial curriculum expectations for any given grade.</p>

Report Card Terminology

6	Achievement R or Below 50 1. Ⴄၵ Ⴘၵၶၷၸၹ 2. Ⴘၵၶ ၵၶၷၸၹ 3. Ⴘၵၶၷၸၹၺ	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
7	Attendance 1. Ⴘၵၶၷၸၹ Ⴘၵၶၷၸၹၺ 2. Ⴘၵၶၷၸၹၺၻၼၽ 3. Ⴘၵၶၷၸၹၺ	Marked as days absent.
8	Class Participation 1. Ⴘၵၶၷၸၹ Ⴘၵၶၷၸၹၺၻ 2. Ⴘၵၶၷၸၹၺ Ⴘၵၶၷၸၹၺ 3. Ⴘၵၶၷၸၹၺၻၼ Ⴘၵၶၷၸၹၺ	The act of taking part in a classroom activity, e.g., the student accepts various roles in the class and group, including leadership roles.
9	Conflict Resolution 1. Ⴘၵၶၷၸၹၺ 2. Ⴘၵၶၷၸၹၺ 3. Ⴘၵၶၷၸၹၺ	The process of resolving a dispute or disagreement, e.g., the student uses a variety of strategies to resolve conflicts appropriately.
10	Cooperation With Others 1. Ⴘၵၶၷၸၹၺၻ 2. Ⴘၵၶၷၸၹၺ 3. Ⴘၵၶၷၸၹၺၻၼ	The act of working together to achieve a common aim, e.g., the student takes turns and willingly works with others.

Report Card Terminology

14	Excellent (E) 1. ᑭᑦ ᑲᑦᑭᑦᑲᑦ 2. ᑲᑲᑦᑲᑦ 3. ᑲᑲᑦᑲᑦ	Of a very high quality or standard.
15	Geography 1. ᑲᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦᑲᑦ 2. ᑲᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦᑲᑦ 3. ᑲᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ	<p>A subject that is dedicated to instruction in the following strands: New France, British North America, and Conflict and Change (Grade 7) and Confederation, The Development of Canada, and Canada: A Changing Society (Grade 8).</p> <p>Geography is the study of place. It examines the earth's physical systems and the people in them. It also investigates how people and environments affect each other.</p>
16	Goal Setting To Improve Work 1. ᑲᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦᑲᑦ 2. ᑲᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦᑲᑦ 3. ᑲᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ ᑲᑲᑦᑲᑦᑲᑦᑲᑦᑲᑦ	<p>The process of using clear standards in making decisions or judgments about something for ensuring success, e.g., the student identifies appropriate criteria for assessing work, uses identified criteria to assess work, and assesses own work or the student identifies goals, identifies specific steps or actions needed to reach goals or to improve, and evaluates own success in reaching goals.</p>
17	Good (G) 1. ᑲᑲᑦᑲᑦ 2. ᑲᑲᑦᑲᑦ 3. ᑲᑲᑦᑲᑦ	Of a high quality or standard.

18	<p>Grade</p> <ol style="list-style-type: none"> 1. ልግሥት 2. ልግሥት 3. ልግሥት 	A class in a school.
19	<p>Grade Average</p> <ol style="list-style-type: none"> 1. ለሌላ ልግሥት 2. ለሌላ ልግሥት 3. ለሌላ ልግሥት 	For Grades 7 and 8, the average of the marks (as a percentage) of all students in the school in that grade for the subject/strand.
20	<p>Health and Physical Education</p> <ol style="list-style-type: none"> 1. ለሌላ ልግሥት ልግሥት 2. ለሌላ ልግሥት ልግሥት 3. ለሌላ ልግሥት ልግሥት 	<p>A subject that is dedicated to instruction in the following strands: Healthy Living, Fundamental Movement Skills, and Active Participation.</p> <p>Health and Physical Education involves the study of healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse; locomotion, manipulation and stability; and physical activity and fitness, and living skills leading to personal well-being.</p>

Report Card Terminology

<p>21</p>	<p>History</p> <p>1. 6 P VΓ ΔΔΡ˘</p> <p>2. ▷Cα˘ 6PΔS∇˘<˘ PP.ᵃ⁻ΔL9Δ˘³</p> <p>3. Γ˘ΔS ΔSΛLΠΓ˘Δ³</p>	<p>A subject that is dedicated to instruction in the following strands: The Themes of Geographic Inquiry, Patterns in Physical Geography, and Natural Resources (Grade 7) Patterns of Human Geography, Economic Systems, and Migration (Grade 8).</p> <p>History involves the examination of individuals and unique events, as well as of groups, movements, institutions, nations, and eras.</p>
<p>22</p>	<p>Homework Completion</p> <p>1. P˘P.ᵃ⁻ΔLΓ˘Δ Δ<<ΠΓ˘Δ³ PSC˘Δ³</p> <p>2. Δ˘ᵃ⁻σΔ˘ P∇˘ΔΔΓb³ 6PST˘-</p> <p>3. 6P˘∇˘ΔJ˘- ▷SΛΔ9˘Δ³</p>	<p>The ability to complete schoolwork that students do after school, at home or outside of class, e.g., the student follows directions and completes homework on time and with care.</p>
<p>23</p>	<p>IEP (Individual Education Plan)</p> <p>1. V<b³ P˘P.ᵃ⁻ΔLΓ˘Δ ˘Δ˘∇α˘˘C˘Δ³</p> <p>2. ΠΛα∇˘ PP.ᵃ⁻ΔL9Δ˘ ▷αΓ9Δ˘³</p> <p>3. VST˘Δ PP.ᵃ⁻ΔLJ˘Δ³</p>	<p>A plan that addresses special learning needs. Individual Education Plans (IEPs) will be used for students who have been formally identified as exceptional by an Identification, Placement, and Review Committee, as well as for students with special needs who are receiving special education programs and services but who have not been formally identified (see special education).</p>

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<p>29</p>	<p>Mathematics</p> <ol style="list-style-type: none"> 1. <PCr'·Δα 2. <PCr'Δ·α> 3. <PCr'·Δα> 	<p>A subject that is dedicated to instruction in the following strands: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra, and Data Management and Probability.</p> <p>Mathematics is the study of the relationships between numbers, shapes, and quantities and between related mathematical concepts, other disciplines, and the real world.</p>
<p>30</p>	<p>Needs Improvement (N)</p> <ol style="list-style-type: none"> 1. PΛΛ- 'C·∇σC·b' b'PC·Δ' 2. PΛΛ- r'bg·b'p'j- 3. <C·∇CJ·Δ' Δ'Λ'b·Δ' 	<p>Not of an acceptable quality or standard.</p>
<p>31</p>	<p>Next Steps</p> <ol style="list-style-type: none"> 1. Γα <Π ∋CJ·Δ' 2. bΔ·<σ ∋CL' 3. <Λr'p'qCL·Δ' 	<p>Comments about how students can demonstrate learning skills in particular subject areas.</p>

<p>32</p>	<p>NSL (Native as a Second Language Program) 1. Δσσ·J·Δ³ ΡᵰΡ·Δ·Lᵰ·Δ³ 2. Δσσ·J·Δ³ ΡᵰΡ·Δ·Lᵰ·Δ³ 3. Δσσ·J·Δ³ ΡᵰΡ·Δ·Lᵰ·Δ³</p>	<p>The Native language program develops an understanding of the nature of language, basic communication skills in Native languages, and an appreciation of Native cultures in Canada and the rest of North America.</p> <p>The Native language program is not designed to make students fully bilingual; rather the program offers students the opportunity to develop a basic command of a Native language that can be expanded through further study or through contact with other speakers of the language.</p>
<p>33</p>	<p>Ontario School Record (OSR) 1. Δ³Uᵰ·Δ³ ΡᵰΡ·Δ·Lᵰ·Δ³ Lᵰ·Δ·Δᵰ³ 2. Δ³Uᵰ·Δ³ Δᵰᵰ·Δ·Lᵰ·Δ³ Δᵰ·Lᵰ·Δ·Δᵰ³ 3. Δᵰ·Lᵰ·Δ·Δᵰ³ Δᵰ·Δ³</p>	<p>A file that contains all documents on a student. The contents of the OSR and access to the information are authorized by the Education Act. Report cards and assessment reports are kept in the OSR. The classroom teacher(s), the principal, and others working with the student have access to the OSR. Parents may see the contents of the OSR by contacting the principal.</p>
<p>34</p>	<p>Problem Solving 1. Γ·Δ·C·Δ³ L·Δ·Δᵰ·Δᵰ³ 2. Δᵰ·Lᵰ·Δ·Δᵰ³ Lᵰ·Δ·Δᵰ³ 3. Lᵰ·Δ·Δᵰ³ Δᵰ·Lᵰ·Δᵰ³</p>	<p>The process of finding the answer to a question or problem, e.g., the student devises and carries out a plan to solve a problem.</p>

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<p>35</p>	<p>Progressing Well Towards Promotion</p> <ol style="list-style-type: none"> 1. ႁႃႉ ႁႃ ႁႃ ႁႃႉ 2. ႁႃႉႁႃႉႁႃႉ ႁႃႉ ႁႃႉႁႃႉ 3. ႁႃႉႁႃႉ 	<p>The student's overall achievement is such that there is no doubt that he or she will be promoted.</p>
<p>36</p>	<p>Progressing With Some Difficulty Towards Promotion</p> <ol style="list-style-type: none"> 1. ႁႃႉႁႃႉ ႁႃ ႁႃ ႁႃႉ 2. ႁႃႉႁႃႉ ႁႃႉႁႃႉ ႁႃႉႁႃႉ 3. ႁႃႉႁႃႉႁႃႉ ႁႃႉႁႃႉ 	<p>The student's overall achievement is such that there is some doubt that he or she will be promoted to the next grade at the end of the year.</p>
<p>37</p>	<p>Promotion at Risk</p> <ol style="list-style-type: none"> 1. ႁႃ ႁႃႉႁႃႉႁႃႉ ႁႃ ႁႃ ႁႃႉ 2. ႁႃႉ ႁႃႉ ႁႃႉႁႃႉႁႃႉ 3. ႁႃႉ ႁႃႉႁႃႉ 	<p>The student's overall achievement appears to be insufficient to ensure promotion at end of the year.</p>
<p>38</p>	<p>Promotion Status</p> <ol style="list-style-type: none"> 1. ႁႃ ႁႃႉႁႃႉႁႃႉ ႁႃႉႁႃႉႁႃႉ 2. ႁႃႉႁႃႉႁႃႉ ႁႃႉ ႁႃႉ ႁႃႉႁႃႉ 3. ႁႃႉႁႃႉ 	<p>Advancement to a higher grade that is subject to change.</p>

39	<p>Provincial Standard</p> <ol style="list-style-type: none"> 1. Δ^οΑΓ^υβ^οΔ^ο Δ^οU_αΔ 2. βΔ^οΔ^οU^ο ΡΡ_οΔ^οΔ^ο 3. Δ^οΑΡ^οΓ^οΔ^ο 	Level 3 (which corresponds to B- to B+ or 70% to 79%) is the provincial standard. Level 3 is a high level of achievement of the provincial curriculum expectations.
40	<p>Punctuality</p> <ol style="list-style-type: none"> 1. <^οΓ^οΔ^οΔ^ο 2. <Γ^οΔ^ο 3. β ΡΓ^οΔ^ο 	Marked as times late.
41	<p>Report Card</p> <ol style="list-style-type: none"> 1. Ρ^οΡ_οΔ^οΔ^ο Δ^οΓ^οΔ^οΔ^ο Δ^οΔ^ο 2. Δ^οΔ^ο Δ^οΓ^οΔ^οΔ^ο 3. Δ^οΓ^οΔ^οΔ^ο 	A record of a student's achievement at school over a specified period, prepared by teachers and given to the students and parents.
42	<p>Response Form</p> <ol style="list-style-type: none"> 1. Δ^οΔ^οΔ^οΔ^ο Δ^οΔ^ο 2. Δ^οΔ^οΔ^ο Δ^ο 3. Δ^οΔ^οΔ^οΔ^ο 	A document with blank spaces for information to be supplied by parents/guardians and the student on student achievement, goals, and home support and/or to request a meeting to discuss the report card.
43	<p>Satisfactory (S)</p> <ol style="list-style-type: none"> 1. Δ^ο 2. Δ^οΔ^οΔ^ο 3. Δ^οΔ^ο 	Of an acceptable quality or standard.

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<p>44</p>	<p>Science and Technology</p> <p>1. $\text{P}^{\wedge}\text{q}\sigma\text{C}\cdot\text{J}\cdot\Delta^{\circ}\ \text{b}^{\wedge}\text{C}$ $\triangleleft\text{C}\text{rC}\cdot\Delta^{\circ}$</p> <p>2. $\text{a}\text{aC}\Delta\cdot\ \text{P}^{\wedge}\text{C}\text{L}\Delta\cdot\text{a}^{\circ}\ \nabla\text{b}\cdot$ $\triangleright^{\circ}\text{P}\ \triangleleft\text{C}\text{rC}\text{b}\text{a}^{\circ}$</p> <p>3. $\Gamma\text{r}\cdot\nabla\ \triangleleft\text{P}\cdot\Delta\ \text{P}^{\wedge}\text{r}^{\wedge}\text{q}\cdot\Delta\text{a}^{\circ}$</p>	<p>A subject that is dedicated to instruction in the following strands: Life Systems, Matter and Materials, Energy and Control, Structures and Mechanisms, and Earth and Space Systems.</p> <p>Science is a form of knowledge that seeks to describe and explain the natural and physical world and its place in the universe.</p> <p>Technology is both a form of knowledge that uses concepts and skills from other disciplines (including science) and the application of this knowledge to meet an identified need or solve a problem using materials, energy, and tools (including computers).</p>
<p>45</p>	<p>Social Studies</p> <p>1. $\text{L}\text{L}\cdot\Delta\ \wedge\text{L}\text{N}\text{r}\cdot\Delta$ $\text{P}^{\wedge}\text{P}\cdot\text{b}\triangleleft\text{L}\text{r}\cdot\Delta^{\circ}$</p> <p>2. $\triangleleft\sigma\text{J}\sigma\sigma\Delta\cdot\ \nabla\text{b}\cdot\ \triangleleft\text{P}$ $\text{a}\text{aC}\Delta\cdot\ \text{P}^{\wedge}\text{C}\text{L}\Delta\cdot^{\circ}$</p> <p>3. $\Gamma\text{r}\cdot\nabla\ \wedge\text{L}\text{N}\text{r}\cdot\Delta$ $\text{a}\text{a}\text{b}\text{r}\text{r}^{\wedge}\text{q}\cdot\Delta^{\circ}$</p>	<p>A subject that is dedicated to instruction in the following strands: Heritage and Citizenship, and Canada and World Connections.</p> <p>Social Studies seeks to examine and understand communities from the local to the global, their various heritages, physical systems, and the nature of citizenship within them.</p>
<p>46</p>	<p>Strands</p> <p>1. $\triangleleft\text{V}^{\wedge}\text{P}\text{r}\ \text{P}^{\wedge}\text{P}\cdot\text{b}\triangleleft\text{L}\text{q}\cdot\Delta\text{a}$</p> <p>2. $\triangleleft\wedge\text{P}\text{r}\ \text{P}\text{P}\cdot\text{b}\triangleleft\text{L}\text{q}\Delta\cdot\text{a}^{\circ}$</p> <p>3. $\triangleleft\wedge\text{P}^{\circ}\ \text{P}^{\wedge}\text{r}^{\wedge}\text{q}\cdot\Delta\text{a}^{\circ}$</p>	<p>The key components of a specific subject area.</p>

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<p>47</p>	<p>Strengths 1. L^ub·Δ^r·Δ^e 2. bΔ^sa b^r· ▷PP^o◁L^dΔ^o· 3. L^ub·Δ^r·Δ^o</p>	<p>Comments about how students demonstrate the learning skills in particular subject areas.</p>
<p>48</p>	<p>Subjects 1. P^oP^o◁L^r·Δ^e 2. aab^o Δ^sPP^o◁L^gΔ^o· 3. b◁^rΔ^sPP^oL^g·</p>	<p>Parts of learning that form courses of study.</p>
<p>49</p>	<p>The Arts 1. ▷^sr^ba 2. aabΔ^o LL^rσ Δ^cΔ^o· 3. Δ^cΔ^o· Δ^sr^g·Δ^o·</p>	<p>A subject that is dedicated to instruction in the following strands: Music, Visual Arts, and Drama and Dance. The arts involve the production, presentation, or performance of major art forms, e.g., music, visual arts, drama, and dance.</p>
<p>50</p>	<p>Use of Information 1. P^ogσ^cΔ^o· ◁^rc^o·Δ^o· 2. P^g◁^cΔ^o· ▽^c◁^c· 3. b^c◁^c· ·Δ^cL^g·Δ^o·</p>	<p>The ability to use knowledge acquired or supplied about something or somebody, e.g., the student effectively interprets and synthesizes information.</p>
<p>51</p>	<p>Weaknesses 1. σa^r·Δ^e 2. ▽b bΔ^s a b^r· 3. -▽^hΔ^rg^cL^r·</p>	<p>Comments about how students do not demonstrate learning skills in particular subject areas.</p>

	Term/Translation	Definition
1	Biome 1. Ե ՎՃԿԵԴԵՎ՝ 2. ԵՃԵԴԵՎ՝ ԵՎՃՏՎ՝Կ՝ ՎԵ՝ ԵՃՏ՝ ԿԴՃՎ՝ԼԵՎ՝ 3. ԿՎԿ՝ՎԵԴԵՎ	An area with a characteristic geographic and climatic pattern that supports characteristic animal and plant populations (e.g., boreal forest).
2	Biosphere 1. Վ՞ՐԻ Ե ԾՐ ԱԼՈՐԼԵՎ՝ 2. ՎՐ ԵԾՐ ԱԼՈՐԼԵՎ՝ 3. ՄԿ՝ՃՐՐԳ՝Ճ՞	The portion of the planet that supports life and the living organisms within it.
3	Community 1. Ե ՝ՃՐ ԱԼՈՐԴՉԼԵՐ 2. ԵՃՏ՝ Ճ՝ՐԱԼՈՐԴՉՈԼԵՐ՞ 3. ԵՂՐ՞ԵԼՈՐՐ՝	A group of all the interdependent plant and animal species found in a habitat.
4	Data 1. ՝ՃԿԼԳ՝ՃԵ 2. Ճ՝ԿԼԳՃ՝՞ 3. Ս՝Վ՝ՃԿԼԳ՝Ճ՞	Facts or information.
5	Database 1. ՝ՃԿԼԳ՝ՃԵ Ե ՃՏ՝ Ր՝ՎԿ՞ՍՐ 2. Ճ՝ԿԼԳՃ՝Ե՞ ԵՃՏ՝ ԵԵՎ՝ՐԵՍՐ՞ 3. Ս՝Վ՝ ՐՐԵ՝ՎՐՃ՝Վ՝Ճ՞	An organized or sorted list of facts or information, usually generated by a computer.

<p>6</p>	<p>Ecology 1. ԵձՏ ԱԼՈՐԼԵՆ՝ ՎՊՐԱ ԲՊՐԾՎԼԻՆ՝</p> <p>2. ԵձՏԱԼՈՐԼԵՆ՝ ՎՐ</p> <p>3. ԵձՏԵՁՎՎՐԵՍՐ՝</p>	<p>The study of all the interactions that occur within the biosphere.</p>
<p>7</p>	<p>Ecosystem 1. ԵձՏ ԻՐ ԱԼՈՐԼԵՆ՝ ՎՊՐԱ</p> <p>2. ԵձՏԻՐԱՆՈՐԼԵՆ՝ ՎՐ</p> <p>3. ԱԼՈՐԻՆ՝ ՏՇՎՐԻԳՆ՝</p>	<p>A group of living organisms that, along with their abiotic environment, form a self-regulating system through which energy and materials are transferred.</p>
<p>8</p>	<p>Qualitative Data 1. ՈՎՎՐԻԳՆ՝</p> <p>2. ՈՎՎՐԻԳՆ՝</p> <p>3. ՈՎՎՐՎՆ՝</p>	<p>Information gathered in observations in which no measurement takes place.</p>
<p>9</p>	<p>Quantitative Data 1. ՈՎՐՐԻԳՆ՝ ՈՎՆ՝ԵԳՆ՝</p> <p>2. ՈՎՐՐԻԳՆ՝</p> <p>3. ԵՐՎԵԼՈՐԻՆ՝</p>	<p>Data that consist of numbers and/or units of measurement. Quantitative data are obtained through measurement and through mathematical calculations.</p>
<p>10</p>	<p>Renewable Energy Sources 1. Ե ՇԱ ՏՇՎՐ՝</p> <p>2. ԵՁԱՏՇՎՐԼԵՐ՝ ՎՐՎ՝ ԳՎ՝</p> <p>3. ԵՁԱՏՇՎՐ՝</p>	<p>Natural energy sources that can be replaced. For example, when trees are cut down for lumber, new trees can be planted in their place.</p>

11	Survey 1. $\alpha C \cdot \nabla P^{\wedge} \sigma C J \cdot \Delta^{\circ}$ 2. $\alpha \alpha C \cdot \Delta P^{\wedge} \sigma \Delta^{\circ}$ 3. $\alpha \alpha C P^{\wedge} \sigma \Delta^{\circ}$	A sampling of information, often compiled by asking people questions or interviewing them.
12	Table 1. $P^{\wedge} P \cdot \Delta C P^{\wedge} \Delta b^{\circ}$ 2. $\sigma \wedge U P P^{\wedge} \Delta C P^{\wedge} \Delta b^{\circ}$ 3. $\cdot \Delta \alpha P^{\wedge} \sigma \Delta^{\circ}$	An orderly arrangement of facts set out for easy reference (e.g., an arrangement of numerical values in vertical or horizontal columns).

	Term/Translation	Definition
1	<p>Canadian Identity</p> <p>1. ሌላ ስርዓት</p> <p>ሰርዓተ-ሰውነት</p> <p>2. ሌላ ልዩነት</p> <p>3. ሌላውን ሰርዓተ-ሰውነት</p>	Distinguishing characteristics of Canada and its people.
2	<p>Citizenship</p> <p>1. ልጅ በህግ ሰርዓተ-ሰውነት</p> <p>2. ስርዓተ ሰርዓተ-ሰውነት</p> <p>3. ስርዓተ-ሰውነት</p>	The status of a citizen, with its attendant duties, rights, and responsibilities.
3	<p>Demographics</p> <p>1. ህዝብ ስርዓተ-ሰውነት ለሰርዓተ-ሰውነት ስርዓተ-ሰውነት</p> <p>2. ስርዓተ-ሰውነት ስርዓተ-ሰውነት</p> <p>3. ስርዓተ-ሰውነት ስርዓተ-ሰውነት</p>	The statistics for an area's population relating to such aspects as age, sex, income, and education.
4	<p>Economy</p> <p>1. ሌላ ስርዓተ-ሰውነት ስርዓተ-ሰውነት</p> <p>2. ሌላውን ስርዓተ-ሰውነት ስርዓተ-ሰውነት</p> <p>3. ሌላውን ስርዓተ-ሰውነት ስርዓተ-ሰውነት</p>	The system of production and consumption of various commodities and services in a country, region, or community.
5	<p>Flow Resource</p> <p>1. ስርዓተ-ሰውነት ስርዓተ-ሰውነት</p> <p>2. ስርዓተ-ሰውነት ስርዓተ-ሰውነት</p> <p>3. ስርዓተ-ሰውነት ስርዓተ-ሰውነት</p>	A resource that is neither renewable nor non-renewable, but must be used when and where it occurs or be lost (e.g., running water, wind, sunlight).

6	Immigration 1. ለግብርና 2. ለጥቅም 3. ለሥራ	The movement of people into an area or country.
7	Life Expectancy Rate 1. ሰዓት ለሰዓት ለሰዓት ለሰዓት ለሰዓት ለሰዓት 2. ለሰዓት ለሰዓት 3. ለሰዓት ለሰዓት ለሰዓት ለሰዓት ለሰዓት	The average number of years that a person is expected to live at the time of his or her birth.
8	Migration 1. ለሥራ ለሥራ 2. ለጥቅም ለጥቅም 3. ለሥራ ለሥራ	The movement of people from one place or country to another, for the purpose of settlement.
9	Multiculturalism 1. ለግብርና ለግብርና ለግብርና ለግብርና ለግብርና 2. ለግብርና ለግብርና 3. ለግብርና ለግብርና ለግብርና ለግብርና ለግብርና	The preservation of distinct cultural identities among varied groups within a unified society.
10	Non-Renewable Resource 1. ለግብርና ለግብርና ለግብርና ለግብርና ለግብርና 2. ለግብርና ለግብርና ለግብርና ለግብርና ለግብርና 3. ለግብርና ለግብርና ለግብርና ለግብርና ለግብርና	A finite resource that cannot be replaced once it is used up (e.g., petroleum, minerals).

11	<p>Physical Feature</p> <ol style="list-style-type: none"> 1. б ΔC^бГб\` 2. бΔабГб\` 3. бΔбабГб\` 	An aspect of a place or area that derives from the physical environment.
12	<p>Population Density</p> <ol style="list-style-type: none"> 1. б ΔΔCΔаσ·Δ\` 2. бΔΔCΔ'аσ·Δ\` 3. бΔΔ<ΔΔCаσ·Δ\` 	The number of individuals occupying an area; calculated by dividing the number of people by the area they occupy.
13	<p>Primary Industries (Resource Industries)</p> <ol style="list-style-type: none"> 1. ΔPΔ<<ΠP·Δ\` б LаΔΔCP\` Δ^Pσ° 2. ΔPΔ· PΓ ΔLΓΔΔ·а³ 3. бLаΔΓΓбUP³ 9dа³ 	Industries that harvest raw materials or natural resources (e.g., agriculture, ranching, forestry, fishing, extraction of minerals and ores).
14	<p>Primary Sources</p> <ol style="list-style-type: none"> 1. бΔΔ 9·б³ 2. σ^C^ бPΔ<<CP³ 3. Δ^P9dа³ 	Artefacts and oral, print, media, or computer materials that are the earliest or first of a kind.
15	<p>Region</p> <ol style="list-style-type: none"> 1. б ΔΔC^бГб\` 2. бΔΔабГб\` 3. <ΔPΔΔP 	An area of the earth having some characteristic or characteristics that distinguish it from other areas.
16	<p>Renewable Resource</p> <ol style="list-style-type: none"> 1. 9 P CΔ σC·ΔP\` 2. 9P аΔ Δ<<\` 9d³ 3. P·C^ бΔΔ<<CP³ 	A resource that can be regenerated if used carefully (e.g., fish, timber).

17	Resources 1. ▷ᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆ 2. ▷ᄆᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆ 3. ᄆᄆᄆᄆᄆᄆᄆ	The machine, workers, money, land, raw materials, and other things that can be used to produce goods and services. There are renewable, non-renewable, and flow resources.
18	Rights 1. ᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆᄆᄆ 2. ᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆ 3. ᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆ	Entitlements recognized and protected by the law.
19	Secondary Industries (Manufacturing Industries) 1. ᄆᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆᄆ 2. ᄆᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆᄆᄆ 3. ᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆ	Industries that convert raw materials into finished industrial products (e.g., car manufacturing).
20	Secondary Sources 1. ᄆᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆᄆ 2.2 ᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆᄆ 3. ᄆᄆᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆ	Oral, print, media, and computer materials that are not primary or original.
21	Sustainable Development 1. ᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆ 2. ᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆ 3. ᄆᄆᄆᄆ ᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆᄆ	Development that meets the needs of the present generation without compromising the ability of future generations to meet their needs.

22	<p>Topographic Maps</p> <ol style="list-style-type: none"> 1. ႁႃႇႃႇႃႇႃႇႃႇ 2. ႁႃႇႃႇႃႇႃႇႃႇ 3. ႁႃႇႃႇ ႁႃႇႃႇႃႇႃႇ 	<p>A map whose primary purpose is to show relief of the land through the use of contour lines or other methods.</p>
23	<p>Urbanization</p> <ol style="list-style-type: none"> 1. ႁႃ ႁႃႇႃႇႃႇ ႁႃႇႃႇႃႇ 2. ႁႃႇႃႇႃႇႃႇႃႇ 3. ႁႃႇႃႇႃႇႃႇ 	<p>A process in which there is an increase in the percentage of people living and/or working in urban places as compared to rural places.</p>

Special Education Terminology

	Term/Translation	Definition
1	Behavioural Exceptionality 1. ᐱᓇᓯᓐᓂᓐ 2. ᓂᓐ ᓐᓯᓐᓂᓐᓂᓐ 3. ᓐᓯᓐᓂᓐᓂᓐ	A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance.
2	Developmental Disability 1. ᐸᓂᓐᓂᓐ ᓯᓐᓂᓐᓂᓐ 2. ᓂᓐ ᓐᓯᓐᓂᓐ ᓯᓐᓂᓐ 3. ᓐᓯᓐᓂᓐᓂᓐ	A severe learning disorder characterized by: (a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; (b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; (c) a limited potential for academic learning, independent social adjustment, and economic self-support.
3	Educational Assistant (Educational Aide, Teaching Assistant, Classroom Assistant, Pupil Aide) 1. ᓂᓯᓐᓂᓐᓂᓐ ᓂᓐᓂᓐ 2. ᓐᓂᓐᓂᓐ ᓂᓐᓂᓐᓂᓐ 3. ᓂᓯᓐᓂᓐᓂᓐ	Staff hired by school boards or local education authorities to work with individual students under supervision of the classroom teacher. ... Education assistants may work with an individual or groups of students for part or all of the school day. <small>—from http://www.oafccd.com [Ontario Association for Families of Children With Communication Disorders. <i>Special Education Terms Used in Ontario Schools.</i>] obtained May 31, 2007</small>

10	<p>Mild Intellectual Disability</p> <ol style="list-style-type: none"> 1. ᐃ ᐸᐅᐅᐅ ᐅᐅᐅᐅ 2. ᐃᐸᐅᐅ ᐅᐅᐅᐅ 3. ᐃᐅᐅᐅᐅᐅᐅ 	<p>A learning disorder characterized by: (a) an ability to profit educationally within a regular class with aid of considerable curriculum modification and supportive service; (b) an inability to profit educationally within a regular class because of slow intellectual development; (c) a potential for academic learning, independent social adjustment, and economic self-support.</p>
11	<p>Multiple Exceptionalities</p> <ol style="list-style-type: none"> 1. ᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅ 2. ᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅ 3. ᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅ 	<p>A combination of learning or other disorders, impairments, or physical disabilities, that is of the nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.</p>
12	<p>Parent Guide</p> <ol style="list-style-type: none"> 1. ᐅᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅ 2. ᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅ 3. ᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅ 	<p>Every school board or local education authority is required to develop a guide for parents that outlines the special education services provided, as well as the procedures for the IPRC, deciding the students placement, or appealing these decisions.</p> <p><small>—from http://www.oafccd.com [Ontario Association for Families of Children With Communication Disorders. <i>Special Education Terms Used in Ontario Schools.</i>] obtained May 31, 2007</small></p>

Special Education Terminology

<p>13</p>	<p>Physical Disability 1. ΓΛ·Δ Λ^οβΝΓ·Δ^ο 2. ΓΛ·Δ ΛΡΓ·Δ^ο 3. ·Δ·Δβ·Δ ·ΔΛΡΓ·Δ^ο</p>	<p>A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.</p>
<p>14</p>	<p>Placement 1. ·Δ·∇σ <ΡΝσδ·Δ^ο 2. ρΔΣ<ΡΝαεε^ο 3. ΔαΓδ·Δ^ο</p>	<p>The term placement can refer to a program offered to a student in the regular classroom or may refer to an alternate location within the school board [or local education authority], purchased from another school board, or in a provincial school. <small>—from http://www.oafccd.com [Ontario Association for Families of Children With Communication Disorders. <i>Special Education Terms Used in Ontario Schools.</i>] obtained May 31, 2007</small></p>
<p>15</p>	<p>Resource Withdrawal (Resource Room) 1. Δσ·Δ^ο ·ΔΓΔ·∇·ΔβΓ^ο 2. Δσ·Δ^ο Δ·ΓΔ∇·Δ·βΓ^ο 3. ςΡΣΓ·∇·Δ^ο</p>	<p>This is a special education program where the student is in the regular classroom for most of the day, but is also withdrawn from the classroom for regularly scheduled assistance from a Special Education Teacher. <small>—from http://www.oafccd.com [Ontario Association for Families of Children With Communication Disorders. <i>Special Education Terms Used in Ontario Schools.</i>] obtained May 31, 2007</small></p>
<p>16</p>	<p>Special Education Program 1. Ρ^οΡ^οΔΛΓ^ο·Δ Δ<ΝΓ·Δ^ο Ρ^οΡ^οΔΛΓ^ο·Δ^ο 2. β<βαUσ^ο ΔΡΡ^οΔΛδΔ·σ·Δ^ο 3. βΛβΝΓ·Δ^ο ΔαΓδ·Δ^ο</p>	<p>A special education program is defined in the Education Act as an educational program that: is based on and modified by the results of continuous assessment and evaluation; and includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.</p>

<p>17</p>	<p>Special Education Services 1. ປຸ່ມປະລາດຊາດ ມະນຸດ ມະນຸດ 2. ບໍ່ມີຜູ້ ມະນຸດ 3. ບໍ່ມີຜູ້ ມະນຸດ</p>	<p>Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.</p>
<p>18</p>	<p>Special Education Teacher 1. ປຸ່ມປະລາດຊາດ ມະນຸດ ມະນຸດ 2. ບໍ່ມີຜູ້ ມະນຸດ 3. ບໍ່ມີຜູ້ ມະນຸດ</p>	<p>Special education teachers have additional training in the education of students with exceptional learning needs. They are usually assigned to work with groups of students throughout the school day. Some special education teachers work with a specific group of students for the majority of the school day (e.g., learning disabled, language impaired, multiple handicapped). In addition, special education teachers may look after IPRC preparation, arrange case conferences, assist in ongoing assessment, evaluation and reporting, facilitate placements, act as liaison with service agencies and arrange for transportation.</p> <p><small>—from http://www.oafccd.com [Ontario Association for Families of Children With Communication Disorders. <i>Special Education Terms Used in Ontario Schools.</i>] obtained May 31, 2007</small></p>
<p>19</p>	<p>Speech Impairment 1. ຜູ້ ມະນຸດ 2. ຜູ້ ມະນຸດ 3. ຜູ້ ມະນຸດ</p>	<p>A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral message; and that may be characterized by impairment in articulation, rhythm, and stress.</p>



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