



COLLINGWOOD SCHOOL

# Junior School Academic Handbook

2024/2025



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## COLLINGWOOD SCHOOL VISION, MISSION AND VALUES

**Vision:** *Socially responsible students pursuing passions for a better world.*

We are committed to contributing positively to our local and global communities, environmental stewardship, and supporting the well-being, and inclusion of all people. Through the pursuit of passions, students will find their unique purpose in the world.

**Mission:** *To inspire and support young people for meaningful lives.*

Collingwood's personalized and inclusive approach fosters academic excellence and well-being as our students explore opportunities across the four strands--academics, athletics, arts and service learning. We value experiential learning, collaboration, character development, and problem solving across disciplines. Our graduates will join the global community as critical thinkers who are resilient, socially conscious and prepared to make the most of their opportunities.

**Values:** *We live our values of courage, curiosity and community to be in service of others.*

### **Courage:**

- To be a leader, one must have courage. This is how we build integrity, confidence, resilience and respect for self and others
- Stepping forward or speaking out to create an environment that values the uniqueness of others, takes courage.
- Our graduates will use their courage as they rise to meet challenges throughout their lives and seek to make a better future for the world.

### **Curiosity:**

- Curiosity drives passion for life-long learning. This passion, in turn, drives innovation and collaboration.
- To inspire curiosity, we push beyond the core curriculum to ensure our students are engaged in an education that is transformative.

### **Community:**

- In our community, inclusion is a belief and approach where our students, families, alumni, faculty and staff, work together to feel a sense of belonging.
- The diversity of our family is a strength. Inclusivity is a community-wide effort and we value listening, patience, and empathy.
- We express our belief in community mindedness through our commitment to leadership, respect for one another, and service to others, both locally and globally.

## EQUITY, DIVERSITY, AND INCLUSION COMMITMENT

At Collingwood School, we aim to foster an inclusive and equitable environment that embraces diversity. Through education and courage, we are committed to cultivating a pluralistic environment as we work together to remove barriers so that every person feels welcomed, understood and valued.



# The BC Curriculum

## OVERVIEW

All public and independent schools in British Columbia are governed by the Provincial Ministry of Education and are required to adhere to the principles of the BC Provincial Curriculum. The curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are competent thinkers and communicators, and who are personally and socially competent in all areas of their lives. It honours the ways in which students think, learn, and grow, and prepares them for a successful lifetime of learning where ongoing change is constant. At Collingwood, our goal is to produce learners and thinkers who learn deeply and are able to transfer what they learn to new and unfamiliar experiences.

The foundational principles of the BC Curriculum are:

- Education for the 21st Century
- Student success through curriculum transformation
- Indigenous perspectives and knowledge

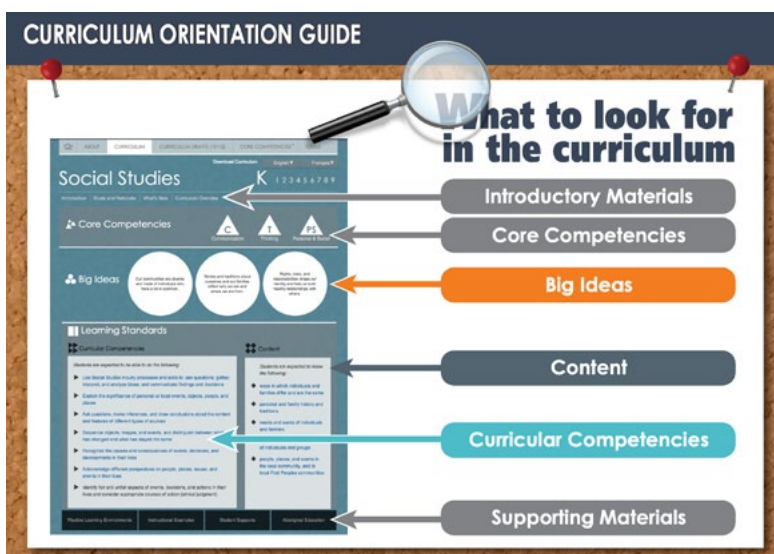
## BC Curriculum Model

The BC Curriculum is recognized internationally for its approach to teaching and learning. Each course and grade level's curriculum is based on a "Know-Do-Understand" model.

The big ideas are the key concepts in each area of study. They reflect the "understand" component of the know-do-understand model of learning. The new curriculum values diversity and supports diverse learners.

The content learning standards — the "Know" of the know-do-understand model of learning — detail the essential topics and knowledge at each grade level.

The curricular competencies are the skills, strategies, and processes that students develop over time. They reflect the "do" in the know-do-understand model of learning.



Source: [BC Redesigned Curriculum Guide](#)

## British Columbia Provincial Proficiency Scale

BC has a competency based curriculum. Competency based curricula are “a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. Deeper learning is better achieved through “doing” than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world.” ([BC Ministry of Education](#))

Students in BC are assessed using the proficiency scale below in all courses. This scale, along with feedback from the teacher, provides students with the information they need to allow them to improve or refine their skills, knowledge or understanding in the assessed area.

### Proficiency Scale



Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

## Provincial Foundation Skills Assessment

The completion of the Foundation Skills Assessments(FSA) is an expectation for all students in British Columbia in Grade 4 and Grade 7 and is administered annually in October and November. The FSA is a set of reading, writing and numeracy tests and measures reading, writing and math problem-solving skills that students have gained during several years of learning.

The purpose of the FSA is to:

- Provide system level information on student performance
- Provide districts and schools with information on student performance
- Support decision making (interventions, planning, resource allocation, curriculum, policy, research)

The FSA booklet goes home to families in December along with the student’s overall assessment results. FSA results do not count toward student grades but will provide students and families with an overall literacy and numeracy snapshot.

A photograph of students in a classroom or workshop setting. In the foreground, a student with long brown hair is looking intently at a laptop screen. Another student, wearing a blue surgical mask and a dark blue hoodie, is pointing at the screen. Other students are visible in the background, some also looking at the laptop. The room is filled with various items, including a bicycle wheel and shelves with supplies.

# Academic Vision

Collingwood is committed to learning and teaching excellence in our Four Strands and to providing an exceptional academic foundation in literacy and numeracy. Through programs that foster curiosity, we challenge our students to build their independence and apply skills beyond only acquiring knowledge. We ask our students to courageously explore their own ideas in an environment that:

- Instills thinking models which help students tackle real-world, authentic problems developing intellectual dexterity, reflection and creative problem solving.
- Emphasizes the importance of communication and collaboration to help one another achieve a common goal by sharing their ideas and skills.
- Connects them to their local and global communities where students are empowered to act and lead with courage, compassion and empathy in the pursuit of global mindedness.
- Fosters resilience and personal responsibility, encourages students to take responsibility for their thoughts, choices and reactions in order to work on their own character and skill development.

At our Wentworth Campus (JK-7) this vision informs the following Guiding Principles:

### *Experiential Education*

Immersing students in an experience and then supporting reflection to develop new skills, new attitudes, or new ways of thinking is the best way to learn. Our programs promote innovation through infusing technology, design thinking and making, developing environmental awareness and global perspective.

### *Social Emotional Learning*

By embracing the personal and social core competencies, our students develop integrity, compassion, resilience and character. Finding one's identity in the world as an individual and as a member of a community and society is a cornerstone of what we offer at Collingwood.

### *Inclusive Education*

By teaching to diversity, we create positive learning environments that facilitate the full membership, participation, and opportunity for all students to demonstrate their growth in a variety of ways.



# Pathways to Learning

## COMMUNITY & CONNECTIONS

Finding one's identity in the world, as an individual and as a member of society is a cornerstone of the education we offer at Collingwood. We want our students to know themselves, know others and know their community. In dedicated "Community and Connections blocks" as well as infused throughout the academic curriculum, our students are intentionally taught strategies to transform conflict, heal relationships, and create stronger communities.

Our transformative social emotional learning program includes a focus on:

- Identity and belonging
- Emotional intelligence
- Problem solving
- Empathy and kindness

Our students develop self-awareness, self-management, social awareness, relationship skills and responsible decision making through Land Based Learning, service initiatives, student leadership opportunities, global education projects, and by embracing the personal and social core competencies and our EDI commitment.

## LAND-BASED LEARNING

The Land Based Learning program is designed to integrate teaching that is already happening in the classroom into a setting where students can learn meaningfully and authentically in their local environment. The water cycle comes alive with meaning when they see a dry stream bed. Mapping makes more sense when we use a compass to set off through the forest in search of way points and local Indigenous culture is more easily understood when a First Nations guide takes students on a walk through Stanley Park to talk about the traditional uses of flora and fauna.

Every child at our Junior School, from our newest JK students all the way through to our seventh graders, get out into the forest, Wentworth garden or surrounding outdoor environment, rain or shine, with their classmates and teachers. From grades 3-7 we also take opportunities to come together as a grade and go to either day or overnight outdoor schools. Here, students get to try canoeing, high ropes courses and rock climbing, as well as other traditional camp activities.

Our philosophy and pedagogy is modelled after the First Peoples Principles of Learning. Our Land Based Learning program is centered on our sense of place and connectedness with our local environment. This provides direction and access to many of the other First Peoples Principles including storytelling, patience, and well being. Furthermore, with meaningful partnerships with elders and knowledge keepers from our local first nations we are building meaningful and authentic connections with the land, the original inhabitants of the Pacific Northwest, and our students' future stewardship of our environment and ecosystems.

## **EQUITY, DIVERSITY AND INCLUSION**

The BC Ministry of Education requires that all K-12 schools in our province include instruction related to Anti-racism, Indigenous Education, Sexual orientation and Gender Identity (SOGI).

At Collingwood, our thoughtful approach to Equity, Diversity, and Inclusion, (EDI) aims to make our work meaningful and engaging for students based on their age and stage of development. EDI teachings and learning underpin all that we do as inclusive educators seeking to help students explore and become aware of issues related to, among others: Neurodiversity, Racial and Cultural Equity, Indigenous Education, and SOGI.

## **SERVICE LEARNING**

Service learning and experiential learning are essential to helping students connect with the real world and their local communities. By actively engaging in service learning, our young students can not only contribute meaningfully to their immediate environments—whether it be in the classroom, school, neighborhood, city, or globally—but also deepen their understanding of the world around them. These experiences link academic learning with hands-on community service, fostering personal growth and a sense of responsibility. Many of the opportunities presented to students will align with their classroom curriculum, while school-wide service initiatives will provide broader engagement throughout the year.





# Academic Programming

## CORE ACADEMICS

We want our learners to be well rounded students who have all the tools and foundations to positively impact our world, no matter their age. This means placing high priority on literacy and numeracy skills. We provide a structured literacy program where phonemic awareness, phonics, fluency, vocabulary, and comprehension form the backbone of our curriculum, with the joy of reading and strong communication skills being high priorities for us. Our mathematics program uses a balanced instructional approach that includes problem solving and concept and skill development, while also allowing for meaningful practice and developing all students' critical and creative thinking skills.

Homeroom teachers deliver academic programming in the areas of English language arts, mathematics, and integrated studies which incorporates social studies, science, and applied design skills and technology using a cross-curricular approach that encourages connections across and beyond subject areas.

## SPECIALIST SUBJECTS

### French

French specialist teachers instill in students the ability to use language to communicate, and to appreciate Francophone culture while negotiating the complexities of an intercultural world. Our rigorous yet fun programs and authentic French language activities, prepare students for a culturally diverse world. Our program begins at the Kindergarten level where children have classes twice each week, moving to three times each week from Grade 1 through Grade 7. In our elementary program, teachers are all trained in the Accelerative Integrated Methodology (AIM) where scaffolding techniques such as story-telling, active collaboration, repetition and the use of high-frequency vocabulary, introduced with gestures and contextualized in stories, drama, songs and dance support oral and written development.

## **Physical and Health Education (PHE)**

At Collingwood, our primary objective in physical and health education (PHE) is to guide students toward a deeper understanding of “how” and “why” we should lead a healthy and active lifestyle. To achieve these goals, PHE teachers will facilitate student learning through the development of important life skills in three domains: physical, cognitive and socio-emotional. Within these domains, there will be purposeful opportunities for students to express courage, curiosity, and a sense of community. Students will develop as individuals, as well as learn how to work with others in a group setting. Our goal is to provide an environment where students feel safe, supported, and confident to express themselves in an active and fun environment full of connections to the world outside of the gymnasium and playing field.

## **Visual Arts**

Visual Arts at the Junior School help students hone their creativity and expression through different artistic media, from painting to pottery. Art projects are often used to enhance what students are learning in other subjects. Visual Arts in JK- Grade 2 are taught by homeroom teachers and in Grades 3-7, Visual Arts are led by specialist teachers who are talented and trained artists themselves. Our student artwork at Wentworth covers the hallways and spaces around the school. Putting art on display honours our students’ talents and gives them a strong sense of pride.

## **General Music (JK-7)**

Performance is an important part of music education. Junior School musicians perform in many events throughout the school year, including concerts, assemblies and closing ceremonies. All music classes from Kindergarten through Grade 7 are taught by specialist teachers who are trained musicians and instrumentalists. The focus of general music classes is to inspire in our students a lifelong love of music. Students develop skills in musical literacy and expression with songs, percussion instruments, musical games, dance and movement.

## **Band Program (Grade 5-7)**

In addition to developing a love for instrumental music, the band program encourages teamwork, a sense of community responsibility, and many other skills that transfer to other areas. The instrumental program at the Wentworth campus begins in Grade 5 band and has the option to continue in Grades 6 and 7. In this class, students will learn how to play a brass, woodwind, or percussion instrument. No previous instrumental or music experience is required with the exception of those students who choose percussion instruments.

## **Design and Technology**

We offer an engaging and comprehensive Design and Technology program that nurtures creativity, innovation and problem-solving. Through hands-on experiences and project-based learning, we aim to equip our students with the skills and knowledge necessary to thrive in an increasingly digital world. The program emphasizes a multidisciplinary approach, combining elements of engineering, coding, robotics, and design thinking. Students are encouraged to think critically, problem-solve, and collaborate with their peers as they tackle real-world challenges. Students can explore and experiment with various tools, materials, and technologies. Whether they are building prototypes, coding programs, or creating multimedia presentations, our Design and Technology program empowers students to become confident, adaptable, and innovative thinkers.

## **Unbounded Program (Grade 4-7)**

Innovative programs prepare students for diverse pathways in a complex world. Unbounded Learning for Grades 4-7 provides time and space for students to imagine, explore, collaborate, and create beyond the curriculum. Held once a week, these one-hour modules are guided by ‘Three P’s’—Passions, Process, and Partnerships. Students explore Innovation, Community, Wellbeing, or Sustainability, focusing on creative problem-solving, reflection, collaboration, and documentation. Grade 4/5 students rotate through four modules like Photography, Robotics, and Theatre Sports, while Grade 6/7 students choose three electives such as Rocketry, Yoga, Dragon’s Den, or Sustainable Cooking.

## Academic Flex

In Grade 4-7, Academic Flex, which happens every week, ensures students have time and resources based on their learning needs. It is used for the following:

- Dedicated time to strengthen numeracy and literacy skills
- Individual or collaborative working time
- Tutorial Support
- Guest Speakers or Special Events
- Foundations Skills Assessments
- Enrichment and Passion Projects

## SUPPORTING DIVERSE LEARNERS: INCLUSIVE EDUCATION

At Collingwood School, inclusion is an attitude and approach where all students in our community feel a sense of belonging. By teaching to diversity, we create positive learning environments that facilitate the full membership, participation, and learning of all students. We are committed to excellence in teaching, personalized learning and leadership—empowering students to reach their full potential as learners.

Universal Design for Learning (UDL) is a framework of instructional approaches that recognizes and accommodates varied learning styles. It provides a flexible and responsive learning environment with activities that expand students' opportunities for acquiring information, demonstrating learning, as well as for enhancing social participation and inclusion. In British Columbia, differentiation of instruction and assessment as well as the principles of Universal Design are recognized practices for teachers and which help support inclusive and personalized learning.

### Classroom Level Supports

At Wentworth, each child's growth in literacy and numeracy is closely monitored and baseline assessments are administered throughout the year so that we can provide early interventions for fundamental skills acquisition to any students with a demonstrated need. Inclusive Education faculty at each grade level partner with classroom teachers and subject specialists to co-plan, co-teach and co-assess ensuring that all students have opportunities to demonstrate their understanding and extend their thinking skills. Small group supports are provided as needed and where appropriate.

### Individualized Education Plans and Student Learning Plans

The progress of students with identified learning differences is closely monitored and documented in a Student Learning Plan (SLP) or an Individual Education Plan (IEP) both of which include accommodations to reduce barriers for learning. An IEP is a documented plan developed for students with identified needs and who have been formally assessed by outside professionals, that describes individualized goals, adaptations, modifications, and the services provided. It also serves as a tool to track the student's learning concerning the agreed-upon goals and objectives that are designed in collaboration with the student's support team and the student. An SLP is created when it has been identified that a student requires specific, additional academic or social-emotional support and interventions, yet the student has not been formally diagnosed. Both the IEP and SLP help us create stronger partnerships with families.

Upon completion of the psycho-educational assessment process, families will give the completed report from the psychologist to the Director of Inclusive Education. An IEP will be created and includes: goals and strategies to help the student learn, services and resources for the student, and ways to track individual progress. Similarly, if a medical or physical condition impacts a student's academic performance or well-being and meets the specific criteria set by the Ministry, any necessary formal documentation will be provided to the school nurses and Director of Inclusive Education to inform the student's IEP. An IEP is reviewed and revised each term in collaboration with the student, their teachers and their family/caregivers.

### Targeted Support

Beginning in Grade 3 and continuing through Grade 5, Collingwood offers targeted 1:1 skills development and personalized instruction to a limited number of students who meet eligibility requirements. In Grade 6 and Grade 7, we provide the same support in a small group where peers and collaborative learning become increasingly important. In addition to support in specific subject areas, individual or small group targeted support includes explicit instruction in: learning strategies, assistive

technologies and support for executive functioning with the goal of developing student independence and self-advocacy.

## COMMUNICATING STUDENT LEARNING

The goal of communicating student learning is to:

1. Ensure that students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning
2. Parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning

Wentworth Campus provides a variety of ways for families to stay informed of their child's progress. Report cards and conferences are personalized and focus on a student's strengths, areas of growth and provide details about how the student can improve. Students are encouraged to be a part of the learning process and should be engaged in personal goal setting as well as have an understanding of how they are performing in various subject areas.

### **October - Parent-Teacher conferences**

#### **November - first "Points of Progress" report card is issued that includes the following:**

- Anecdotal comments in all subject areas
- Proficiency Scale scores for various curricular competency areas in all subjects
- Overall Homeroom comment by Homeroom Teacher
- Student self reflection

#### **March - second "Point of Progress" update is issued that includes the following:**

- Proficiency Scale scores for all subjects
- Overall Homeroom comment by Homeroom Teacher
- Student self reflection

### **April - Student Led Conference**

#### **June - final "Summary of Learning" report card is issued that includes the following:**

- Anecdotal comments in all subject areas
- Proficiency Scale scores for various curricular competency areas in all subjects
- Overall Homeroom comment by Homeroom Teacher
- Student self reflection



# Grade-Level Curriculums

## JUMP TO:

**JUNIOR KINDERGARTEN**

**KINDERGARTEN**

**GRADE 1**

**GRADE 2**

**GRADE 3**

**GRADE 4**

**GRADE 5**

**GRADE 6**

**GRADE 7**

## JUNIOR KINDERGARTEN CURRICULUM OVERVIEW

Junior Kindergarten is offered for students, ages 3 and 4 years old. In Junior Kindergarten, students explore their interests and the world around them. Children grow and develop through play-based learning, creative expression, exploring and interacting with nature, and having opportunities to take part in excursions beyond the classroom. Our early primary program evolves through a project based, inquiry approach, which varies according to the interests and needs of the children. Our JK educators are highly experienced and provide a safe, nurturing environment where students are encouraged to explore new interests and take risks with their learning.

### Learning Goals

The Early Learning Framework guides the Junior Kindergarten program as we provide a well-rounded foundation for learning.

#### *Wellbeing & Belonging*

- Safety and respect
- Health and wellness
- Independence and self-help skills
- Building healthy relationships with both adults and children
- Conflict resolution

#### *Engagement with Others, Materials, and the World*

- Experimentation
- Problem-solving
- Cause/effect
- Five senses

#### *Communication and Literacies*

- Listening and Sharing
- Communication
- Comprehension
- Sound and world play
- Introduction to letter names and sounds
- Love for books
- Reasoning and numeracy

#### *Identities, Social Responsibility, and Diversity*

- Families and communities
- Celebrations
- Kindness and diversity
- Taking care of the environment
- Living things

### Experiential Learning

At Collingwood, we know that immersing students in an experience and then encouraging reflection to develop new skills, new attitudes, or new ways of thinking is the best way to learn. We encourage active learning by providing opportunities for students to explore, experiment, take risks, collaborate, and learn from each other. We also provide an awareness of the local and global community to help develop appreciation and respect for the environment, diversity and community.

### Specialist Classes

Children take part in academics and arts, while service is infused throughout the entire program. The children have regular music lessons and learn songs and rhymes from around the world.

Our teacher librarians introduce students to the joy of reading and how to care for books, as well as, extending the learning that occurs in the classroom. Children are supported emotionally, and learn effective ways to self-regulate.

### Character and Leadership

Embracing our students as individuals and as part of the group, throughout their year in JK, students learn about themselves, their peers, and how to collaborate and help one another. Students are supported in developing independence by creating opportunities for them to problem solve and to practice their self-help skills. By using The Zones of Regulation, Kelso's Choices, and working on personal and social skills; they learn about themselves, develop an awareness of their feelings, and foster a sense of empathy for others.



## KINDERGARTEN CURRICULUM OVERVIEW

In Kindergarten, children grow and develop through a project based, small group approach, often inspired by the interests and needs of the children. Through creative expression, exploring and interacting with nature and play, children are nurtured and challenged to grow as individuals.

### Core Academics

In English language arts, mathematics, integrated studies and French, students focus on the academic core competencies of communication, critical and creative thinking.

#### English

- Phonemic awareness
- Writing mechanics
- Reading comprehension, listening and sharing
- Communication skills

#### Mathematics

- Same and different
- Patterning
- Measurement
- Shapes and objects
- Addition and subtraction
- Financial literacy

#### Integrated Studies

- Me, my family and my community
- Celebrations
- Kindness and diversity
- Seasonal changes
- Life cycles
- Five senses
- Local plants and animals
- Forces and motion
- Adaptations

#### French

- La Poule Maboule
- Le Petit Chat Cherche une Famille
- Les Trois Petits Cochons

### Experiential Learning

At Collingwood, we know that immersing students in an experience and then encouraging reflection to develop new skills, new attitudes, or new ways of thinking is the best way to learn. By infusing technology, design thinking and creating throughout our program, as well as placing high importance on global education, our students realize the importance of innovation; as well as develop appreciation and respect for the environment, diversity and community.

### Specialist Classes

As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program.

Our Kindergarten children benefit from specialist classes in French and Music twice each week and Physical and Health Education three times each week. Small group time with our teacher librarians, access to Learning Resource teachers, an IT specialist and opportunities to meet with our Counsellor ensure that children are well supported throughout their year.

### Character and Leadership

Finding one's identity in the world, as an individual and as a member of a community and society is a cornerstone of the education we offer at Collingwood. Thriving as individuals, to understand and care about ourselves and others, seeking and achieving our purposes in the world is what we are all about. By using Kelso's choices, Zones of Regulation, and embracing the personal and social core competencies, our students develop integrity, compassion and character, whilst nurturing their natural curiosity.



## GRADE 1 CURRICULUM OVERVIEW

Grade 1 is where learning takes off. Children are encouraged and supported by their teachers to develop and expand their basic academic skills in a variety of subject areas, with literacy and numeracy skills integrated into many exciting and memorable activities and events. Along with growth in academics, children make strides in their development of independence and responsibility. This helps them become more confident in their own abilities, and to take control of their own life and learning.

### Core Academics

In English language arts, mathematics, integrated studies and French, students focus on the academic core competencies of communication, critical and creative thinking.

#### *English Language Arts*

- Reading
- Poetry
- Procedural, persuasive and perspective writing
- Oral story telling;
- Public speaking

#### *Mathematics*

- Sorting and patterning
- Number sense and numeracy
- 2D Shapes and 3D objects
- Measurement
- Graphing
- Financial literacy
- Probability

#### *Integrated Studies*

- Celebrations
- Countries and cultures
- Natural and artificial features in our landscape
- Human interventions
- Our community
- Bees
- Nature's patterns and cycles
- Matter
- Light and sound
- Seeds and plants

#### *French*

- Ou est mon Chien?
- Boucles Violettes



### Experiential Learning

At Collingwood, we know that immersing students in an experience and then encouraging reflection to develop new skills, new attitudes, or new ways of thinking is the best way to learn. By infusing technology, design thinking and making throughout our program, as well as placing high importance on global education, our students realize the importance of innovation, as well as develop appreciation and respect for the environment, diversity and community.

### Specialist Classes

As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program.

Our Grade 1 children benefit from specialist classes in Music twice each week and French and Physical and Health Education three times each week. Small group time with our teacher librarians, access to Learning Resource teachers, an IT specialist and opportunities to meet with our Counsellor ensure that children are well supported throughout their year.

### Character and Leadership

Finding one's identity in the world, as an individual and as a member of a community and society is a cornerstone of the education we offer at Collingwood. Thriving as individuals, to understand and care about ourselves and others, seeking and achieving our purposes in the world is what we are all about. By using Kelso's choices, Zones of Regulation, and embracing the personal and social core competencies, our students develop, integrity, compassion and character.



## GRADE 2

### CURRICULUM OVERVIEW

Children are driven by enthusiasm and curiosity and, by Grade 2, they are excited about involving their friends in their learning. This is a year of social-emotional development with a focus on self-awareness, self-regulation and strengthening social skills. The world is a collaborative place, so we ensure that our students are ready to join in and get involved. In this important year, our individual learners evolve into a community of learners.

### Core Academics

In English language arts, mathematics, integrated studies and French, students focus on the academic core competencies of communication, critical and creative thinking.

#### English

- Fiction and non-fiction
- Personal, Informational and creative writing
- Public
- Speaking
- Poetry

#### Mathematics

- Data analysis
- Operations with numbers
- Probability
- Geometry
- Measurement
- Financial literacy

#### Integrated Studies

- Community
- Mapping
- All about me
- Canada
- Physical & chemical changes
- Force and motion
- Life cycles and water cycle

#### French

- Cultural Unit: Le Carnaval de Québec
- Themed units on the seasons of the year
- Comment y aller?
- Les Animeaux du Bayou

### Experiential Learning

At Collingwood, we know that immersing students in an experience and then encouraging reflection to develop new skills, new attitudes, or new ways of thinking is the best way to learn. By infusing technology, design thinking and making throughout our program, as well as placing high importance on global education, our students realize the importance of innovation, as well as develop appreciation and respect for the environment, diversity and community.

### Specialist Classes

As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program.

Our Grade 2 children benefit from specialist classes in Music twice each week and French and Physical Health and Education three times each week. Time with our teacher librarians, access to Inclusive Education teachers, an ADST specialist and opportunities to meet with our Counsellor ensure that children are well supported throughout their year.

### Character and Leadership

Finding one's identity in the world, as an individual and as a member of a community and society is a cornerstone of the education we offer at Collingwood. Thriving as individuals, to understand and care about ourselves and others, seeking and achieving our purposes in the world is what we are all about. By using Zones of Regulation, and embracing the personal and social core competencies, our students develop, integrity, compassion and character.



## GRADE 3 CURRICULUM OVERVIEW

By the end of the primary division, students are facing greater challenges. Students take a broader perspective on the world and need a bigger toolkit to deal with growing academic demands and expectations, as well as more complex social relationships. Throughout Grade 3, students are challenged academically and well supported on an individual basis within the classroom. Grade 3 is the launching pad for moving to the intermediate division.

### Core Academics

In English language arts, mathematics, integrated studies and French, students focus on the academic core competencies of communication, critical and creative thinking.

#### English

- Fiction and non-fiction
- Connecting, inferring and visualizing
- Elements of a story
- Public speaking
- Poetry
- Novel study
- Word study
- Persuasive writing

#### Mathematics

- Place value and patterning
- Data analysis
- Operations with numbers
- Measurement
- Time
- Geometry
- Fractions
- Financial literacy
- Problem solving strategies
- Probability

#### Integrated Studies

- Canadian & global Indigenous Peoples
- Ecology and erosion
- Thermal energy
- Matter

#### French

- L'Arbre Ungali
- Halloween
- Christmas
- Bonjour Monsieur



### Experiential Learning

At Collingwood, we know that immersing students in an experience and then encouraging reflection to develop new skills, new attitudes, or new ways of thinking is the best way to learn. By infusing technology, design thinking and making throughout our program, as well as placing high importance on global education, our students realize the importance of innovation, as well as develop appreciation and respect for the environment, diversity and community.

### Specialist Classes

As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program.

Our Grade 3 children benefit from specialist classes in Music twice each week and French and Physical Health and Education three times each week, as well as land-based learning and ADST. Time with our teacher librarians, access to Inclusive Education teachers, an ADST specialist and opportunities to meet with our Counsellor ensure that children are well supported throughout their year.

### Character and Leadership

Finding one's identity in the world, as an individual and as a member of a community and society is a cornerstone of the education we offer at Collingwood. Thriving as individuals, to understand and care about ourselves and others, seeking and achieving our purposes in the world is what we are all about. By using Zones of Regulation, and embracing the personal and social core competencies, our students develop, integrity, compassion and character.

## GRADE 4 CURRICULUM OVERVIEW

Children in Grade 4 enter the Intermediate Division at Collingwood. With this movement come more transitions and specialists, greater maturity, increased complexity in subject matter and growing independence. The whole grade treks off to Camp Summit early in the year to take part in their first outdoor school and overnight trip experience, and children build skills, attitudes and friendships that set the tone for the whole year. It is a memorable and exciting year where children become more self-aware and able to demonstrate their independence and self-advocacy skills.

### Core Academics

In English language arts, mathematics, integrated studies and French, students focus on the academic core competencies of communication, critical and creative thinking.

#### English

- Fiction and non-fiction
- Connecting, visualizing, questioning and transforming
- Story elements
- Public speaking
- Descriptive writing
- Personal narrative
- Research skills

#### Mathematics

- Place value and Patterning
- Data analysis
- Operations with numbers
- Measurement
- Time
- Geometry
- Fractions
- Financial literacy
- Problem solving strategies
- Probability

#### Integrated Studies

- Canada's identity
- Natural resources
- Sustainability
- History of British Columbia
- Biodiversity
- Change of states
- Sun & moon
- Transfer of energy
- ADST/Design and technology

#### French

- Louis la Grenouille
- La Plus Grande Sardine De Marseille
- Food unit

### Experiential Learning

We want our students to have no limits to their learning - today and tomorrow. In Grade 4, we dedicate a block of time each week where children imagine, design, collaborate and create. They are unbounded by time, subject areas, and even by grade level as they work with children in other grades. Students take four modules over the course of the school year, one with an Innovation focus, one with a Community focus, one with a Wellbeing focus and one with a Sustainability focus.

### Specialist Classes

As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program. Our Grade 4 children benefit from specialist classes in Music and Art twice each week and French and Physical Health Education three times each week. Time with our teacher librarians, access to Inclusive Education teachers, and opportunities to meet with our Counsellor ensure that children are well supported throughout their year. Students also experience land-based learning throughout the year.

### Character and Leadership

Finding one's identity in the world, as an individual and as a member of a community and society is a cornerstone of the education we offer at Collingwood. In Grade 4, we offer Restorative Justice Circles, a strengths-based program that gives our children the skills to transform conflict, heal relationships, and create stronger communities themselves. Through service initiatives, student leadership opportunities, global education projects, and by embracing the personal and social core competencies, our students develop integrity, compassion and character.



## GRADE 5 CURRICULUM OVERVIEW

Grade 5 is a significant year of growth in a child's education. Students have developed strong foundational skills and are now ready to apply them in a variety of situations. They shift their gaze from the smaller classroom community to a wider world, one where they can consider how the past informs the present, what is happening in current events, the way their actions impact others and the contribution they want to make both locally and globally.

### Core Academics

In English language arts, mathematics, integrated studies and French, students focus on the academic core competencies of communication, critical and creative thinking.

#### English

- Narrative, informational writing
- Book clubs
- Poetry
- Speech writing and Public speaking

#### Mathematics

- Problem solving
- Whole numbers and patterns
- Operations
- Fractions and decimals
- Measurement
- Geometry
- Data analysis
- Probability
- Financial literacy

#### Social Studies

- Canadian identity
- Government
- Current events
- Immigration and discrimination
- Diversity and inclusion

#### Science

- Chemistry
- Simple machines
- Multicellular organisms
- Natural resources
- Rock cycle

#### French

- Chat Angora
- Un Frere Penible
- Cafe Concert

### Experiential Learning

We want our students to have no limits to their learning - today and tomorrow. In Grade 5, we dedicate time each week where children imagine, design, collaborate and create. They are unbounded by time, subject areas, and even by grade level as they work with children in other grades. Students take four modules over the course of the school year: Interior Design, Book Buddies, Theater Games and Tiny Homes. Students also have a designated Design and Technology block which includes activities such as wood working, robotics, coding, and design challenges, that incorporate the design cycle.

### Specialist Classes

As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program. Our Grade 5 children benefit from specialist classes in Art and Music twice each week and French and Physical Health Education three times each week. In Grade 5, children have their first band experience where they select an instrument to learn over the course of the year. Access to Inclusive Education teachers, our librarians, technology integration specialist and our Counsellor ensure that children are well supported throughout their year.

### Character and Leadership

Finding one's identity in the world, as an individual and as a member of a community and society is a cornerstone of the education we offer at Collingwood. In grade 5, we offer a weekly community and connections block that is strengths based and gives the students the skills to transform conflict, heal relationships, and create stronger communities themselves Through service initiatives, student leadership opportunities, local education projects, and by embracing the personal and social core competencies, our students develop integrity, compassion and character.



## GRADE 6 CURRICULUM OVERVIEW

This is an exciting year in the education of a Collingwood student because it marks a year of increased freedom and choice in all of the four strands of academics, arts, athletics and service. Students have increased independence as they navigate moving classrooms, managing devices and maintaining a personalized organizational system. They further develop healthy social relationships with their peers, teachers and the greater Collingwood community, and, above all, we encourage them to value and respect themselves in all that they do.

### Core Academics

In English language arts, mathematics, integrated studies and French, students focus on the academic core competencies of communication, critical and creative thinking.

#### Humanities

- Novel studies
- Human rights
- Mystery and suspense
- Global issues and economics
- Persuasive writing
- Current events and the media

#### Mathematics

- Problem solving
- Logic puzzles
- Whole numbers;
- Fractions
- Triangles and angles
- Ratios
- Decimals
- Percentages
- Probability

#### Science

- Body systems
- Mixtures
- Extreme environments
- Newton's Laws of Motion
- Solar system

#### French

- La Francophonie et moi
- Le Carnaval dans le monde francophone
- Novel study: La Planète Grise

#### Applied Design Skills and Technology

- Media art and production
- Coding and programming
- Design cycle and skills
- Tinkering



### Experiential Learning

We want our students to have no limits to their learning - today and tomorrow. In Grade 6, we dedicate a double block of time in the schedule where children imagine, design, collaborate and create. They are unbounded by time, subject areas, and even by grade level as they work with children in other grades. Students choose three modules over the course of the school year, one with a Science & Technology focus, one with an Arts & Athletics focus and one with a Community & Connections focus.

### Specialist Classes

As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program. Our Grade 6 children benefit from specialist classes in design and technology, art and music twice each week and physical education three times each week. Children may choose band or choir as their music focus. Access to our librarians, Inclusive Education teachers, technology integration specialist and our Counsellor ensure that children are well supported throughout their year.

### Character and Leadership

Finding one's identity in the world, as an individual and as a member of a community and society is a cornerstone of the education we offer at Collingwood. In Grade 6, we offer Restorative Justice Circles, a strengths-based program that gives our children the skills to transform conflict, heal relationships, and create stronger communities themselves. Through service initiatives, student leadership opportunities, global education projects, and by embracing the personal and social core competencies, our students develop integrity, compassion and character.

## GRADE 7

### CURRICULUM OVERVIEW

The growth and maturity that happens in Grade 7 is truly impressive as children expand their ability to be critical and creative in their thinking, collaborative in solving problems and innovative in their tasks and projects. Students are provided opportunities to engage in open-ended tasks and meaning self-reflection. Organizational skills and self-advocacy become a focus so that by the end of Grade 7, our students are ready to step into the exciting and challenging years of high school.

### Core Academics

In English language arts, mathematics, integrated studies and French, students focus on the academic core competencies of communication, critical and creative thinking.

#### Humanities

- Identity
- Biography
- Literature circles
- Residential schools
- Poetry
- Public speaking
- Early People
- Civilizations
- Mesopotamia
- Egypt
- Greece
- First Nations

#### Mathematics

- Problem solving
- Integers
- Algebra
- Percent
- Circles and volume
- Probability

#### Science

- Chemistry
- Electricity
- Earth & climate change
- Evolution

#### French

- Mystère au château Frontenac
- Cultural unit, La musique Francophone
- L'Afrique Francophone
- Novel study : Pirates français des Caraïbes

### Experiential Learning

We want our students to have no limits to their learning - today and tomorrow. In Grade 7, we dedicate a double block of time in the schedule where children imagine, design, collaborate and create. Students choose three modules over the course of the school year, one with a Science & Technology focus, one with an Arts & Athletics focus and one with a Community & Connections focus.

### Specialist Classes

As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program. Our Grade 7 children benefit from specialist classes in design and technology, art and music twice each week and physical education three times each week. Children may choose band or choir as their music focus. Access to our librarians, technology integration specialist and our Counsellor ensure that children are well supported throughout their year.

### Character and Leadership

Finding one's identity in the world, as an individual and as a member of a community and society is a cornerstone of the education we offer at Collingwood. In Grade 7, we offer Restorative Justice Circles, a strengths-based program that gives our children the skills to transform conflict, heal relationships, and create stronger communities themselves. Through service initiatives, student leadership opportunities, global education projects, and by embracing the personal and social core competencies, our students develop integrity, compassion and character.

