

# Antiracism and Ethnocultural Equity Terminology 1

	<b>Term/Translation</b>	<b>Definition</b>
<b>1</b>	<b>Aboriginal Person</b> 1. Δσσσ°  2. Δσσσσσ Δσσρσσσ  3. ΔσσσϷ	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.
<b>2</b>	<b>Affirmative Action</b> 1. U<9σCδρ·Δ βϷ·Δ<J·∇·Δ³  2. U<9³CδρΔ· ΔϷρΔ·³  3. 9ΓϷϷCJ·Δ³ ∇ϷΓ9·Δ³	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.
<b>3</b>	<b>Antiracist Education</b> 1. ΓϷ βϷ·Δ<Γ·Δ ϲρϷΔL9·Δ³  2. ΓϷ βϷΔ·<Γ∇·Δ·³ ϲρϷΔL9Δ·³  3. ΓϷ βϷ·Δ<Γ·∇·Δ³ ϲρϷΔL9Δ·³	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.
<b>4</b>	<b>Bias</b> 1. σρCΓσΓ∇·Δ³  2. ϷρCΓCJΔ·³  3. LΓσΓ∇·Δ³	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









## The Arts Terminology

	<b>Term/Translation</b>	<b>Definition</b>
<b>1</b>	<b>Dance</b> 1. ማጋራት 2. ማጋራት 3. ማጋራት	Dance is the art of creating, producing, or performing works for a variety of purposes through movement.
<b>2</b>	<b>Drama</b> 1. የሥነ-ግጥም ግጥም ግጥም ግጥም 2. የሥነ-ግጥም ግጥም ግጥም ግጥም 3. የሥነ-ግጥም ግጥም ግጥም	Drama is the art of creating, producing, or performing works for a variety of purposes through role-playing.
<b>3</b>	<b>Music</b> 1. የግጥም ግጥም 2. የግጥም ግጥም 3. ግጥም ግጥም	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.
<b>4</b>	<b>Visual Arts</b> 1. ግጥም ግጥም 2. ግጥም ግጥም 3. ግጥም ግጥም	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.

	<b>Term/Translation</b>	<b>Definition</b>
<b>1</b>	<b>Anecdotal Record</b> 1. በአገልግሎት ላይ ለሚኖሩ ልጆች 2. በአገልግሎት ላይ ለሚኖሩ ልጆች 3. በአገልግሎት ላይ ለሚኖሩ ልጆች	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.
<b>2</b>	<b>Assessment</b> 1. በአገልግሎት ላይ ለሚኖሩ ልጆች 2. በአገልግሎት ላይ ለሚኖሩ ልጆች 3. በአገልግሎት ላይ ለሚኖሩ ልጆች	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.
<b>3</b>	<b>Checklist</b> 1. በአገልግሎት ላይ ለሚኖሩ ልጆች 2. በአገልግሎት ላይ ለሚኖሩ ልጆች 3. በአገልግሎት ላይ ለሚኖሩ ልጆች	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.
<b>4</b>	<b>Diagnostic Assessment</b> 1. በአገልግሎት ላይ ለሚኖሩ ልጆች 2. በአገልግሎት ላይ ለሚኖሩ ልጆች 3. በአገልግሎት ላይ ለሚኖሩ ልጆች	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.

## Assessment Terminology

<p><b>5</b></p>	<p><b>Evaluation</b></p> <ol style="list-style-type: none"> <li>1. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉႃႉ</li> <li>2. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉ</li> <li>3. ႁႃႉႃႉႃႉႃႉႃႉႃႉ</li> </ol>	<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><b>6</b></p>	<p><b>Formative Assessment</b></p> <ol style="list-style-type: none"> <li>1. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉႃႉ ႁႃႉႃႉႃႉႃႉ</li> <li>2. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉႃႉ ႁႃႉႃႉႃႉႃႉ</li> <li>3. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉႃႉ ႁႃႉႃႉႃႉႃႉ</li> </ol>	<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><b>7</b></p>	<p><b>Rating Scale</b></p> <ol style="list-style-type: none"> <li>1. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉႃႉႃႉႃႉ</li> <li>2. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉ</li> <li>3. ႁႃႉႃႉႃႉႃႉႃႉႃႉ</li> </ol>	<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><b>8</b></p>	<p><b>Rubric</b></p> <ol style="list-style-type: none"> <li>1. ႁႃႉႃႉႃႉ ႁႃႉႃႉႃႉႃႉ</li> <li>2. ႁႃႉႃႉႃႉႃႉႃႉႃႉ</li> <li>3. ႁႃႉႃႉႃႉႃႉႃႉႃႉ</li> </ol>	<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><b>9</b></p>	<p><b>Summative Assessment</b></p> <ol style="list-style-type: none"> <li>1. <math>\rho \sigma \wedge \rho^{\wedge} \rho \cdot \rho \triangleleft L \rho \cdot \Delta^{\rho}</math> <math>\rho \cdot \rho \triangleleft \rho \cdot \rho \cdot \Delta^{\rho}</math></li> <li>2. <math>\rho \rho \rho \rho \Delta \cdot \rho^{\rho}</math> <math>\rho \rho \rho \rho \rho \rho \rho \Delta \cdot \rho^{\rho}</math></li> <li>3. <math>\Delta^{\rho} \rho \cdot \rho \cdot \rho^{\rho}</math> <math>\rho \rho \rho \rho \rho \rho \cdot \Delta^{\rho}</math></li> </ol>	<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. ...</p> <p>Summative assessments provide teachers with baseline data for planning subsequent instructional segments.</p>
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## 10 Classroom Management and Safe Schools Terminology

	<b>Term/Translation</b>	<b>Definition</b>
<b>1</b>	<b>Bullying</b> 1. ካረገግራል። 2. ስረዓተኛ 3. ረገግራል።	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.
<b>2</b>	<b>Classroom Management</b> 1. የሥራ ልማት ማረጋገጫ ማረጋገጫ ማረጋገጫ 2. የሥራ ልማት ማረጋገጫ 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 &amp; Peter Smilanich.(1994). <i>Classroom Management: A Thinking &amp; Caring Approach</i>. Toronto: Bookation Inc., p. 17</small>
<b>3</b>	<b>Discipline Policy</b> 1. ልማት ማረጋገጫ የሥራ ልማት ማረጋገጫ 2. ለሥራ ማረጋገጫ 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 &amp; Peter Smilanich.(1994). <i>Classroom Management: A Thinking &amp; Caring Approach</i>. Toronto: Bookation Inc., p. 317</small>
<b>4</b>	<b>Discipline Procedures</b> 1. ልማት ማረጋገጫ ማረጋገጫ ማረጋገጫ 2. ለሥራ ማረጋገጫ ማረጋገጫ 3. ማረጋገጫ 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 &amp; Peter Smilanich.(1994). <i>Classroom Management: A Thinking &amp; Caring Approach</i>. Toronto: Bookation Inc., p. 317</small>

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<p><b>5</b></p>	<p><b>Discipline Process</b></p> <ol style="list-style-type: none"> <li>1. ΔCρ·&lt;Nδ·Δ &gt;CJ·Δ<sup>3</sup></li> <li>2. LLσ N&lt;δσ9Δ·<sup>3</sup> ΛΓσςΔb<sup>3</sup></li> <li>3. αα&lt;Γ9·Δ ΛΓ·ΔΓ9·Δ<sup>3</sup></li> </ol>	<p>The discipline process represents the cumulative actions a staff takes to implement the discipline policy.</p> <p>—from Bennett, Barrie &amp; Peter Smilanich.(1994). <i>Classroom Management: A Thinking &amp; Caring Approach</i>. Toronto: Bookation Inc., p. 317</p>
<p><b>6</b></p>	<p><b>Exclusion</b></p> <ol style="list-style-type: none"> <li>1. αβΓςΔ9·Δ<sup>3</sup></li> <li>2. σβUσς·&lt;b<sup>3</sup></li> <li>3. bΛNβαρ<sup>3</sup>·Δ<sup>-</sup></li> </ol>	<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><b>7</b></p>	<p><b>Expulsion</b></p> <ol style="list-style-type: none"> <li>1. ·&lt;α·ΔΓςΔ9·Δ<sup>3</sup></li> <li>2. γρΓ∇·Λσ∇·Δ·<sup>3</sup></li> <li>3. γρCδσ·∇·Δ<sup>3</sup></li> </ol>	<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><b>8</b></p>	<p><b>Ontario Schools Code of Conduct</b></p> <p>1. <math>\Delta^{\circ}U_{\Delta} \Delta^{\circ} \Delta^{\circ} P^{\Delta}</math>  <math>P^{\circ} P_{\Delta} \Delta L \Delta^{\circ} \Delta b \Gamma d \cdot \Delta</math>  <math>\Delta r \Delta b \Delta</math></p> <p>2. <math>\Delta^{\circ}U_{\Delta} \Delta^{\circ}</math>  <math>P P_{\Delta} \Delta L \Delta^{\circ} \Delta b \Gamma d^{\circ}</math>  <math>\Delta \Delta d \sigma \Delta^{\circ} \Delta^{\circ}</math></p> <p>3. <math>\Delta^{\circ}U_{\Delta} \Delta^{\circ} P P_{\Delta} \Delta L \Delta^{\circ} \Delta^{\circ}</math>  <math>\Delta \Delta r \Delta^{\circ} \Delta^{\circ}</math></p>	<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><b>9</b></p>	<p><b>Peer Mediation</b></p> <p>1. <math>\Delta^{\circ} \Delta^{\circ} P^{\circ} P_{\Delta} \Delta L r^{\circ}</math>  <math>L \Gamma \Delta \Gamma \cdot \Delta^{\circ} \Delta^{\circ}</math></p> <p>2. <math>\Delta^{\circ} r^{\circ} d \sigma L \Gamma \sigma \Delta^{\circ}</math></p> <p>3. <math>P P_{\Delta} \Delta L \Delta^{\circ} \Delta^{\circ}</math>  <math>\cdot \Delta^{\circ} \Delta^{\circ} \Delta^{\circ} \Delta^{\circ} \Delta^{\circ}</math></p>	<p>Programs in which students are trained to act as mediators to help other students resolve conflict.</p>
<p><b>10</b></p>	<p><b>Prevention</b></p> <p>1. <math>P \Delta^{\circ} \Delta^{\circ} \Delta^{\circ} \Delta^{\circ} \Delta^{\circ}</math></p> <p>2. <math>\Delta^{\circ} \Delta^{\circ} \Delta^{\circ} \Delta^{\circ} \Delta^{\circ}</math></p> <p>3. <math>\Delta \Delta b^{\circ} b L \Delta^{\circ} \Delta^{\circ}</math></p>	<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><b>11</b></p>	<p><b>Progressive Discipline</b></p> <p>1. <math>\Delta^{\circ} b \Gamma \Delta^{\circ} \Delta^{\circ} \Delta^{\circ} d \sigma \Delta^{\circ} \Delta^{\circ}</math></p> <p>2. <math>\Delta^{\circ} L \Gamma \sigma \Gamma \Delta^{\circ} \Delta^{\circ}</math></p> <p>3. <math>\Delta^{\circ} \Delta^{\circ} b \Gamma r^{\circ} \Delta^{\circ}</math></p>	<p>A series of defined steps or consequences progressively applied as disciplinary interventions to improve student behaviour.</p>

## Classroom Management and Safe Schools Terminology 13

<p><b>12</b></p>	<p><b>Rules</b></p> <ol style="list-style-type: none"> <li>1. ΔCρ·&lt;Nδρ·Δ ▷αρ·∇·Δ<sup>ρ</sup></li> <li>2. ▷αδσ9Δ·α<sup>ρ</sup></li> <li>3. Δαδσ9·Δα<sup>ρ</sup></li> </ol>	<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 &amp; Peter Smilanich.(1994). <i>Classroom Management: A Thinking &amp; Caring Approach</i>. Toronto: Bookation Inc., p. 207</p>
<p><b>13</b></p>	<p><b>Suspension</b></p> <ol style="list-style-type: none"> <li>1. Ρ·∇ΓςΔ9·Δ<sup>ρ</sup></li> <li>2. Ρ∇·σςΔ9Δ·<sup>ρ</sup></li> <li>3. Ρ·∇σς▷·∇Δ·<sup>ρ</sup></li> </ol>	<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

	<b>Term/Translation</b>	<b>Definition</b>
<b>1</b>	<b>Curriculum</b> 1. P^P_<L9^Δ •<∇_e^C^Δ^  2. PP_<L9Δ^ Δ_e^f^b^  3. Δ^ PP_<L9^Δ^>	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>
<b>2</b>	<b>Curriculum Documents</b> 1. P^P_<L9^Δ L^P_e^Δ^b_e  2. PP_<L9Δ^ L^P_e^Δ^b^  3. Δ^ PP_<L9^Δ >^S^Δ^9^Δ_e^>	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.]
<b>3</b>	<b>Expectations</b> 1. b^P^C^L^P^Δ_e  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.
<b>4</b>	<b>Ontario Curriculum (The)</b> 1. >^U^_n^> P^P_<L9^Δ^>  2. >^U^_n^> PP_<L9Δ^>  3. >^U^_n^> Δ^ PP_<L9^Δ^>	<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.

<p><b>5</b></p>	<p><b>Overall Expectations</b></p> <ol style="list-style-type: none"> <li>1. Γϱ·∇ β<sup>υ</sup>ΡϞϱ·Δα</li> <li>2. ϑΔϞ β<sup>υ</sup>ΡϞ<sup>-</sup> ▷ΡΡ_◁LδΔ·α<sup>?</sup></li> <li>3. Γϱ·∇ &lt;δϑϞδϱ·Δα<sup>?</sup></li> </ol>	<p>Overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade.</p>
<p><b>6</b></p>	<p><b>Specific Expectations</b></p> <ol style="list-style-type: none"> <li>1. ·Γϱ β<sup>υ</sup>ΡϞLϱ·Δα</li> <li>2. Lϑ &lt;δϑϞδϱ·Δα<sup>?</sup></li> <li>3. ΔϞ &lt;δϑϞδϱ·Δα<sup>?</sup></li> </ol>	<p>Specific expectations describe the expected knowledge and skills in greater detail.</p>
<p><b>7</b></p>	<p><b>Unit</b></p> <ol style="list-style-type: none"> <li>1. Λ<sup>η</sup>Ρϱ Ρ<sup>η</sup>Ρ_◁Lϑ·Δ<sup>?</sup></li> <li>2. ΛΡϱ ΡΡ_◁Lϑ·Δ<sup>?</sup></li> <li>3. ∇ΛΡ<sup>υ</sup> ΡΡ_◁Lϑ·Δ<sup>?</sup></li> </ol>	<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>

	<b>Term/Translation</b>	<b>Definition</b>
<b>1</b>	<b>Active Living</b> 1. የጽናል ለሊባሉልጽግ 2. የጽናል-ገልጽግ 3. የጽናል-ገባሉልጽግ	A way of life in which physical activity is valued and integrated into daily life.
<b>2</b>	<b>Fitness (Physical)</b> 1. ሊኮል ለሊባሉልጽግ 2. ሊኮል ለሊባሉልጽግ 3. ገረግ-ገባሉልጽግ	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.
<b>3</b>	<b>Living Skills</b> 1. ለሊባሉልጽግ ህዋህል 2. ለሊባሉልጽግ ልብ-ልብጽግ 3. ለሊባሉልጽግ	Lifetime skills that enhance personal well-being. Living skills include problem-solving, decision-making, communication, and conflict-resolution skills.
<b>4</b>	<b>Locomotion/Travelling Skills</b> 1. ገረግ ለሊባሉልጽግ 2. የጽናል ለገረግጽግ 3. ለሊባሉልጽግ	Skills used to move the body from one point to another.
<b>5</b>	<b>Manipulation Skills</b> 1. ለሊባሉልጽግ 2. ለሊባሉልጽግ 3. ለሊባሉልጽግ	Movement skills that involve giving force to objects or receiving force from objects (e.g., throwing, catching, collecting, kicking, punting, dribbling, volleying, striking).

<p><b>6</b></p>	<p><b>Movement Skills</b>                  1. የሥራ-አቅም-አድጋሚ                  2. ለ-ገለጻ                  የሥራ-አቅም-አድጋሚ                  3. ለ-ገለጻ-አድጋሚ</p>	<p>The movement skills of locomotion/travelling, manipulation, and stability form the foundation of all physical activity.</p>
<p><b>7</b></p>	<p><b>Personal Goal-setting Process</b>                  1. በሌሎች ለ-ገለጻ ለ-ገለጻ ለ-ገለጻ                  2. በሌሎች ለ-ገለጻ ለ-ገለጻ                  3. ለ-ገለጻ ለ-ገለጻ</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><b>8</b></p>	<p><b>Safe Practices</b>                  1. ለ-ገለጻ ለ-ገለጻ                  2. ለ-ገለጻ ለ-ገለጻ                  3. ለ-ገለጻ ለ-ገለጻ</p>	<p>Safety rules and procedures defined for each activity in the instructional program.</p>
<p><b>9</b></p>	<p><b>Stability Skills</b>                  1. ለ-ገለጻ ለ-ገለጻ                  2. ለ-ገለጻ ለ-ገለጻ                  3. ለ-ገለጻ ለ-ገለጻ</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><b>10</b></p>	<p><b>Vigorous Physical Activity</b>                  1. የሥራ-አቅም-አድጋሚ                  2. የሥራ-አቅም-አድጋሚ                  3. የሥራ-አቅም-አድጋሚ</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

	<b>Term/Translation</b>	<b>Definition</b>
<b>1</b>	<p><b>Accommodations</b></p> <p>1. P^P_&lt;L9·Δ ·ΔΓΔ·∇·Δα</p> <p>2. PP_&lt;L9Δ· Δ·ΓΔ∇·Δ·α^</p> <p>3. ·ΔΓ·C·Δα^</p>	<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>
<b>2</b>	<p><b>Differentiated Instruction</b></p> <p>1. ααb° P^P_&lt;L9·Δ ·ΔΓΔδ^·Δα</p> <p>2. ααb° PP_&lt;L9Δ· Δ·ΓΔ∇·Δ·^</p> <p>3. ΔJCL9·Δα^</p>	<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>
<b>3</b>	<p><b>Explicit Teaching</b></p> <p>1. &lt;4U P^P_&lt;L9·Δ^</p> <p>2. &lt;&lt;4U PP_&lt;L9Δ·^</p> <p>3. J2PP_&lt;L9Δ·^</p>	<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>

<b>4</b>	<p><b>Guided Practice</b></p> <ol style="list-style-type: none"> <li>1. <math>P^{\wedge}P_{\text{C}\Delta \cdot \nabla \cdot \Delta}^{\text{p}}</math></li> <li>2. <math>PP_{\text{A} \cdot \text{C}\Delta \nabla \cdot \Delta}^{\text{p}}</math></li> <li>3. <math>PP_{\text{A} \cdot \text{A}\Gamma \cdot \Delta \Gamma \Delta \cap \cdot \Delta}^{\text{p}}</math></li> </ol>	<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>
<b>5</b>	<p><b>Modelling</b></p> <ol style="list-style-type: none"> <li>1. <math>P^{\wedge}P_{\text{A} \cdot \text{A} \cdot \text{A} \cdot \Delta}^{\text{p}}</math> <math>P^{\wedge}P_{\text{A} \cdot \text{L} \cdot \text{A} \cdot \Delta}^{\text{p}}</math></li> <li>2. <math>PP_{\text{A} \cdot \text{A} \cdot \text{A} \cdot \Delta}^{\text{p}}</math> <math>PP_{\text{A} \cdot \text{L} \cdot \text{A} \cdot \Delta}^{\text{p}}</math></li> <li>3. <math>PP_{\text{A} \cdot \text{A} \cdot \text{A} \cdot \text{L} \cdot \text{A} \cdot \Delta}^{\text{p}}</math></li> </ol>	<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>
<b>6</b>	<p><b>Modifications</b></p> <ol style="list-style-type: none"> <li>1. <math>P^{\wedge}P_{\text{A} \cdot \text{L} \cdot \text{A} \cdot \Delta}^{\text{p}}</math> <math>\text{A} \cdot \text{L} \cdot \text{A} \cdot \Delta</math></li> <li>2. <math>\text{A} \cdot \text{A} \cdot \text{A} \cdot \text{A} \cdot \Delta</math> <math>\text{A} \cdot \text{A} \cdot \text{A} \cdot \text{A} \cdot \Delta</math></li> <li>3. <math>\text{A} \cdot \text{A} \cdot \text{A} \cdot \text{A} \cdot \text{L} \cdot \text{A} \cdot \Delta</math></li> </ol>	<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

<b>7</b>	<p><b>Scaffolding</b></p> <ol style="list-style-type: none"> <li>1. <math>\triangle\sigma^{\wedge}9 \text{ } \rho^{\wedge}\rho_{\text{p}}\triangle\text{L}\rho^{\cdot}\Delta^{\text{p}}</math></li> <li>2. <math>\triangle\text{bC}^{\wedge} \triangle\sigma^{\wedge}9 \text{ } \rho\rho_{\text{p}}\triangle\text{L}9\Delta^{\cdot\text{p}}</math></li> <li>3. <math>\cdot\Delta\rho\text{b}^{\wedge}\triangle\text{CL}9\cdot\Delta^{\text{p}}</math></li> </ol>	<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>
<b>8</b>	<p><b>Strategy Instruction</b></p> <ol style="list-style-type: none"> <li>1. <math>\sigma^{\wedge}\text{U} \text{ } \rho^{\wedge}\rho_{\text{p}}\triangle\text{L}\rho^{\cdot}\Delta^{\text{p}}</math></li> <li>2. <math>\sigma^{\wedge}\text{U} \text{ } \Delta\cdot\text{CL}9\Delta^{\cdot}\text{e}^{\text{p}}</math></li> <li>3. <math>\rho\rho_{\text{e}}\cdot\triangle^{\wedge} \text{ } \rho\rho_{\text{p}}\triangle\text{L}9\cdot\Delta^{\text{e}^{\text{p}}}</math></li> </ol>	<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><b>6</b></p>	<p><b>Cues, Verbal (Oral Language)</b>  1. &lt;4UCdP·Δ ·ΔCL9·Δ³  P^P_Δ&lt;L9·Δ³</p> <p>2. &lt;4UCdPΔ· Δ·CL9Δ·³  PP_Δ&lt;L9Δ·³</p> <p>3. PP_Δ·&lt;ΓP·Δ·Δ·Δ·³</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><b>7</b></p>	<p><b>Editing</b>  1. LΓ·_P_ΔΔ9·Δ³</p> <p>2. LΓ_·P_ΔΔ9Δ·³</p> <p>3. LΓ_ΔΔ9·Δ³</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><b>8</b></p>	<p><b>Elements of Writing (Composition and Style)</b>  1. &lt;4UP_ΔΔb³</p> <p>2. &lt;4U L_P_ΔΔ9Δ·³</p> <p>3. ·b4dΔΔ9·Δ³</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><b>9</b></p>	<p><b>Graphic Organizer</b>  1. P^P_Δ·&lt;Γ ·&lt;Δ&lt;Π_Δ·∇·Δ  L_P_ΔΔ9·Δ³</p> <p>2. PP_Δ·&lt;C&lt;&lt;CΔ∇·Δ·  L_P_ΔΔb³</p> <p>3. bP_Δ·&lt;ΓΔΔ9·Δ³</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><b>10</b></p>	<p><b>Graphophonics</b>            1. ΔΝCδρ·Δ LραΔ9·Δ            Ρ^Ρ_ο&lt;Lρ·Δ³</p> <p>2. ΔσCδρΔ· ΡΡ_ο&lt;L9Δ·³</p> <p>3. ΔςααΔΡ·η·Δα³</p>	<p>The study of the relationships between the symbols and sounds of a language and the visual information on the page.</p>
<p><b>11</b></p>	<p><b>Higher-order Thinking</b>            1. ΓDσρ·Δ LΓD~οσCJ·Δ³</p> <p>2. LΓDσρ LΓD~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><b>12</b></p>	<p><b>Inclusive Language</b>            1. &lt;ςCΡΓδ·Δ³</p> <p>2. &lt;ςCΡΓ∇·Δ·³</p> <p>3. LL·&lt;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><b>13</b></p>	<p><b>Language Pattern</b>            1. β9C·∇·Δ³</p> <p>2. β9C∇·Δ·³</p> <p>3. ΔςΡ·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>





<p><b>23</b></p>	<p><b>Print and Electronic Resources</b></p> <ol style="list-style-type: none"> <li>1. ႁ ႁႁႁႁႁ ႁႁႁ ႁ ႁႁႁႁႁႁႁ ႁႁႁႁႁ</li> <li>2. ႁႁႁႁႁႁႁႁ ႁႁ ႁႁႁႁႁႁႁႁ ႁႁႁႁႁႁႁႁ</li> <li>3. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁ</li> </ol>	<p>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.</p>
<p><b>24</b></p>	<p><b>Proofreading</b></p> <ol style="list-style-type: none"> <li>1. ႁႁႁႁႁ ႁႁႁႁႁႁႁႁႁႁႁႁႁႁ</li> <li>2. ႁႁႁႁႁ ႁႁႁႁႁႁႁႁႁႁႁႁႁႁ</li> <li>3. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁ</li> </ol>	<p>The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation.</p>
<p><b>25</b></p>	<p><b>Reading Fluency</b></p> <ol style="list-style-type: none"> <li>1. ႁႁႁႁႁ ႁႁႁႁႁႁႁႁႁႁႁႁႁႁ</li> <li>2. ႁႁႁႁႁႁႁႁႁႁႁ ႁႁႁႁႁႁႁႁႁႁႁႁႁႁ</li> <li>3. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁ</li> </ol>	<p>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.</p>
<p><b>26</b></p>	<p><b>Revising</b></p> <ol style="list-style-type: none"> <li>1. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁ</li> <li>2. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁ</li> <li>3. ႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁႁ</li> </ol>	<p>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>





	<b>Term/Translation</b>	<b>Definition</b>
<b>1</b>	<b>Addition</b> 1. $LL \cdot \triangleleft P \Gamma \Delta \cdot \Delta \succ$  2. $LL \triangleleft \cdot P \Gamma \Delta \cdot \Delta \succ$  3. $LL \cdot \Delta \succ \triangleleft P C \Gamma \cdot \Delta \succ$	The operation that represents the sum of two or more numbers. The inverse operation of addition is subtraction.
<b>2</b>	<b>Division</b> 1. $\triangleleft V \wedge P \Gamma \triangleleft P C \Gamma \cdot \Delta \succ$  2. $\triangleleft \wedge P \Gamma \triangleleft P \Gamma \Delta \cdot \Delta \succ$  3. $\triangleleft \cdot \Delta \succ P C \Gamma \cdot \Delta \succ$	The operation that represents repeated subtraction or the equal sharing of a quantity. The inverse operation of division is multiplication.
<b>3</b>	<b>Equation</b> 1. $LL \cdot \Delta \ P \wedge P \cdot \triangleleft P \Gamma \Delta \cdot \Delta \succ \triangleleft P C \Gamma \cdot \Delta \succ$  2. $LL \triangleleft \cdot \nabla \Delta \Gamma \Delta \cdot \Delta \succ$  3. $LL \cdot \triangleleft P \Gamma \Delta \cdot \Delta \succ$	A mathematical statement that has equivalent expressions on either side of the equal sign.
<b>4</b>	<b>Multiplication</b> 1. $\nabla C \cdot \delta V P \Gamma C \sigma \cdot \triangleleft \backslash LL \cdot \triangleleft P \Gamma \Delta \cdot \Delta \succ$  2. $P \Gamma LL \cdot \triangleleft P \Gamma \Delta \cdot \Delta \succ$  3. $\triangleleft \delta \sigma \cdot P C \Gamma \cdot \Delta \succ$	An operation that represents repeated addition, the combining of equal groups, or an array. ... The inverse operation of multiplication is division.
<b>5</b>	<b>Multi-step Problem</b> 1. $\triangleleft \sigma \wedge \Delta LL \cdot \Delta \triangleleft P C \Gamma \cdot \Delta \succ$  2. $\triangleleft \sigma \delta \triangleleft \cdot \triangleleft \sigma LL \Delta \cdot \triangleleft P \Gamma \Delta \cdot \Delta \succ$  3. $\Gamma \triangleleft P \Gamma \Delta \cdot \Delta \succ$	A problem that is solved by making at least two calculations.

## Mathematics Terminology

<b>6</b>	<b>Non-standard Units</b> 1. ህገግ በአገልግሎት 2. ለህገግ ለሰጥጥ 3. ህገ 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.
<b>7</b>	<b>Numeracy</b> 1. ለሰጥጥ ለሰጥጥ 2. ለሰጥጥ ለሰጥጥ 3. ለሰጥጥ ለሰጥጥ	Numeracy is competence in the mathematical skills needed to cope with everyday life and the understanding of information presented in mathematical terms ... .
<b>8</b>	<b>SI. (Standard Units)</b> 1. በአገልግሎት ለሰጥጥ 2. በአገልግሎት ለሰጥጥ 3. በአገልግሎት ለሰጥጥ	The international system of measurement units; for example, centimetre, kilogram. (From the French <i>Système International d'Unités</i> .)
<b>9</b>	<b>Subtraction</b> 1. ለሰጥጥ ለሰጥጥ 2. ለሰጥጥ ለሰጥጥ 3. ለሰጥጥ ለሰጥጥ	The operation that represents the difference between two numbers. The inverse operation of subtraction is addition.

















<b>18</b>	<p><b>Grade</b></p> <ol style="list-style-type: none"> <li>1. ልግሥታት</li> <li>2. ልግሥታት</li> <li>3. ልግሥታት</li> </ol>	A class in a school.
<b>19</b>	<p><b>Grade Average</b></p> <ol style="list-style-type: none"> <li>1. ለሌላ ልግሥታት</li> <li>2. ለሌላ ልግሥታት</li> <li>3. ልግሥታት</li> </ol>	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.
<b>20</b>	<p><b>Health and Physical Education</b></p> <ol style="list-style-type: none"> <li>1. ለሌላ ልግሥታት ልግሥታት</li> <li>2. ለሌላ ልግሥታት ልግሥታት</li> <li>3. ለሌላ ልግሥታት ልግሥታት</li> </ol>	<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>







<p><b>32</b></p>	<p><b>NSL (Native as a Second Language Program)</b>          1. Δσσ·Δ' Ρ^Ρ_ΔLΔ'          2. Δσσσ· ΔΡ_ΔLΔ'          3. Δσσ_ΔV ΡΡ_ΔLΔ'</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><b>33</b></p>	<p><b>Ontario School Record (OSR)</b>          1. Δ&gt;UΔ Ρ^Ρ_ΔLΔ' LΡ_ΔΔ'          2. Δ&gt;UΔ ΔΡΡ_ΔLΔ' ΔN&lt;ΓΔ LΡ_ΔΔ'          3. ΔN_ΓΔ·Δσ·Δ'</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><b>34</b></p>	<p><b>Problem Solving</b>          1. Γ_σ·C·Δ' Lσ_σ·Δσ'          2. ΔσΓ_Δ· LΓ_σ·Δ'          3. LΓ_σ·Δ' ∇LΓ_σ·</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>

## Report Card Terminology

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

<b>39</b>	<p><b>Provincial Standard</b></p> <ol style="list-style-type: none"> <li>1. Δ<sup>ο</sup>ΑΓ<sup>υ</sup>β<sup>ο</sup>Δ<sup>ο</sup> Δ<sup>ο</sup>U<sup>ο</sup>Δ<sup>ο</sup> Ρ<sup>ο</sup>Ρ<sup>ο</sup>Δ<sup>ο</sup>Λ<sup>ο</sup>Δ<sup>ο</sup>σ<sup>ο</sup></li> <li>2. β<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>U<sup>ο</sup> Ρ<sup>ο</sup>Ρ<sup>ο</sup>Δ<sup>ο</sup>Λ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup></li> <li>3. Δ<sup>ο</sup>Α<sup>ο</sup>Ρ<sup>ο</sup>Γ<sup>ο</sup>Δ<sup>ο</sup></li> </ol>	<p>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.</p>
<b>40</b>	<p><b>Punctuality</b></p> <ol style="list-style-type: none"> <li>1. ·&lt;<sup>ο</sup>Γ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup></li> <li>2. &lt;Γ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup></li> <li>3. β Ρ<sup>ο</sup>Δ<sup>ο</sup></li> </ol>	<p>Marked as times late.</p>
<b>41</b>	<p><b>Report Card</b></p> <ol style="list-style-type: none"> <li>1. Ρ<sup>ο</sup>Ρ<sup>ο</sup>Δ<sup>ο</sup>Λ<sup>ο</sup>Δ<sup>ο</sup> Δ<sup>ο</sup>Δ<sup>ο</sup>Γ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup> Λ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup></li> <li>2. Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup> Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup></li> <li>3. Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup></li> </ol>	<p>A record of a student’s achievement at school over a specified period, prepared by teachers and given to the students and parents.</p>
<b>42</b>	<p><b>Response Form</b></p> <ol style="list-style-type: none"> <li>1. Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup> Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup></li> <li>2. Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup> Δ<sup>ο</sup>Δ<sup>ο</sup></li> <li>3. Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup></li> </ol>	<p>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.</p>
<b>43</b>	<p><b>Satisfactory (S)</b></p> <ol style="list-style-type: none"> <li>1. Δ<sup>ο</sup></li> <li>2. Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup></li> <li>3. Δ<sup>ο</sup>Δ<sup>ο</sup>Δ<sup>ο</sup></li> </ol>	<p>Of an acceptable quality or standard.</p>





	<b>Term/Translation</b>	<b>Definition</b>
<b>1</b>	<b>Biome</b> 1. Ե ՎՃԸԸԵԴԵ՝ 2. ԵՃԵԵԴԵ՝ ԵՎՃՏՎ՝Հ՝ ՎԵ՝ ԵՃՏ ՀԴՃՎ՝ԼԵ՝ 3. ՀԸԸ՝ՎԵԴԵ	An area with a characteristic geographic and climatic pattern that supports characteristic animal and plant populations (e.g., boreal forest).
<b>2</b>	<b>Biosphere</b> 1. Հ՞ՐԻ Ե ԾՐ ԱԼՈՐԼԵ՝ 2. ՀՐ ԵԾՐ ԱԼՈՐԼԵ՝ 3. ՏԸ՝ՃՐՐԳ՝Ճ՞	The portion of the planet that supports life and the living organisms within it.
<b>3</b>	<b>Community</b> 1. Ե ՝ՃՐ ԱԼՈՐԴՃԼԵՐ 2. ԵՃՏ Ճ՝ՐԱԼՈՐԴՃՈԼԵՐ՞ 3. ԵԱՐ՞ԵԼՈՐՐ՝	A group of all the interdependent plant and animal species found in a habitat.
<b>4</b>	<b>Data</b> 1. ՝ՃԸԼԳ՝ՃԵ 2. Ճ՝ԸԼԳՃ՝ 3. Ս՝Վ՝ՃԸԼԳ՝Ճ՞	Facts or information.
<b>5</b>	<b>Database</b> 1. ՝ՃԸԼԳ՝ՃԵ Ե ՃՏ Ր՝ՀԸ՞ՍՐ 2. Ճ՝ԸԼԳՃ՝Ե՞ ԵՃՏ ԵԵՎ՝ՐԵՍՐ՞ 3. Ս՝Վ ՐՐԵ՝ՀՐՃ՝Վ՝Ճ՞	An organized or sorted list of facts or information, usually generated by a computer.

<b>6</b>	<p><b>Ecology</b></p> <ol style="list-style-type: none"> <li>1. ბ ადს ალირლებ` ანრა რანბაღღაღა</li> <li>2. ბადსალირლებ` აპ</li> <li>3. ბადსბაღღარბუპ</li> </ol>	The study of all the interactions that occur within the biosphere.
<b>7</b>	<p><b>Ecosystem</b></p> <ol style="list-style-type: none"> <li>1. ბ ადს ანრა ალირლებ` ანრა</li> <li>2. ბადსანრაღღაღღაღღაღღა` აპ</li> <li>3. ალირღღა ოცადრაღღაღღა</li> </ol>	A group of living organisms that, along with their abiotic environment, form a self-regulating system through which energy and materials are transferred.
<b>8</b>	<p><b>Qualitative Data</b></p> <ol style="list-style-type: none"> <li>1. იკარღღაღღა</li> <li>2. იკარღღაღღა</li> <li>3. იკარღღაღღა</li> </ol>	Information gathered in observations in which no measurement takes place.
<b>9</b>	<p><b>Quantitative Data</b></p> <ol style="list-style-type: none"> <li>1. იკარღღაღღა იკარბაღღაღღა</li> <li>2. იკარღღაღღაღღა</li> <li>3. ბარბაღღაღღაღღა</li> </ol>	Data that consist of numbers and/or units of measurement. Quantitative data are obtained through measurement and through mathematical calculations.
<b>10</b>	<p><b>Renewable Energy Sources</b></p> <ol style="list-style-type: none"> <li>1. ბ ცა ოცადრა`</li> <li>2. ბაღღაღღაღღაღღაღღაღღა` აღღაღღა</li> <li>3. ბაღღაღღაღღაღღაღღა</li> </ol>	Natural energy sources that can be replaced. For example, when trees are cut down for lumber, new trees can be planted in their place.



	<b>Term/Translation</b>	<b>Definition</b>
<b>1</b>	<b>Canadian Identity</b> 1. ኔሊር ስብዕን ማርራዲዲን 2. ኔሊር ልደት 3. ኔሊን ማርራዲዲን	Distinguishing characteristics of Canada and its people.
<b>2</b>	<b>Citizenship</b> 1. ልጅ በህግ ስር ይገኛል 2. ስነ ስር ይገኛል 3. ስር ይገኛል	The status of a citizen, with its attendant duties, rights, and responsibilities.
<b>3</b>	<b>Demographics</b> 1. ህግጋት ለህይወት ለሰው ልማት ለሥነ ስርዓት ለሥነ ስርዓት 2. ለሥነ ስርዓት ለሥነ ስርዓት 3. ለሥነ ስርዓት ለሥነ ስርዓት	The statistics for an area's population relating to such aspects as age, sex, income, and education.
<b>4</b>	<b>Economy</b> 1. ኔ ስር ለሥነ ስርዓት ለሥነ ስርዓት 2. ኔ ስር ለሥነ ስርዓት ለሥነ ስርዓት 3. ኔ ስር ለሥነ ስርዓት ለሥነ ስርዓት	The system of production and consumption of various commodities and services in a country, region, or community.
<b>5</b>	<b>Flow Resource</b> 1. ስር ስር ስር 2. ስር ስር ስር 3. ስር ስር ስር	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).







<p><b>22</b></p>	<p><b>Topographic Maps</b>            1. ႁႃႇႃႇႃႇႃႇ            ႃႇႃႇႃႇႃႇႃႇ            2. ႃႇႃႇႃႇႃႇ ႃႇႃႇ            ႃႇႃႇႃႇႃႇ            3. ႃႇႃႇ ႃႇႃႇႃႇႃႇႃႇ</p>	<p>A map whose primary purpose is to show relief of the land through the use of contour lines or other methods.</p>
<p><b>23</b></p>	<p><b>Urbanization</b>            1. ႃႇ ႃႇႃႇႃႇ ႃႇႃႇႃႇ            2. ႃႇႃႇႃႇႃႇႃႇ            3. ႃႇႃႇႃႇႃႇ</p>	<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>







<p><b>10</b></p>	<p><b>Mild Intellectual Disability</b></p> <ol style="list-style-type: none"> <li>1. ᐆ &lt;ᐅᐅᐅ ᐅᐅᐅᐅ</li> <li>2. ᐆ&lt;ᐅᐅ ᐅᐅᐅᐅ</li> <li>3. ᐆᐅᐅᐅᐅᐅᐅ</li> </ol>	<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>
<p><b>11</b></p>	<p><b>Multiple Exceptionalities</b></p> <ol style="list-style-type: none"> <li>1. ᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅ</li> <li>2. ᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅ</li> <li>3. ᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅ</li> </ol>	<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>
<p><b>12</b></p>	<p><b>Parent Guide</b></p> <ol style="list-style-type: none"> <li>1. ᐅᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ</li> <li>2. ᐅᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ</li> <li>3. ᐅᐅᐅᐅᐅᐅᐅᐅ ᐅᐅᐅᐅᐅᐅᐅᐅᐅᐅ</li> </ol>	<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 <a href="http://www.oafccd.com">http://www.oafccd.com</a> [Ontario Association for Families of Children With Communication Disorders. <i>Special Education Terms Used in Ontario Schools.</i>] obtained May 31, 2007</small></p>



