



COLLINGWOOD SCHOOL

# Junior School Academic Handbook

2025/2026



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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

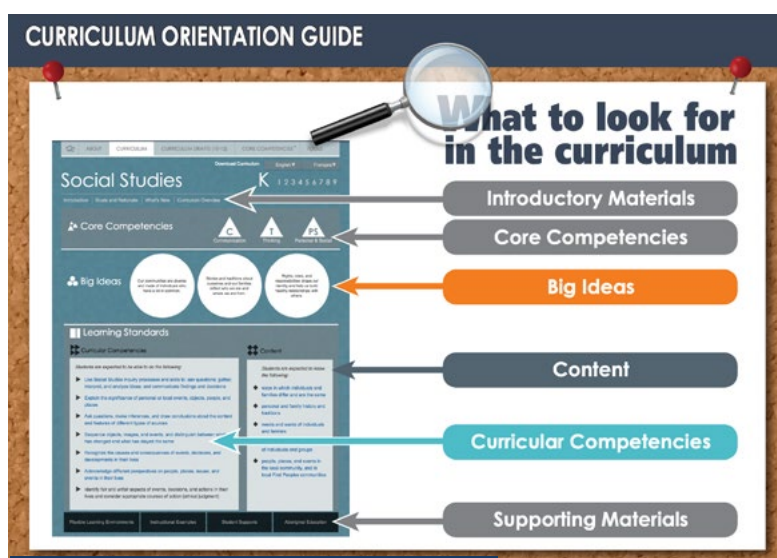
## BC Curriculum Model

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.



## 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.



A photograph of several children sitting around a campfire at night. They are wearing winter jackets and are roasting marshmallows on sticks over the fire. The scene is illuminated by the warm light of the campfire, creating a cozy atmosphere. The children are smiling and appear to be enjoying the activity.

# 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

#### Core Academics: What Your Child Will Understand & Be Able To Do

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

##### WELLBEING & BELONGING

###### Key Learning Areas:

- 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

###### Key Learning Areas:

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

##### COMMUNICATION AND LITERACIES

###### Key Learning Areas:

- 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

###### Key Learning Areas:

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



## 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.*

#### 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.



#### 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.



#### CHARACTER AND LEADERSHIP

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

#### Core Academics: What Your Child Will Understand & Be Able To Do

In English language arts, mathematics, and integrated studies students focus on the academic core competencies of communication, critical and creative thinking. Our programs are designed to foster a deeper understanding of key concepts and develop skills that are transferable to new situations.

#### ENGLISH LANGUAGE ARTS

**Big Idea:** Students understand that language helps us share stories, express our ideas, and connect with the world around us. They begin to discover the joy of reading and how words work through exposure to letters and sounds as well as open-ended exploratory work.

**Key Learning Areas:**

- Making Sense of Sounds and Letters: Developing awareness of speech sounds (phonemic awareness and phonics) and how they relate to letters for early reading and writing.
- Communicating Ideas: Practicing effective speaking and listening skills through, sharing their thoughts, stories and ideas with others.
- Engaging with Books: Building reading comprehension, vocabulary and foundational reading skills, by participating in rich story experiences.
- Expressing Themselves in Writing: Exploring early writing mechanics and using pictures, letters and words to convey personal narratives and information.

#### MATHEMATICS

**Big Idea:** Students understand that mathematics helps us describe, compare, and organize our world. They explore patterns, shapes, and quantities as tools for solving problems.

**Key Learning Areas:**

- Exploring Numbers and Quantities: Understanding concepts like “same and different,” quantity, introduction to addition and subtraction, and early financial literacy.
- Discovering Patterns and Shapes: Identifying, creating, and describing patterns, as well as recognizing 2D shapes and 3D objects.
- Early Measurement and Data: Learning to compare and measure attributes, and beginning to interpret simple data using the concepts of likely and unlikely.

#### INTEGRATED STUDIES (SOCIAL STUDIES, SCIENCE, VISUAL ARTS & APPLIED DESIGN, SKILLS, AND TECHNOLOGY)

**Big Idea:** Students understand their place within their family and community, how different cultures celebrate, and how the natural world around them changes and functions. They explore how people and nature interact.

**Key Learning Areas:**

- My World and Community: Understanding personal identity, family roles, and community through topics like celebrations, kindness, and diversity.
- The Natural World: Observing seasonal changes, exploring local plants and animals, understanding life cycles, and investigating basic forces and motion.
- Sensory Exploration & Adaptation: Using their five senses to observe and learn about their environment, and recognizing how living things adapt.

## 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. Each homeroom has two full-time educators, a classroom teacher and an Early Childhood Educator, to fully support the academic and social-emotional needs of our young learners. Through creative expression, exploring and interacting with nature and play, children are nurtured and challenged to grow as individuals.*

#### SPECIALIST CLASSES

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

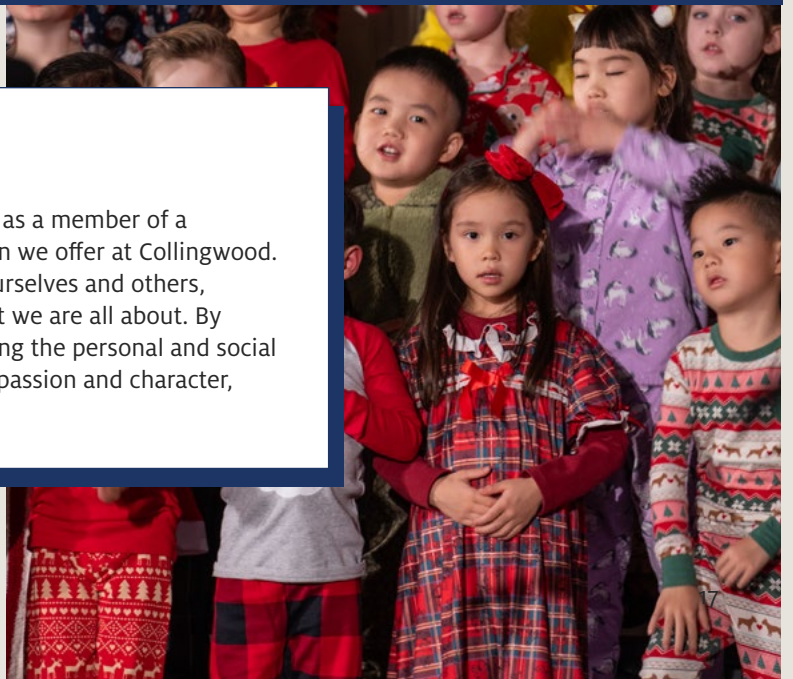
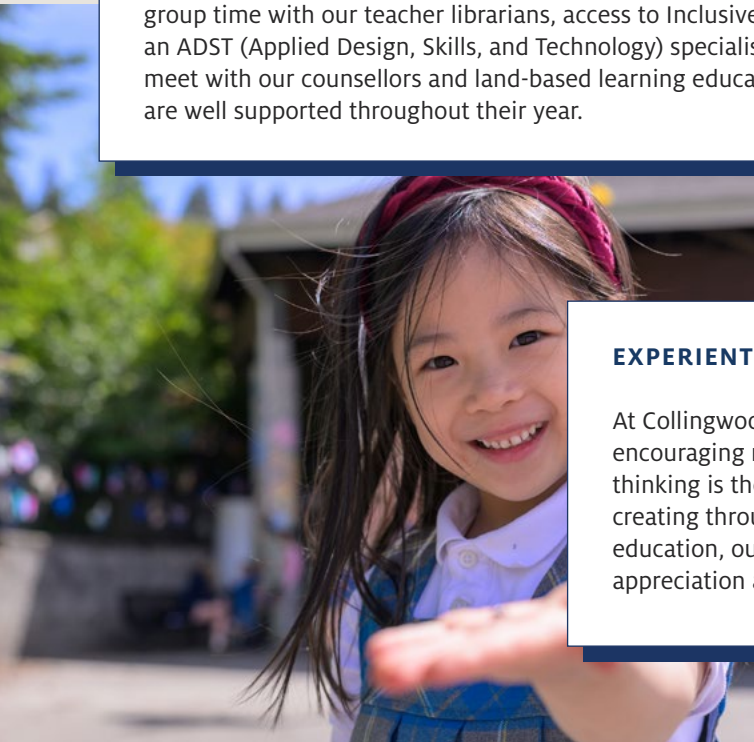
Our Kindergarten children benefit from specialist classes in French and music twice each week and physical and health education three times each week. Small group time with our teacher librarians, access to Inclusive Education teachers, an ADST (Applied Design, Skills, and Technology) specialist and opportunities to meet with our counsellors and land-based learning educators ensure that children are well supported throughout their year.

#### 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.

#### 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

#### Core Academics: What Your Child Will Understand & Be Able To Do

In English language arts, mathematics, and integrated studies students focus on the academic core competencies of communication, critical and creative thinking. Our programs are designed to foster a deeper understanding of key concepts and develop skills that are transferable to new situations. This approach emphasizes what students will understand and be able to do conceptually, rather than just what content they will know.

#### ENGLISH LANGUAGE ARTS

**Big Idea:** Students understand that language is a powerful tool for expression, storytelling, and learning about the world. They develop a deeper appreciation for diverse forms of communication and how to use them effectively.

**Key Learning Areas:**

- Developing Reading Fluency and Comprehension: Building on foundational reading skills to engage with various texts and understand their meaning. Learning spelling patterns through phonemic awareness, phonics and vocabulary work.
- Expressing Through Writing: Exploring different styles of writing, including poetry, procedural, persuasive, and personal narratives. Beginning to use learned spelling patterns in order to spell some words conventionally.
- Oral Communication and Storytelling: Practicing effective listening skills, sharing ideas, telling stories, and developing public speaking skills.

#### MATHEMATICS

**Big Idea:** Students understand that mathematics helps us organize, compare, and solve problems in our everyday lives. They discover how patterns and numbers provide structure and predictability in the world around them.

**Key Learning Areas:**

- Numbers and Operations: Developing number sense, understanding quantity, and practicing basic addition and subtraction.
- Patterns and Relationships: Identifying, creating, and describing patterns, and exploring concepts like financial literacy and probability.
- Geometry and Measurement: Recognizing 2D shapes and 3D objects, and learning to compare and measure attributes.
- Data Representation: Beginning to organize and interpret simple data through graphing.

#### INTEGRATED STUDIES (SOCIAL STUDIES, SCIENCE, VISUAL ARTS & APPLIED DESIGN, SKILLS, AND TECHNOLOGY)

**Big Idea:** Students understand that communities are shaped by their environments and cultures, and that the natural world has interconnected patterns and cycles. They explore how humans interact with and impact their surroundings.

**Key Learning Areas:**

- Community and Culture: Exploring their own community, understanding different countries and cultures, and recognizing various celebrations.
- Earth and Environment: Investigating natural and artificial features in our landscape, understanding human interventions, and learning about nature's patterns and cycles.
- Science Exploration: Discovering basic concepts in science, such as matter, light and sound, and the growth of seeds and plants.

## 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.*

#### SPECIALIST CLASSES

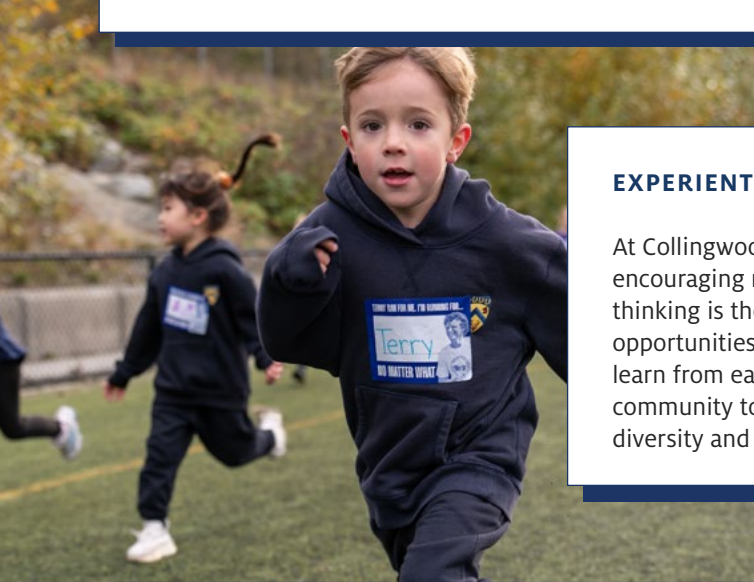
As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program.

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 ADST (Applied Design, Skills, and Technology) specialist and opportunities to meet with our counsellors and land-based learning educators ensure that children are well supported throughout their year.



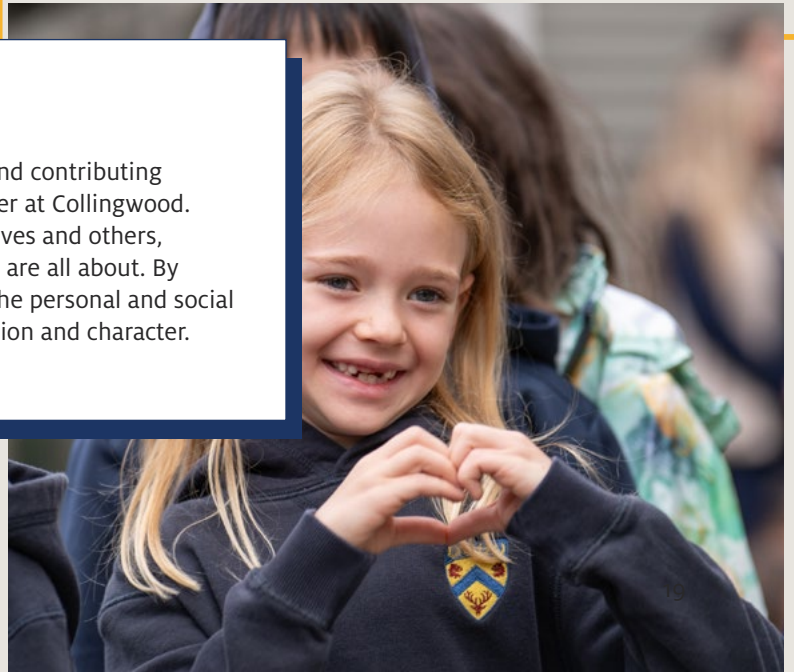
#### EXPERIENTIAL LEARNING

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.



#### CHARACTER AND LEADERSHIP

Exploring one's identity in the world both as an individual and contributing member of society, is a cornerstone to 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

#### Core Academics: What Your Child Will Understand & Be Able To Do

In English language arts, mathematics and integrated studies, students focus on the academic core competencies of communication, critical and creative thinking. Our programs are designed to foster a deeper understanding of key concepts and develop skills that are transferable to new situations. This approach emphasizes what students will understand and be able to do conceptually, rather than just what content they will know, aligning with the BC Curriculum's "Know-Do-Understand" model and the Understanding by Design (UbD) framework.

#### ENGLISH LANGUAGE ARTS

**Big Idea:** Students understand that language is a versatile tool for both interpreting diverse stories and expressing their own ideas in various creative and formal ways.

**Key Learning Areas:**

- Engaging with Varied Texts: Exploring and comprehending different forms of reading, including fiction and non-fiction. Building vocabulary and fluency through reading practice and exposure to books.
- Developing Writing Skills: Practicing personal, informational, and creative writing to express thoughts and experiences. Continuing to apply learned spelling and sound patterns to write words conventionally while learning to develop ideas and convey information more clearly in written work.
- Effective Oral Communication: Developing public speaking skills and an appreciation for poetry as a form of expression.

#### MATHEMATICS

**Big Idea:** Students understand that mathematics helps us analyze information, comprehend numerical relationships, and describe our world through measurements and spatial reasoning.

**Key Learning Areas:**

- Data Analysis and Probability: Representing, , interpreting, and drawing conclusions from data, and exploring concepts of chance.
- Operations with Numbers: Building fluency with addition and subtraction through understanding of place value.
- Geometry and Measurement: Describing, measuring and comparing objects and shapes based on their attributes.
- Financial Literacy: Developing an early understanding of financial concepts.

#### INTEGRATED STUDIES (SOCIAL STUDIES, SCIENCE, VISUAL ARTS & APPLIED DESIGN, SKILLS, AND TECHNOLOGY)

**Big Idea:** Students will understand that local communities and the natural world are shaped by interconnected processes, and that people have a role in creating, adapting, and innovating in their surroundings.

**Key Learning Areas:**

- Understanding Community and Geography: Exploring their local community and broader Canadian geography by developing mapping skills.
- Investigating Natural Processes: Discovering physical and chemical changes, forces and motion, and understanding life cycles and the water cycle.
- Self and Society: Reflecting on personal identity and their place within the broader community, and exploring how people's needs are met in different communities.
- Design and Innovation: Applying creativity and curiosity to design and make things, recognizing that technologies are tools that extend human capabilities.



## GRADE 2

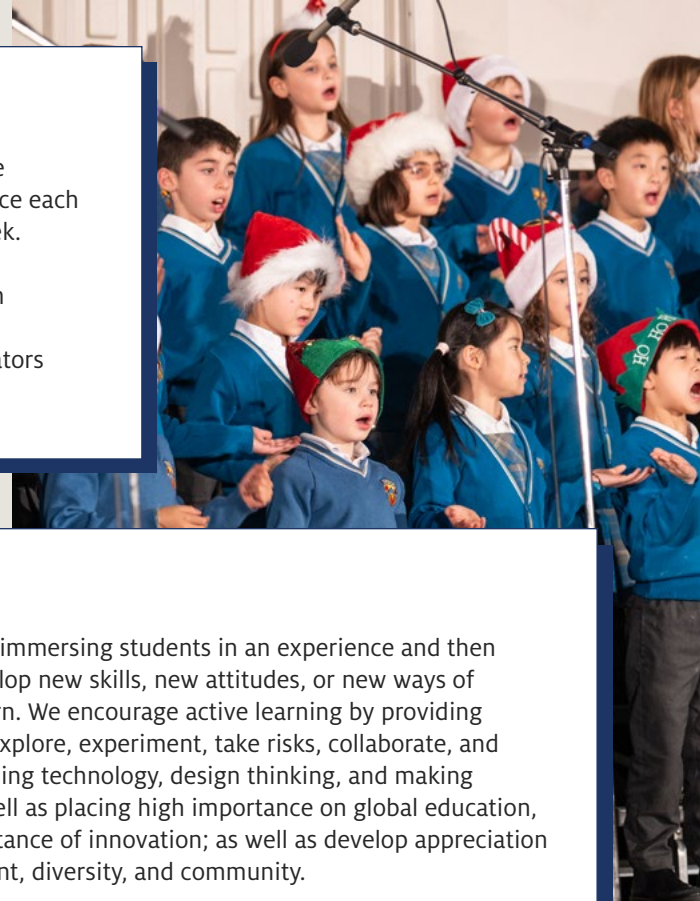
### CURRICULUM OVERVIEW

*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. As the world is a collaborative place, 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.*

#### SPECIALIST CLASSES

As part of our four-strand approach (academics, arts, athletics, and service learning), our Grade 2 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 Inclusive Education teachers, an ADST (Applied Design, Skills, and Technology) specialist, and opportunities to meet with our counsellors and land-based learning educators ensure that children are well supported throughout their year.



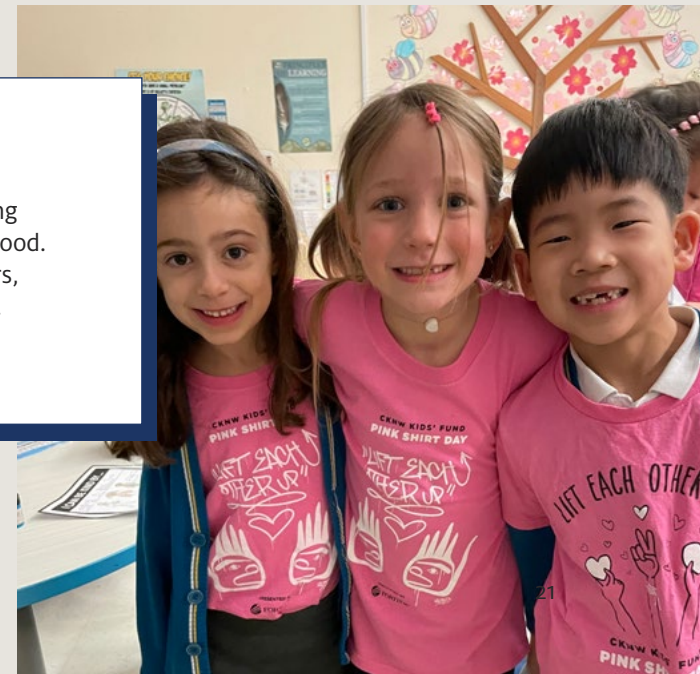
#### EXPERIENTIAL LEARNING

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. 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.



#### CHARACTER AND LEADERSHIP

Exploring one's identity in the world both as an individual and contributing member of society, is a cornerstone to 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

#### Core Academics: What Your Child Will Understand & Be Able To Do

In English language arts, mathematics and integrated studies, students focus on the academic core competencies of communication, critical and creative thinking. Our programs are designed to foster a deeper understanding of key concepts and develop skills that are transferable to new situations. This approach emphasizes what students will understand and be able to do conceptually, rather than just what content they will know, aligning with the BC Curriculum's "Know-Do-Understand" model and the Understanding by Design (UbD) framework.

#### ENGLISH LANGUAGE ARTS

**Big Idea:** Students understand that language allows for the interpretation of complex narratives and the nuanced expression of their own thoughts and perspectives through various forms of writing and speaking.

##### Key Learning Areas:

- Text Comprehension: Engaging with both fiction and non-fiction texts, practicing skills like connecting, inferring, and visualizing to deepen understanding. Learning that texts can be understood from different perspectives.
- Literary Analysis: Identifying and understanding the fundamental elements that structure a story.
- Diverse Writing Forms: Developing skills in descriptive writing, word study, and expanding vocabulary. Using mostly conventional spelling by drawing on learned spelling patterns. Breaking apart words orthographically to strengthen their sight word repertoire.
- Oral Communication: Enhancing public speaking and appreciation for poetry as a form of expression.
- In-depth Study: Engaging in novel studies to explore themes and characters more deeply.

#### MATHEMATICS

**Big Idea:** Students understand that mathematical concepts such as place value, operations, and geometric properties provide essential tools for analyzing data, solving problems, and managing personal finances.

##### Key Learning Areas:

- Number Sense: Developing a strong understanding of place value and patterning.
- Data and Probability: Analyzing data and exploring concepts related to probability such as interpreting and comparing outcomes.
- Operations and Fractions: Strengthening fluency of numerical operations and introducing the concept of fractions.
- Geometry and Measurement: Exploring geometric shapes and objects, developing skills in measurement and understanding time.
- Financial Literacy: Continuing to develop an understanding of financial concepts.
- Problem Solving: Applying various strategies to solve mathematical problems effectively.

#### INTEGRATED STUDIES (SOCIAL STUDIES, SCIENCE, VISUAL ARTS & APPLIED DESIGN, SKILLS, AND TECHNOLOGY)

**Big Idea:** Students will understand that societies and the natural world are shaped by interconnected processes, and that exploring how different cultures adapt to and use their environment reveals core principles of matter, energy, and social organization.

##### Key Learning Areas:

- Global and Indigenous Communities: Exploring Canadian and global Indigenous Peoples to understand how culture, traditions, and technology are shaped by diverse beliefs and interactions with the environment.
- The Physical World: Investigating foundational concepts of matter and energy, including how thermal energy is produced and transferred, and how natural forces like wind and water change the shape of the land.
- Inquiry and Design: Applying design-thinking skills to investigate and solve problems related to local ecology and environmental stewardship, such as understanding how to prevent erosion.

## GRADE 3

### CURRICULUM OVERVIEW

*By the end of the primary division, students are facing greater challenges. Grade 3 is the launching pad for moving to the intermediate division, and students take a broader perspective on the world. They develop 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 individually supported within the classroom.*

#### SPECIALIST CLASSES

As part of our four-strand approach (academics, arts, athletics, and service learning), our Grade 3 children benefit from specialist classes in visual arts once each week, music twice each week, and French and physical health and education three times each week.

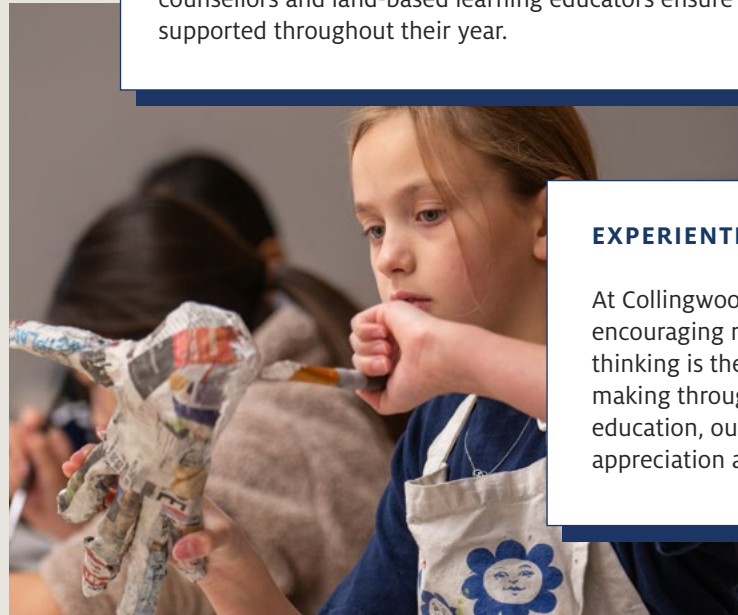
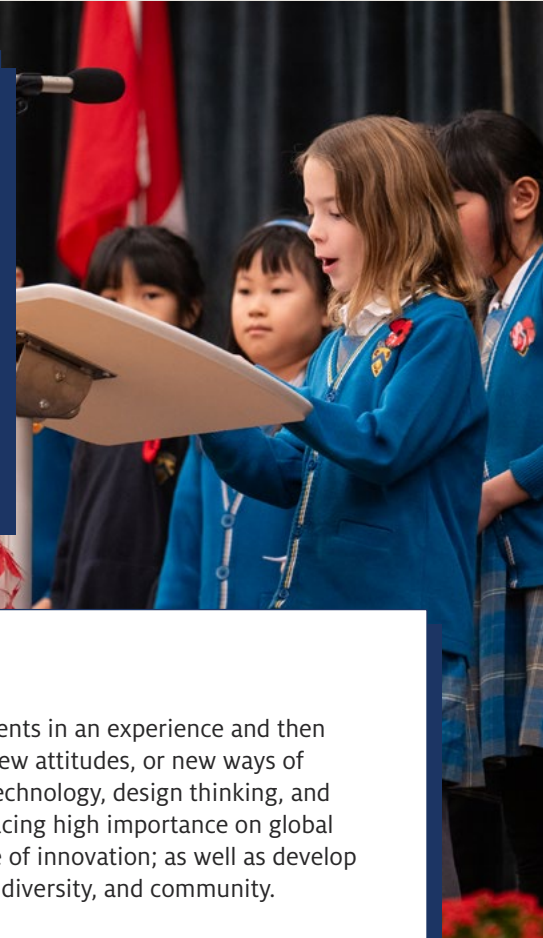
They also participate in land-based learning and ADST (Applied Design, Skills, and Technology). Small group time with our teacher librarians, access to Inclusive Education teachers, an ADST specialist, and opportunities to meet with our counsellors and land-based learning educators ensure that children are well supported throughout their year.

#### 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.

#### CHARACTER AND LEADERSHIP

Exploring one's identity in the world both as an individual and contributing member of 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

#### Core Academics: What Your Child Will Understand & Be Able To Do

Students in Grade 4 focus on the academic core competencies of communication, critical thinking, and creative thinking. Our programs are designed to foster a deeper understanding of key concepts and develop skills that are transferable to new situations. This approach emphasizes what students will understand and be able to do conceptually, rather than just what content they will know, aligning with the BC Curriculum's "Know-Do-Understand" model and the Understanding by Design (UbD) framework.

#### ENGLISH LANGUAGE ARTS

**Big Idea:** Students will understand that language is a powerful tool for expressing their identity and connecting with the world around them through various forms of writing, research, and oral communication.

**Key Learning Areas:**

- Text Comprehension: Engaging with both fiction and non-fiction texts, practicing skills like connecting, visualizing, questioning, and transforming. Continuing to take into account differing perspectives when comprehending texts.
- Diverse Writing Forms: Developing skills in descriptive, informational, and personal narrative writing. Expanding upon ideas using evidence and proper paragraph writing structure. Continuing to build vocabulary through word study work.
- Literary Analysis: Understanding the fundamental elements that structure a story.
- Oral Communication: Enhancing public speaking skills such as using a more varied and advanced vocabulary and creative speech-delivery skills.
- Research Skills: Building foundational research skills.

#### MATHEMATICS

**Big Idea:** Students will understand that mathematical concepts provide a framework for analyzing patterns, solving problems, and applying numerical and geometric principles to real-world situations.

**Key Learning Areas:**

- Number Sense: Developing a strong understanding of place value, estimation and patterning.
- Data and Probability: Analyzing data and predicting and interpreting outcomes through probability experiments.
- Operations and Fractions: Enhancing computational fluency and representing quantities using fractions and decimals.
- Geometry and Measurement: Investigating polygons, calculating measurement and understanding the relationship between units of time.
- Financial Literacy: Exploring financial decision making.
- Problem Solving: Applying various strategies to solve mathematical problems with increased efficiency.

#### INTEGRATED STUDIES (SOCIAL STUDIES, SCIENCE, VISUAL ARTS & APPLIED DESIGN, SKILLS, AND TECHNOLOGY)

**Big Idea:** Students will understand that a nation's identity is shaped by its history and interactions with the environment, and that these complex relationships can be explored and understood through scientific inquiry and design-based problem-solving.

**Key Learning Areas:**

- Canadian Identity and BC History: Exploring how early contact and trade between First Peoples and Europeans shaped Canada's identity and the unique path British Columbia took to join Confederation.
- Scientific Principles and Systems: Investigating how the physical world operates through fundamental scientific principles related to energy, biodiversity, and the states of matter. This includes understanding the movements of the sun and moon and how they affect Earth's systems.
- Design Thinking and Problem Solving: Applying design skills to understand, analyze, and propose solutions to real-world challenges related to natural resources and sustainability.
- Environmental Stewardship: Examining the relationship between people and their local environment, recognizing how local actions can have global consequences, and using this knowledge to promote responsible citizenship.



## GRADE 4

### CURRICULUM OVERVIEW

*In Grade 4, students enter the Intermediate Division at Collingwood, which involves more transitions and specialists, greater maturity, and increased complexity in subject matter. This is a memorable and exciting year where children become more self-aware and demonstrate greater independence and self-advocacy skills. Early in the year, the entire grade attends Camp Summit for their first outdoor school and overnight trip, building skills, attitudes, and friendships that set the tone for the rest of the year.*

#### 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 and health education three times each week. Time with our teacher librarians, access to Inclusive Education teachers, an ADST (Applied Design, Skills, and Technology) specialist, and opportunities to meet with our counsellors and land-based learning educators ensure that children are well supported throughout their year.

#### 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. Students also experience land-based learning throughout the year.

#### CHARACTER AND LEADERSHIP

Exploring one's identity in the world both as an individual and contributing member of society is a cornerstone to the education we offer at Collingwood. In Grade 4, we offer a weekly Community and Connections block that is strengths-based and gives our students 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

#### Core Academics: What Your Child Will Understand & Be Able To Do

Students in Grade 5 focus on the academic core competencies of communication, critical thinking, and creative thinking. Our programs are designed to foster a deeper understanding of key concepts and develop skills that are transferable to new situations. This approach emphasizes what students will understand and be able to do conceptually, rather than just what content they will know, aligning with the BC Curriculum's "Know-Do-Understand" model and the Understanding by Design (UbD) framework.

#### ENGLISH LANGUAGE ARTS

**Big Idea:** Students will understand that effective communication involves mastering diverse forms of writing and public speaking to articulate ideas clearly, and that engaging with literature can deepen their vocabulary and understanding of complex narratives.

**Key Learning Areas:**

- **Writing and Speaking:** Developing skills in narrative, informational writing, speech writing, and public speaking. Continuing to expand upon ideas and information by using evidence and applying proper paragraph writing structure.
- **Literary Engagement:** Participating in book clubs and exploring poetry. Understanding that asking questions helps foster understanding and engagement with texts.
- **Research and Vocabulary:** Evaluating and synthesizing information from multiple sources. Developing and applying expanding word knowledge by analyzing morphology.

#### MATHEMATICS

**Big Idea:** Students will understand that mathematical principles provide a systematic way to solve complex problems, manage financial concepts, and interpret data and geometric properties.

**Key Learning Areas:**

- **Problem Solving and Operations:** Strengthening problem-solving skills and building increased fluency with whole numbers and operations.
- **Fractions and Decimals:** Applying and extending an understanding of fractions and decimals by exploring their relationships, equivalencies, and applications.
- **Data and Probability:** Analyzing data and exploring events and outcomes through probability experiments.
- **Geometry and Measurement:** Exploring geometric shapes and objects and enhancing skills in measurement.
- **Financial Literacy:** Continuing to develop an understanding of financial concepts.

#### INTEGRATED STUDIES (SOCIAL STUDIES, SCIENCE, VISUAL ARTS & APPLIED DESIGN, SKILLS, AND TECHNOLOGY)

**Big Idea:** Students will understand that a society's identity is shaped by its government and history, and that both human and natural systems operate through interconnected parts, from the individual to the global community.

**Key Learning Areas:**

- **Canadian Identity and Government:** Investigating how Canada's identity has been shaped by the contributions of diverse groups, and how a functioning government and its policies address contemporary issues like immigration and discrimination.
- **Scientific Systems and Processes:** Exploring how matter and energy are organized into systems, from the rock cycle and simple machines to the human body with its various organ systems.
- **Inquiry and Design:** Applying design thinking to solve problems related to social and scientific issues, using tools and technologies to prototype and test ideas for effective solutions.
- **Global and Environmental Connections:** Examining the interconnectedness of natural resources and human activity, and the importance of fostering diversity and inclusion in both human societies and natural ecosystems.

## 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<sup>31</sup>. 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.*

#### 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 5 children benefit from specialist classes in art and music twice each week and French and physical and 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 teacher librarians, an ADST (Applied Design, Skills, and Technology) specialist, and opportunities to meet with our counsellors and land-based learning educators ensure that children are well supported throughout their year.

#### CHARACTER AND LEADERSHIP

Exploring one's identity in the world both as an individual and contributing member of society is a cornerstone to 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

#### Core Academics: What Your Child Will Understand & Be Able To Do

Students in Grade 6 focus on the academic core competencies of communication, critical thinking, and creative thinking. Our programs are designed to foster a deeper understanding of key concepts and develop skills that are transferable to new situations. This approach emphasizes what students will understand and be able to do conceptually, rather than just what content they will know, aligning with the BC Curriculum's "Know-Do-Understand" model and the Understanding by Design (UbD) framework.

#### HUMANITIES

**Big Idea:** Students will understand that the human experience is explored and documented through diverse narratives and historical accounts, and that examining different perspectives helps us understand how societies change over time.

**Key Learning Areas:**

- Literature and Drama: Exploring themes of displacement and identity through novel study and book clubs
- Historical and Social Inquiry: Investigating historical and contemporary issues such as human rights and economics, while exploring how social change affects communities.
- Narrative and Perspective: Analyzing how different forms of media and texts shape our understanding of current events and historical accounts.
- Communication and Expression: Developing skills in various forms of writing, speaking, and creative expression to communicate personal and researched ideas. Continuing with word study including word morphology to build orthographic lexicon.
- Critical Thinking: Applying strategies to analyze and question texts, sources, and information, with a focus on distinguishing fact from opinion and recognizing bias.

#### MATHEMATICS

**Big Idea:** Students will understand that mathematical concepts are interconnected and provide a framework for problem-solving, logical reasoning, and interpreting proportional relationships.

**Key Learning Areas:**

- Problem Solving: Enhancing problem-solving skills through collaboration, thinking strategies, and representation of thinking and engaging with logic puzzles.
- Number Operations: Building fluency and flexibility with whole numbers and decimals.
- Proportional Reasoning: Exploring ratios, mixed numbers and decimals to represent parts and whole numbers.
- Geometry and Probability: Investigating triangles, angles, graphing and predicting the theoretical probability of events.

#### SCIENCE

**Big Idea:** Students will understand that the universe is governed by fundamental scientific laws, and that matter and energy are organized into complex systems, from the human body to extreme environments.

**Key Learning Areas:**

- Body Systems: Investigating the different body systems.
- Chemistry: Exploring mixtures.
- Physics: Understanding Newton's Laws of Motion.
- Earth and Space Science: Learning about extreme environments and the solar system.

## GRADE 6

### CURRICULUM OVERVIEW

*Grade 6 is an exciting year marked by increased freedom and choice across all four strands: academics, arts, athletics, and service. Students gain more independence as they navigate moving between classrooms, managing their devices, and maintaining a personalized organizational system. They further develop healthy social relationships with their peers, teachers, and the greater Collingwood community. We encourage them to value and respect themselves in all that they do.*

#### SPECIALIST CLASSES

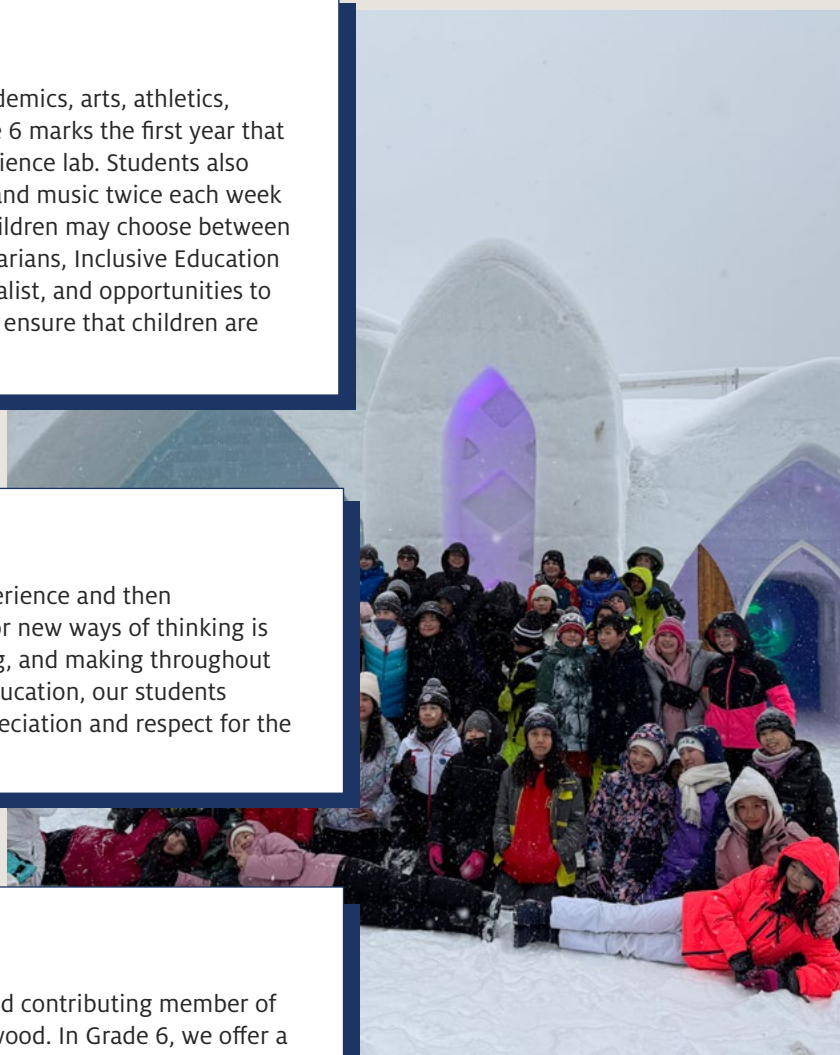
As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program. Grade 6 marks the first year that students have a science specialist teaching in a grade-level science lab. Students also benefit from specialist classes in design and technology, art, and music twice each week and physical and health education three times each week. Children may choose between band or choir for their music focus. Access to our teacher librarians, Inclusive Education teachers, ADST (Applied Design, Skills, and Technology) specialist, and opportunities to meet with our counsellors and land-based learning educators ensure that children are well supported throughout their year.

#### 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

#### CHARACTER AND LEADERSHIP

Exploring one's identity in the world both as an individual and contributing member of society is a cornerstone to the education we offer at Collingwood. In Grade 6, we offer a weekly Community and Connections block that is strengths-based and gives our students 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

#### Core Academics: What Your Child Will Understand & Be Able To Do

Students in Grade 7 focus on the academic core competencies of communication, critical thinking, and creative thinking. Our programs are designed to foster a deeper understanding of key concepts and develop skills that are transferable to new situations. This approach emphasizes what students will understand and be able to do conceptually, rather than just what content they will know, aligning with the BC Curriculum's "Know-Do-Understand" model and the Understanding by Design (UbD) framework.

#### HUMANITIES

**Big Idea:** Students will understand that the study of history and literature provides a way to explore personal and collective identity, while recognizing the power of narrative to shape our understanding of the world.

**Key Learning Areas:**

- Identity and Literature: Exploring themes of identity and engaging in biography and literature circles.
- Social Studies: Investigating residential schools, anthropological origins of humans and early civilizations such as Mesopotamia, Egypt, and Greece.
- Historical Inquiry: Applying historical thinking concepts to analyze primary and secondary sources to form and support conclusions.
- Narrative and Voice: Analyzing how narratives, including oral traditions, influence our understanding of the past and present.
- Communication and Expression: Engaging in various forms of writing and speaking to communicate personal and researched ideas.

#### MATHEMATICS

**Big Idea:** Students will understand that abstract mathematical concepts such as algebra and integers are essential for advanced problem-solving, and that geometric and statistical principles can be applied to measure and interpret the world.

**Key Learning Areas:**

- Problem Solving and Algebra: Strengthening problem-solving skills, exploring linear relationships and linear algebra, and building fluency in operations with integers and decimals.
- Geometric Concepts: Exploring circles, circumference, diameter and volume of prisms.
- Proportional Reasoning and Probability: Understanding percentages and probability.

#### SCIENCE

**Big Idea:** Students will understand that the physical world is governed by foundational scientific principles related to chemistry and electricity, and that living systems and the Earth's climate are constantly evolving.

**Key Learning Areas:**

- Chemistry and Physics: Investigating chemistry and electricity.
- Earth Science: Studying Earth and climate change.
- Biology: Learning about evolution.



## 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 meaningful 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.*

#### SPECIALIST CLASSES

As part of our four-strand approach, children take part in academics, arts, athletics, while service is infused throughout the entire program. In Grade 7, students begin to transition to a model similar to what they will experience in the Senior School with specialist teachers in all subject areas. Children may choose band or choir as their music focus. Access to our librarians, ADST (Applied Design, Skills, and Technology) specialist, and our counsellor ensures that children are well supported throughout their year.

#### 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.

#### CHARACTER AND LEADERSHIP

Exploring one's identity in the world both as an individual and contributing member of society is a cornerstone to 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.

