

Turnbull School

Academics
2025-2026



Academics Overview

Turnbull School follows the Ontario Ministry of Education's Curriculum, but this is just the starting point. Given our small classes, along with the focused and motivated attitude of our students, Turnbull students are able to complete the required curriculum thoroughly. Our teachers then create engaging and challenging opportunities for all children that broaden and deepen their learning. Turnbull School offers comprehensive and enriching programs at all grade levels, creating authentic and stimulating learning experiences for every student. Our classroom expectations focus on positive relationships and each child giving their personal best

If students can show mastery of the topic of instruction, they then expand their knowledge through an enrichment or extension activity. If they need further assistance to grasp concepts, then the assistance is easily provided, leaving every student progressing confidently.

Our cross-curricular approach to learning benefits all students. By taking this type of inter-disciplinary approach, teachers at Turnbull School help students to develop their abilities in abstract and conceptual reasoning. It is the development of these higher level thinking skills that are most important as children progress into high school and beyond, and they have always served our graduates so well.

At Turnbull School, we look for ways to recognize and support students' varying learning needs by helping them to set high standards for themselves and, as they grow, to assume ownership in the learning process.

Projects and Assessment Approach

Over the course of the students' time at Turnbull School, they will engage in a wide variety and formats of assessment and educational activities. An example of which is one of our most noteworthy activities, our schoolwide Science Fair. Our younger students are introduced to experiential science and develop into grade seven and eight students who, through the process of discovery of the scientific method, generate science fair projects that are presented to outside judges with the opportunity to earn spots at the Regional Science Fair and potentially the National Science Fair.

Turnbull students are also taught effective test taking techniques. The senior students write December and June exams. Certainly used as an assessment tool, these exams are also designed to help the students learn how to effectively approach exam preparation and writing, to better prepare them for future educational endeavours.

Enrichment and Gifted Learners

At Turnbull School, we are committed to providing stimulating and challenging learning experiences for all students, including those identified with a gifted profile. Our highly qualified teachers and small class sizes create an environment where each student has the opportunity to develop their talents and meet their intellectual needs.

Learning at Turnbull is designed to nurture high potential. When students demonstrate mastery of a topic, they are often provided with enrichment or extension activities that allow them to deepen and broaden their understanding. These opportunities may modify the kind, depth, breadth, or pace of learning, allowing students to move beyond the curriculum in meaningful ways.

Our approach emphasizes *horizontal enrichment*—expanding learning experiences outward rather than simply accelerating through content. Mastery of curriculum content is just the beginning. Students are encouraged to extend their knowledge into higher-order thinking, including application,

synthesis, and critical analysis. This shift from knowing *what* to learn to understanding *how* to apply knowledge fosters confident, capable, lifelong learners.

We also understand the importance of maintaining the integrity of social groupings. Within age-appropriate settings, teachers thoughtfully group students based on similar learning profiles and interests when it enhances the learning experience. At other times, students may work in diverse groupings where each child's unique strengths contribute to collaborative learning.

At Turnbull, we believe that enriched learning is not just an add-on for gifted students—it is an integral part of creating an engaging and inclusive classroom for all.

Learning Support Services

At Turnbull School, our Learning Support team is committed to supporting students with exceptionalities through a variety of approaches tailored to meet individual needs. Our Learning Support team is composed of a Lead Resource Teacher and an experienced Support Teacher, whose primary focus is to provide targeted assistance to students who benefit from additional help. The Support Teacher collaborates with classroom teachers to assess literacy skills, assist with class assignments, and deliver small-group reading instruction designed to strengthen core skills and build confidence. Our full-time Turnbull teachers with dedicated Program Support periods built into their schedules allow them to provide both pull-out instruction, where students receive one-on-one or small-group teaching in a focused setting, and push-in support, where teachers work within the classroom to offer additional guidance and collaborate with the classroom teacher.

The Resource Teacher works closely with classroom teachers to identify learning needs, develop individualized plans, implement accommodations, and provide academic interventions in literacy, numeracy, and organizational skills. In partnership with parents, the Resource Teacher shares resources, offers guidance, and maintains ongoing communication to support each child's learning journey. Students with Learning Profiles are supported from the early grades through Grade 8, with assistance provided during the high school transition to ensure their needs and accommodations are clearly communicated to receiving schools.

Our dedicated Resource Room provides a calm and welcoming environment where students can receive extra help, focus on their work, practice learning strategies, take sensory or movement breaks, and collaborate with teachers and peers. It is a supportive space that fosters independence, builds confidence, and helps students develop the skills they need to thrive at their own pace.

We also provide early reading intervention to strengthen foundational literacy skills and enrichment opportunities for gifted students through differentiated instruction and extension activities. Our goal is to help students discover and apply the strategies that work best for their learning journey, fostering independence and confidence. This balanced and collaborative approach allows us to tailor instruction and support to each learner, ensuring that every student is given the tools and opportunities they need to reach their full potential.

Kindergarten

In Kindergarten, our primary focus is learning to learn and loving to learn. Within small class sizes and a play based framework, children are guided by responsive teaching, direct instruction, small groups activities, and student led learning. This allows children to build their skills in many areas, including cooperation, collaboration, initiative, persistence, kindness and self-regulation, whilst developing their sense of self and an awareness of the world around them. We value the process of learning equally, if not more than the achievement of an end product, and value the development of the whole child through exploration and learning opportunities in a wide range of areas, such as literacy, mathematics, French language, music, art, physical activity, scientific inquiry and character and leadership.

Literacy and Language Development

Oral Language is the foundation for all learning in Kindergarten. Strong oral language skills assist in the acquisition of (pre) reading and writing skills and allow the children to express and explain their thinking in all areas of learning.

Opportunities to collaborate in various groupings, such as small group, whole group and one on one interactions with teachers and peers, allow children to share their ideas, develop their vocabularies and acquire strong communication skills. Scaffolding and modeling are used to support the children in expressing their thinking to demonstrate their knowledge and understanding in all curricular areas.

Our (pre) reading activities involve recognition of the alphabet and associated phonemes, distinction between upper and lowercase letters, introduction to sight words, word families, group, shared and independent reading, and comprehension activities such as story sequencing, retelling and making connections to events.

Our (pre) writing activities involve drawing, tracing and cutting using a proper grasp, learning to print the alphabet, copy letters and words from near and far point and to work from left to right and top to bottom on a page. Also, through explicit phonetic instruction, children gain confidence in breaking words into syllables and individual letter sounds to facilitate guided, shared and independent writing of words and sentences with proper spacing and case use.

Mathematics

In Kindergarten, mathematical learning is rooted in exploration, inquiry, and meaningful, hands-on experiences to learn to think mathematically. Children develop foundational skills through play-based learning, problem solving, and direct instruction in small and whole group settings. Children learn to explore, ask questions, make predictions, and discover patterns in their environment. Key areas of focus include number sense, patterning, measurement, spatial reasoning, and data collection and interpretation. These concepts are introduced and reinforced through games, manipulatives, storytelling, and real-life scenarios that encourage critical thinking and communication. Through intentional teaching moments and open-ended tasks, children begin to understand the 'why' behind math. For example, sorting buttons by colour helps develop classification and early data management skills, while building with blocks encourages spatial reasoning and problem solving. Math learning is often connected to children's interests, seasonal themes, and everyday experiences, ensuring relevance and engagement.

French

French in Kindergarten is instructed daily. Our program is based on AIM (Accelerative Integrated Methodology) to bring French to life through engaging gestures and movement, helping students naturally internalize vocabulary and expressions. Our approach blends modeling, language scaffolding, music, stories and play to build confidence and genuine communication skills. Through interactive storytelling, seasonal themes and dramatic arts, students develop their language abilities

while preparing for a final end-of-year performance, where they proudly showcase what they've learned. Kindergarten also participates in the "Manie Musicale", an international music competition connecting our students with schools around the world. By learning French songs and voting for their favorite artists, children experience the joy of belonging to a global community through music and language.

Inquiry

Through a variety of hands-on and STEM-based activities, scientific demonstrations, direct instruction and opportunities to play with materials, a wide range of topics are covered. These are not set for the year but instead are in flux and responsive to the interests of the students, and cover topics from pre-coding skills, life sciences, social skills, problem solving and design. Students have opportunities to build and design to solve a problem, like helping the gingerbread man cross the river; work on sequencing as an introduction to coding; and, learn about the world around them through direct instruction of science units. Self-directed play is another important part of the day. During these times, students explore personal interests and consolidate skills from direct instruction. These times are also important opportunities for practicing language, cooperative and collaborative play and both intra and interpersonal skills.

Weekly Art and Music

Each week, students receive one double period of art and one period of music. During art classes, students practice a variety of techniques and use different tools and materials. Stories and songs are often integrated into art lessons. While some art projects are process driven, others are explicitly taught to achieve a particular outcome, such as when we are making family gifts. Music classes focus on beat, tempo, pitch, the use of rhythm instruments, movement and choral singing. These classes are co-led by our school's music director, Sherri Harrington, and one of the Kindergarten teachers.

Physical Education

All students at Turnbull School receive daily physical education. In Kindergarten, the approach is play based, co-led by a phys. ed. specialist and a Kindergarten teacher. The children are given ample time to explore the outdoors, move their bodies in a large space, an important element of gross motor development, and play alongside and cooperatively with others. Running games are taught explicitly throughout the year giving the students opportunities to learn and follow the rules of a game and fair play. Students have access to the gymnasium to explore equipment, such as balls and hoops, as well as stretching, movement and fitness activities through centres and rotations.

Character and Leadership

Through stories read aloud, songs, modelling, opportunities to practice skills in role play and teacher-led instruction students learn about the monthly character traits that exemplify the values of our school community, as well as social skills. Character development, collaboration, cooperation, kindness and interpersonal skills are emphasized and practised.

Grade One

Independence is one of the most important skills that we want to encourage in our students this year. Children will begin to take more responsibility for themselves and their learning through bringing their own bags, planners and school supplies to school each morning, putting their own clothing away and dressing on their own. As the year progresses, students will gain independence when doing homework. Students who take responsibility for themselves and their own learning do best in school.

Language Arts

We follow a **Balanced Literacy** model in grade one. Students participate in activities in the following areas: Guided Reading, Writing, Working with Words, Reading to Self and Others, Speaking and Listening. Activities in these areas provide students with many avenues for learning reading, writing, speaking and listening skills throughout the day.

Guided Reading consists of intensive reading instruction and activities. A typical Guided Reading class might include a shared reading of a story or poem, a reading game, such as Guess the Covered Word, or group and individual reading. Students may complete comprehension or response activities related to the text read that day. Please note: Once our reading program is well underway, readers might be sent home.

Writing Activities include direct instruction and modelling using the 6 Traits writing model, journal writing, printing practice, creative writing, letter writing and poetry.

Working with Words activities include Making Words lessons. Our Canadian Phonics program, Words Their Way program, word bag and word wall games and activities, as well as phonics, sight word and phonemic awareness games, are all components of the Working with Words part of our literacy program.

Speaking and Listening—Show and Tell, story sharing, audience participation and directed listening activities are all ways for students to practise and gain confidence using oral language.

Spelling – Words Their Way: Students will work at their own targeted level using hands-on sorting activities to build their sound, letter and word knowledge.

Mathematics

Turnbull School uses the Nelson: My Math Path program which follows the Ontario Curriculum's mathematics strands:

- Numbers (use of numbers and operations)
- Data (data management and probability)
- Spatial Sense (Geometry, Measurement and Spatial Reasoning)
- Financial Literacy
- Social Emotional Learning Skills in Mathematics and the Mathematical Process

Students use many manipulative materials to support their understanding of mathematical concepts. Mathematics classes also include literature links, songs, posters and a student activity book.

Our daily "Calendar" activity encourages all students to practise activities in every strand each day. The 100th Day of School in February is an important component of the Grade One program and is keenly anticipated by all students.

IXL: Students have a designated period to practise their math skills on the Chromebooks each week.

Science

There are 4 four strands in the Ontario Science curriculum and all of these strands are covered in our grade one program:

- Understanding Matter and Energy
- Understanding Structures and Mechanisms
- Understanding Life Systems
- Understanding Earth and Space Systems

While students enjoy learning about these topics, they will also learn the skills of scientists: sorting, classifying, observing and making and testing hypotheses.

Students participate in STEM and hands-on activities, view videos, observe presentations and participate in discussions. The science program is enriched through field trips, a culminating research project and guest speakers including Scientists in the Schools.

Social Studies

The social studies units address the *Heritage and Identity* and *People and Environments* strands of the new Ontario social studies curriculum. This year we will study:

- Our Local Community (Incorporating Ourselves, Our Family and Our Community)
- Remembrance Day (Why we remember, creating peaceful communities)
- Canada and Indigenous Culture
- Map and Globe Skills
- A country study (will vary depending on class)

French

The main goal this year is to develop vocabulary of frequently used words and reinforce listening comprehension to facilitate oral communication. Vocabulary acquisition will allow students to become more comfortable with expressing simple ideas in French. In addition, this will enable students to use their oral skills to develop their reading and writing skills throughout the year. Students will be taking part in learning activities such as regular classroom routines, songs and games to encourage each student to actively participate in the classroom.

Students will write short sentences on a variety of assigned topics with key learned vocabulary words and sentences in their writing journal. Moreover, students will also take part in written activities in their folder to reinforce learned concepts along with craft activities to cater to our themed activities.

Our reading program titled “Les petites frimousses” aims to develop student’s literacy skills through Character education traits. Students will learn to pronounce the letters of the alphabet in French and the letter sounds. Students will also be studying the combinations of the sounds of letters to decode unfamiliar words while reading. Here is a short summary of some of the books that will enable us to achieve our learning goals.

Victoria et Vicky: Victoria is really shy but she stills wants to make new friends. Will she be able to overcome her shyness to speak to the girl with the yellow jacket?

Robin et Turbo: Robin wants to show his parents that he is responsible so that he can get another pet animal. Will he be able to convince his parents through his actions?

Le petit Pinocchio: Nicolas has a lot of imagination. He makes-up stories and tells lies. His friends nicknamed him “Little Pinocchio. Will Nicolas be able to differentiate between what is real and imaginary?

Physical Education

In grade one, the students will work to develop their physical literacy skills. We focus on building a love for physical activity as we aim to strike a balance between instructional activities, cooperation, and the development of fundamental movement skills within three categories: locomotion, stability and object manipulation. Fitness also plays an important part of the students’ lives and, on most occasions, we dedicate one period per week to fitness exercises and/or running. We will take an active approach to the development of both their physical and social skills within the program. Here are some examples of the specific types of activities the students will be participating in and exploring: running and cooperative games (tag, relays and parachute games), throwing and catching, dance and musical games, striking games, jump rope, hula-hoops, balance positions, basketball, and an introduction to track and field. Sportsmanship and team work will be in focus during units that include team games.

We also offer an intramural program during lunch recess on one day of the cycle. The sports offered will include a variety of team sports and activities that will enhance the physical education experience.

Music

There are two components to the grade one musical education program at Turnbull School. Once each term the students participate in the grade one and two bilingual choir. The students play a variety of singing games in both English and French and learn songs in both languages to perform at assemblies and other special events in the school.

During Music class the students will be involved in listening activities, action games, rhythm and beat activities, sound stories using Orff instruments, dance, musical theory, a study of the orchestra and a musical.

Technology Classes

Twice a week the students will have the opportunity to use the Chromebooks. The focus during tech classes will be educational programs and activities that support language and mathematical learning, as well as typing skills. The students will also be using the *Kodable* program to work on coding skills such as sequencing and basic computer programming.

Visual Arts

The grade one students participate in visual arts activities once a week for 80 minutes. Our art classes are often related to our science or social studies themes.

For example, to integrate with our unit on Interesting Insects in science, we will make projects related to bugs, such as our dragonfly paintings. Holiday activities for Hallowe’en and Valentine’s Day will also be parts of our program. Students will learn to use a variety of artistic tools and materials in both two and three dimensions. Development of a critical eye, fine motor skills and knowledge of the elements of design and artistic techniques are important goals of our program.

Character and Leadership/Health Education

Each week the grade one students learn about the monthly character traits and discuss many of the skills necessary to get along with others and to be their personal best. This is also a time where the

grade one teachers can address any current social issues they may have noticed in the classes or at recess times.

September – Caring and Excellence

October – Appreciation

November – Integrity

December – Optimism

January – Perseverance

February – Empathy

March – Respect

April – Confidence

May – Cooperation

June – Thoughtfulness

Topics in the Health Education curriculum will also be taught during our Character and Leadership classes. Some examples of the topics include healthy eating, hygiene, our senses, our bodies and personal safety.

GRADE TWO

Language Arts

Our Language Arts program is designed to help all students learn to read, write, spell, and make oral presentations effectively.

Reading Comprehension

We will be focusing on six specific comprehension building skills in a variety of activities including short story and novel studies.

1. Identifying Main Idea and Details
2. Using Context Clues
3. Predicting
4. Comparing & Contrasting
5. Making Inferences
6. Identifying Fact & Opinion

Writing

Students build fluency in writing, apply the writing process, refine and apply knowledge of phonics and build their confidence as writers. Grammar, spelling, printing, punctuation and other mechanics are taught within writing periods. The primary writing program is based on the following areas:

1. Ideas
2. Organization
3. Word Choice
4. Sentence Fluency
5. Voice
6. Conventions (spelling, punctuation, etc.)
7. Presentation

Words Their Way is the spelling program we will be using throughout the year. Students will work through activities at their spelling level during class time.

Mathematics

Problem solving is covered in each strand. We will be following the *My Math Path* program along with additional materials and activities to cover all curriculum expectations, where differentiation is incorporated as required using supplementary materials. **IXL**: This is a math computer program we use weekly in class.

Grade two mathematic strands:

1. Number
2. Spatial Sense
3. Algebra
4. Data
5. Financial Literacy

Science

Here are the units of study covered in grade two Science:

- Life Systems – Growth & Changes in Animals
- Matter & Materials – Properties of Liquids & Solids
- Structures & Mechanisms – Movement / Simple Machines

- Earth & Space Systems – Air & Water in the Environment

Social Studies

Here are the units of study covered in grade two Science:

- Canada & World Connections – Mapping, Global Communities, Indigenous Peoples of Canada
- Heritage & Identity – Changing Family and Community Traditions

French

The main goal this year is to develop vocabulary of frequently used words and reinforce listening comprehension to facilitate oral communication. Vocabulary acquisition will allow students to become more comfortable with expressing simple ideas in French. In addition, this will enable students to use their oral skills to develop their reading and writing skills throughout the year. Students will be taking part in learning activities such as regular classroom routines, songs and games to encourage each student to actively participate in the classroom.

Students will write sentences on a variety of assigned topics with key learned vocabulary words and sentences in their writing journal. Moreover, students will also take part in written activities to reinforce learned concepts along with craft activities to cater to our themed activities.

Our reading program is titled “Les frimousses” which aims to develop student’s literacy skills on a variety of themes. Students will learn to pronounce the letters of the alphabet in French, recognize the letter sounds and study the combinations of the sounds of letters to decode unfamiliar words while reading.

In February and March, French students will dive into **Manie Musicale**, a super fun cultural unit and friendly music competition! They’ll be singing, dancing, and discovering awesome new songs along the way. Plus, they’ll get to chat with classmates about their favorite tunes, sharing what they love (and don’t love!) in music.

Physical Education

In the second grade, the focus of the physical education program is to continue to develop the students’ physical literacy. We strive to strike a balance between activity, cooperation and the development of basic skills within three categories: stability, locomotion and object manipulation. We also feel that fitness plays an important part of the students’ lives and, on most occasions, dedicate one period per week to fitness exercises and/or running. The students learn through doing as much as possible, an appropriate setting for the development of both their physical and social skills. Here are some examples of the specific types of activities the students will be playing and exploring this year: running and cooperative games (tag, relays and parachute games), soccer, dance and musical games, jump rope, hula-hoops, handball, badminton, balance positions, forward rolls, basketball and track and field.

We also offer an intramural program during lunch recess on one day of the cycle. The sports offered will include a variety of team sports and activities that will enhance the physical education experience.

Music

The students will begin the year working on rhythm. They will follow a variety of sound stories to learn a variety of simple rhythm patterns. Their music program will include a study of a number of composers and a unit on notation, as well as some dance. The students also participate in the Primary Choir each week with the grade one classes. The choir performs at special events throughout the year.

Technology

The students work on activities and programs that build on content from other subject areas such as mathematics, science and social studies. Students will spend time learning about digital citizenship, internet safety and coding. The students also learn how to develop a digital portfolio to reflect and showcase student learning. A variety of programs will be used including, Typing Agent for word processing and Scratch Jr. for coding.

Visual Arts

The students focus on colour, shapes, lines, elements of design, seasonal and theme projects. They learn about famous artists and recreate their works. They use a variety of art materials and are able to identify different textures in their artwork

Character and Leadership

The grade two Character & Leadership program will focus on activities and discussions based on the character traits that the school promotes throughout the year. In addition, we introduce, model and reinforce conflict resolution skills and social skills. We will also cover a variety of health topics.

September – Caring and Excellence

October – Appreciation

November – Integrity

December – Optimism

January – Perseverance

February – Empathy

March – Respect

April – Confidence

May – Cooperation

June – Thoughtfulness

GRADE THREE

Language Arts

Reading

One goal for grade three students is to become fluent and independent readers. Students will learn to evaluate their comprehension and to use strategies to make meaning as they read. They will learn to select books appropriate to their reading level across a range of genres.

Students will have guided practice in the strategies we are working on to help strengthen their reading skills. During reading periods, students may be reading independently, receiving guided reading instruction, responding to something they have read, or participating in partner reading or discussions.

We will conference regularly with individual readers by listening to them read, talking together about the strategies they are using and generally discussing the books they are reading. These conferences are an important assessment tool to help us plan reading instruction.

The grade 3 students will complete several novel studies this year and complete activities in line with their reading level.

Strategies to enhance comprehension are:

- Making connections
- Asking questions
- Visualizing
- Making inferences

An important part of children's reading in grade 3 is the reading they do at home. Students should read each day and *at least* four times a week to continue making progress as independent readers.

Writing

Writing is an important part of our day. The students will gain practice in using the writing process as they revise, edit, and publish their work. They will learn about the structures of different types of writing as they write journals, poems, reports, letters, paragraphs and stories. We will complete activities in the *Communicating Skills* program to teach and reinforce grammar and writing conventions.

Word Study

The students will study different word families and phonics rules each week based on the Words Their Way program. These will be reinforced through a variety of activities and with weekly assignments.

Handwriting

The handwriting program is called *Handwriting Without Tears*. This program focuses on teaching children to form letters correctly to encourage smooth fast writing in later years. *Handwriting Without Tears* introduces cursive writing in grade three. You can learn more about the program on the website www.hwtears.com

Mathematics

Throughout the year we will focus on and continually review these five strands in order to promote a positive identity as a math learner, to foster well-being and the ability to learn, build

resilience, and thrive:

- Data
- Number
- Spatial Sense
- Algebra
- Financial Literacy

Students will work through the grade 3 *My Math Path* program, as well as other materials as needed. Enrichment will be offered throughout each unit. They will practice their math facts each week, starting with addition, and moving through subtraction and multiplication.

There is also a focus on students applying and developing problem-solving strategies as they conduct investigations to deepen their mathematical understanding. We will ask them to reflect on their progress and communicate their thinking orally, visually, and in writing using everyday language as well as mathematical vocabulary.

In addition, students will complete activities on IXL.com to reinforce and enrich their learning.

Science

Science is an important subject for students to express independent observations about the world around them. Our classes will include hands-on experiments, observations, field trips and writing with scientific vocabulary. We will also begin focusing on the use of the scientific method when completing investigations. Grade three will focus on:

- Earth and Space Systems - Soils in the Environment
- Energy and Control - Forces and Movement
- Structures and Mechanisms - Stability
- Life Systems - Growth and Changes in Plants

Social Studies

There are two main themes in Grade 3 social studies:

- People and Environments – Living and Working in Ontario
- Heritage and Identity – Life in Early Canada 1780 - 1850

The focus is on mapping skills, the geography of Ontario and the characteristics of different communities in the province. Later in the year, the students will study and explore the characteristics of early settlements in Canada and compare and contrast the skills used by the pioneers and First Nations to survive with those we employ today.

French

The aim of this French course is to provide students with the skills they need to communicate in a second language. Grade 3 students will continue to focus on reading, listening, speaking, and talking in French through a combination of engaging activities. We will focus on basic interpersonal communication skills through units such as the calendar, feelings, weather, and school vocabulary. The Grade 3 students will follow the *C'est parti* program, which provides meaningful activities that motivate your child to learn French with an emphasis on the development of oral communication skills. We will also use the *Lilou C* program that consists of reading, writing, and grammar activities designed to enhance French language literacy skills.

Physical Education

In grade three, students will continue to develop their physical literacy. We strive to strike a balance between activity, cooperation and the development of basic skills within three categories: locomotion, stability and object manipulation. Fitness plays an important part of the students' lives, and on most occasions, we dedicate one period per week to fitness exercises and/or running. The students learn through doing as much as possible, an appropriate setting for the development of both their physical and social skills. Here are some examples of the specific types of activities the students will be playing and exploring this year: running and cooperative games (tag, relays and parachute games), soccer, dance and musical games, jump rope, hula-hoops, handball, badminton, balance positions, forward rolls, basketball and track and field. In grade three, students play more team games and, as a result, teamwork and sportsmanship play an important role.

We also offer an intramural program during lunch recess. The sports offered will include a variety of team sports and activities that will enhance the physical education experience.

Music

Each student will participate in both choir and recorders in grade 3 music. During choir, students will learn about various elements of music including pitch, beat and rhythm, timbre, form, and expression. In our instrumental music program, students will begin learning to play the soprano recorder. They will also learn to name and read notes and how to play several songs.

Technology

The program focuses on a variety of technical skills they can apply to their work (e.g. typing, word processing, graphic arts, and mathematical exercises), as well as research skills and coding. Students will also learn about the importance of digital citizenship. Tech periods will also be used to coincide with our learning in other areas of the curriculum. Students will also be creating a digital portfolio to showcase their learning throughout the year. This is a great opportunity to reflect on their learning.

Coding

Students will be using Kodable throughout the year to learn the basics of coding. Kodable is an interactive game based resource that allows students to learn coding in a fun and accessible way. Students will use Kodable to learn sequencing and branching, patterns and repeats, and functions and pattern decomposition. Later in the year the students will have an introduction to variables, and an introduction to JavaScript basics. Students will have an opportunity to enhance their coding skills using an introductory course on Code.org.

Visual Arts

In Visual Arts, students will explore the elements of design while working with a variety of media. We will learn about notable artists from Canada and around the world. In addition, students will begin to explore digital art.

Character and Leadership

During our Character and Leadership classes, students focus on learning about exemplifying our Turnbull monthly character traits.

September – Caring and Excellence

October – Appreciation

November – Integrity

December – Optimism

January – Perseverance

February – Empathy

March – Respect

April – Confidence

May – Cooperation

June – Thoughtfulness

We also explore a variety of health topics, such as, healthy eating, dental hygiene and visible and invisible differences.

GRADE FOUR

Language Arts

Reading

Novel Studies:

Frindle, by Andrew Clements

Lemonade War, by Jacqueline Davies

- Group and teacher-led reading.
- Reflective, discussion and comprehension questions.
- Novel related written and oral activities.

Guided Reading Groups

- Students are placed in targeted reading groups based on reading levels. These groups engage in a selection of reading activities and novel studies. Guided Reading Groups will run twice throughout the year.

Storytelling Unit

- Students will read a variety of folktales, stories, and fables. Storytelling is one of the oldest forms of education. People around the world have always told tales as a way of passing down their cultural beliefs, traditions, and history to future generations.
- Students will practise their storytelling skills at school and at home.

Writing

Communication Skills 4 (Grammar)

- Through a variety of grammar exercises students will use editing, proofreading, and knowledge of language conventions, to correct errors, refine expression and present their work effectively. Every second week a unit will be addressed and students will complete a quiz to demonstrate understanding of learning.

Handwriting Skills Simplified

- Students will complete lessons and activities to learn and improve cursive writing skills.

Words Their Way (Spelling)

- Throughout the year students will be engaged in a purposeful word study program. This differentiated word study targets important word patterns and uses an inquiry approach to spelling.

Poetry, Fiction & Non-Fiction Writing

- Through a variety of writing exercises students will generate, gather and organize ideas and information to write for an intended purpose and audience.
- Through story writing students will draft and revise their writing as well as reflect on the strategies they found most helpful at different stages in the writing process.

Oral Communication

- Through class discussions based on stories in the readers and on events from our novel studies, students will listen in order to understand and respond appropriately to different situations for a variety of purposes.
- Through sharing stories and personal anecdotes, completing oral presentations to the class and performing for our storytelling festival, students will use speaking skills and strategies appropriately to communicate with an audience.
- Through partner and group discussions during work from readers and novel studies, students will reflect on and identify their strengths as listeners and speakers.

Mathematics

The Ontario Curriculum, Grades 1–8: Mathematics, 2020 focuses on fundamental mathematics concepts and skills, as well as on making connections between related math concepts, between mathematics and other disciplines, and between mathematics and everyday life. It also supports new learning about mathematical modelling, coding, and financial literacy, and integrates mathematics learning with learning in other STEM (science, technology, engineering, and mathematics) subjects.

As well, this curriculum is designed to help students build confidence in approaching mathematics and acquire a positive attitude towards mathematics, cope with stress and anxiety, persevere and learn from their mistakes, work collaboratively with others towards a shared goal, value deep thinking and making connections, and become capable and confident math learners.

My Math Path

My Math Path helps students build a solid conceptual understanding through an emphasis on problem solving. In addition to focusing on skills, concepts, and processes, the framework also emphasizes the need for students to develop positive attitudes toward mathematics, have the confidence to persevere, and develop the ability to apply critical thinking skills. The strategic, articulated sequence of topics are developed in depth to mastery following the Singapore Mathematics Problem Solving Framework. Students learn the “why” and the “how” through instruction, hands-on activities and problem solving.

Curriculum Schedule

September	What does it mean to be a mathematician? Problem Solving skills, Place value
October	Addition, Subtraction, Data and Graphs, communicating mathematically
November	Bar Models, Length, Mass and Capacity, Multiplication Facts
December	Multiplication, representation and reasoning skills
January	Division, Geometry (Angles and Lines)
February	Time, Bar models, reflection
March	Problem Solving Skills, Questioning and reflecting
April	Fractions and Decimals, Patterns and Relationships,
May	Financial Literacy, Area and Perimeter, Hands on Algebra
June	Money and Probability, What does it mean to be a Mathematician?

IXL.com

In grade 4 we will be using this online resource to help supplement and enrich students in all areas of math. Students are encouraged to work on ixl at home within grades 3-5 learning expectations.

Science

Habitats

- In this unit students will analyze the effects of human activities on habitats and communities.
- Students will investigate the interdependence of plants and animals within specific habitats and communities and demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

Rocks and Minerals

- In this unit students will assess the social and environmental impacts of human uses of rocks and minerals.
- Students will also investigate, test and compare the physical properties of rocks and minerals and demonstrate an understanding of them.

Sound & Light

- In this unit students will assess the impact on society and the environment of technological innovations related to sound and light.
- Students will investigate the characteristics and properties of sound and light and demonstrate an understanding of them as a form of energy.

Pulleys and Gears

- In this unit students will evaluate the impact of pulleys and gears on society and the environment.
- Students will investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects.
- Students will demonstrate an understanding of the basic principles and functions of pulley systems and gear systems.

Social Studies

Canada's Provinces, Territories and Regions

- In this unit students will investigate and describe the physical and political divisions of Canada.
- Students will determine how physical characteristics influence the economy and culture of Ontario and the other provinces and territories, and use maps, graphics and print materials to present information.
- They also identify and describe economic and cultural relationships that connect communities throughout the country.

Early Societies

- In this unit students will discover the major features of daily life in early societies and investigate the major events and influences of the various eras to determine how they shaped society.
- Students will also apply their understanding to compare communities in early societies with their own communities today.

Students will complete an independent research project on an ancient civilization of their choice and present to their learning community.

French - Advanced

In Grade 4 Advanced French, students will continue to build their language skills in fun and meaningful ways. We'll use the *Vingt mille mots sous les mers* program to develop our speaking, reading, writing, and grammar through games, activities, and interactions. In addition, students will work with the *Amstramgram* grammar workbook, which offers interesting and age-appropriate activities that reinforce all key grammar concepts.

Some highlights include:

- La pièce de Théâtre (December): a French play put on by the students to present to the parents
- La Manie Musicale (February–March): a French music and culture unit.
- French Interest Talks (spring): student presentations, with finalists moving on to the school finals in May.

French

The aim of the grade 4 French program is to help students continue to understand, use and appreciate the French language. The program targets the acquisition of oral competence of the French language (i.e. listening and speaking) in experiential contexts. Over the course of this year,

students will increase their confidence in their ability to express themselves in day-to-day social interactions in French and further expand their vocabulary.

In order to facilitate learning, we will be following the C'est Parti 1 program, "Prends soin de moi". The primary objective of the C'est Parti 1 is to give students the opportunity to develop their reading, writing and oral communication skills using the exciting, thematic units presented in the digital textbook. Students will build on and apply their knowledge of French while exploring a variety of themes presented through different engaging media. Through this program, students will develop knowledge and skills through practical applications and concrete examples. Students can relate to the units of study, which allows for meaningful learning experiences to unfold. Students will be given frequent opportunities to experience and apply the concepts and theories being studied.

Texts, vocabulary, and grammar conventions from the program L'envolée du français will supplement the C'est Parti 1. L'envolée du français is designed to help French as a second language (FSL) students acquire new vocabulary and further their literacy skills in the language.

Finally, an exciting and engaging cultural unit and friendly competition called **Manie Musicale** will occur throughout the months of February and March. It is guaranteed to get students singing and dancing as well as engaging in authentic dialogue with their peers about their musical interests, likes, and dislikes.

Physical Education

This year we will focus on a variety of physical skills, flexibility activities, and fitness routines, including short and long distance running. In addition, students will receive instruction in the following families of games: territory games, net and wall games, target games, striking and fielding games.

Intramurals

Students will also have the opportunity to participate in a variety of games and team sports through our friendly intramural program. Intramurals will take place one lunch recess per week. Physical education teachers will conduct sign up during class prior to each new team based intramural session.

Music

Students will have the opportunity to gain performance experience on the ukulele through the Ukulele Karate program, learn basic theory concepts and study some important chord structures. Each child in grade 4 will be loaned a ukulele from the school. The grade fours will perform at an assembly, when performance ready, and at our Holiday Concert in December.

Technology

Typing Skills – In grade four the students are introduced to the Typing Agent online typing program. Once a cycle the children will be directed through various exercises to learn touch typing skills. By the end of the year the goal is for each child to be typing 15 words per minute.

Research Skills – Throughout the year, the students will have opportunities to do research using the Internet. We will work collaboratively with homeroom teachers for special projects or assignments. Appropriate and safe use of the internet as a resource will be discussed.

Google Documents – Basic word processing skills will be taught through Google Docs in the first term. The goal is for the students to independently manipulate features such as font size and style, clipart and other design tools, as well as page formatting and alignment.

Google Slides – Slide shows will be created by the students. After lessons on the basic tools of Google Slides, the students will create an All About Me slideshow. They will have the opportunity to present their slideshows to their peers through google classroom

Programming and Coding - Using Code.org, students will learn the basic programming language to create interactive stories, games and animations. Learning to code with this interactive coding site will help enable students to learn important strategies for solving problems, designing projects and communicating ideas.

Visual Arts

Produce a variety of two and three dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings (for example: the use of colour, line, texture, etc. to create effects in art pieces). Communicate feelings, ideas, and understandings in response to a variety of art works and art experiences. Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts (for example: looking at artists such as Renoir and the style of Impressionism).

Drama

The goal of Drama is to enhance the students' self-esteem, confidence and their ability to work within a group through various warm-up exercises, drama games, and assignments. During Drama classes students will learn to develop their voice, facial expressions, and body language. The students will also be playing theatre games, such as improvisation and role play to introduce and reinforce important skills needed in drama studies. These include concentration, listening, trust, cooperation and imagination building activities. Students will gain an understanding of character, setting, and context through role play and participation in short skits in class.

Character and Leadership

During Character and Leadership classes students will reflect on and examine the school's monthly character themes through a wide variety of activities such as role-playing, co-operational games, group work and reflective activities. The themes include:

September – Caring and Excellence	February – Empathy
October – Appreciation	March – Respect
November – Integrity	April – Confidence
December – Optimism	May – Cooperation
January – Perseverance	June – Thoughtfulness

In addition, we will be addressing age appropriate aspects of the Ontario Health Education curriculum in Character and Leadership class. Throughout the school year we will discuss issues surrounding healthy eating, tobacco use, and the physical, interpersonal, and emotional aspects of healthy human beings.

GRADE FIVE

Language Arts

Reading

Novel Studied:

- Hatchet by Gary Paulsen
- The Lion, the Witch, and the Wardrobe by C. S. Lewis
- Tuck Everlasting by Natalie Babbitt

Novel Studies

- Audio books, independent, group and teacher-led reading
- Reflective, discussion, and comprehension questions
- Novel related activities
- Reading comprehension
- Literature Circle reading response groups

Guided Reading

- Nelson P.M. Benchmark
- Reading groups
- 1-1 Reading practice

Reading Buddies

Grade five students are matched with primary students once a week for reading buddies in the library. Books taken home are checked out for two weeks.

Writing

Communicating Skills 5 (Grammar and Spelling)

Through a variety of grammar and spelling exercises, students will use editing, proofreading, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively. A short quiz will be given at the end of each unit.

Grade 5 Handwriting Skills Simplified

Students will complete lessons and activities to improve cursive writing skills.

Spelling

Through bi-weekly word sorts, activities, and assessments, students will use generalized knowledge of the meanings of words (including bases, prefixes, and suffixes) to read and spell words with accuracy. A short quiz will be given at the end of each sort.

Creative Writing and Journals

Through a variety of writing exercises, students will generate, gather, and organize ideas and information to write for an intended purpose and audience. Students will draft and revise their writing as well as reflect on the strategies they found most helpful at different stages in the writing process.

Oral Communication

Through class discussions based on stories or events from our novel studies, students will listen in order to understand and respond appropriately in different situations for a variety of purposes.

Through sharing stories and personal anecdotes, as well as completing oral presentations to the class, students will use speaking skills and strategies appropriately to communicate with an audience.

Through partner and group discussions during work from chapter books and novel studies, students will reflect on and identify their strengths as listeners and speakers.

Mathematics

My Math Path is fully aligned to the Ontario mathematics curriculum and helps students build a solid conceptual understanding through an emphasis on problem solving. In addition to focusing on skills, concepts, and processes, the framework also emphasizes the need for students to develop positive attitudes toward mathematics, have the confidence to persevere, and develop the ability to apply critical thinking skills. The strategic, articulated sequence of topics are developed in depth to mastery following the Singapore Mathematics Problem Solving Framework. Students learn the “why” and the “how” through instruction, a workbook, hands-on activities and problem solving.

Number:

- Number Sense (Whole Numbers, Fractions/Decimals/Percent)
- Operations (Properties/Relationships, Math Facts, Mental Math, Addition/Subtraction, Multiplication/Division)

Algebra

- Patterns and Relationships
- Equations and Inequalities (Variables/Expressions, Equalities/Inequalities)
- Coding
- Mathematical Modelling

Data

- Data Literacy (Data Collection/Organization, Data Visualization, Data Analysis)
- Probability

Spatial Sense

- Geometric and Spatial Reasoning (Geometric Reasoning, Location/Movement)
- Measurement (The Metric System, Angles, Area)

Financial Literacy

- Money and Finances (Money Concepts, Financial Management, Consumer/Civic Awareness)

Science

The Grade 5 science program will focus on incorporating STEM investigation and communication skills throughout all strands including:

- Using a scientific research process to conduct investigations.
- Using a scientific experimentation process to conduct investigations.
- Using an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems.

Properties of and Changes in Matter

- Students will identify the three states of matter.
- Students will investigate changes of state.

Conservation of Energy and Resources

- Students will understand the importance of conserving energy in relation to the use of renewable and non-renewable energy sources.

Forces Acting on Structures and Mechanisms

- Students will understand the effect of forces acting on different structures and mechanisms.
- Students will design and make load-bearing structures and investigate the forces acting on them.

Human Organ Systems

- Students will demonstrate an understanding of the structure and function of the respiratory, circulatory, digestive, excretory and nervous systems.
- Students will identify factors that contribute to good health.

Science Fair

- Students will work through the scientific method while constructing and testing bridges. Students will be provided with all necessary materials and complete their projects and lab reports during class time.

Social Studies

In a Pickle: – Introductory unit to Canadian Government

- Students will discuss decision making and strategies to evaluate choices.
- Students will learn about the need for rules in games and society.
- Students will explore the rights of Canadian citizens.

Canadian Government and Citizenship: Nelson Education

- Students will learn about the services and responsibilities of the three levels of government in Canada.
- Students will discuss how each level of government is paid.
- Students will learn how the electoral process works.
- Students will investigate Canadian citizenship and the responsibilities of Canadian citizens.

First Nations and European Explorers: Nelson Education

- Students will investigate the interrelationships among Indigenous peoples and Europeans in eastern Canada up to 1713.
- Students will learn about the arrival of early explorers from Europe, the development of fur trade, and the settlements of New France.
- Students will consider the consequences of the interactions among Indigenous peoples and Europeans, and how those relationships of the past relate to issues in Canada today.

French Advanced

This year in Grade 5 Advanced French, students will continue to grow their language skills in fun and meaningful ways. We'll use the *Vingt mille mots sous les mers* program to build speaking, reading, writing, and grammar through engaging games, activities, and interactions. Students will also work in the *Amstramgram* grammar workbook and complete a novel study together.

Throughout the year, we'll focus on all four areas of language learning: listening, speaking, reading, and writing.

Some highlights include:

- **La Manie Musicale** (February–March): a French music and culture unit.
- **French Interest Talks** (spring): student presentations, with finalists moving on to the school competition in May.

French

Bienvenue à la classe de français! The main objective of this French course is to provide students with the skills they need to confidently communicate in a second language. This year, the Grade 5 students will be using the *C'est parti! 2* and *Boomerang 2* French programs. The *C'est parti! 2* program contains meaningful activities and engaging content to motivate your child to learn French, with an emphasis on the development of oral communication skills. The *Boomerang 2* program is a collection of books designed specifically for the development of French language literacy skills. To create a balanced French program, we will work through additional grammar and language activities from a variety of sources. French games are also planned to develop the enjoyment of speaking in the French language. Please refer to our French Google Classroom page for updates, announcements, reminders and various helpful resources. We are excited to work with your child this year and set them up for success as they widen their vocabulary base and improve their communication skills. Please do not hesitate to contact us if you have any questions.

Physical Education

The physical education program this year will be reflected in our five day cycle. Within every five day cycle, each homeroom will have the following breakdown of classes:

- 2 Instructional Lessons
- 1 Fitness Lesson
- 2 Coaching/Activity Sessions

Instructional Lessons:

These are the PE classes where the focus will be on active skill acquisition, as well as an appreciation for and enjoyment of physical activity.

Fitness Lesson:

Students will have one period with a focus on fitness activities and personal challenges, including the beep test and circuit training.

Coaching/Activity Sessions:

- Students are given an opportunity to try out for competitive sports teams. If a student earns a place on a competitive team, they will attend team practice during this period.
- If a student does not wish to try out for, nor earn a place on a competitive team, alternate activities are provided to support physical education instructional lessons. These activities end at 3:15pm.
- Students who are part of most school teams that compete against other schools will have practice sessions end at 3:50 pm. These include soccer, badminton, basketball, smashball, flag rugby and spring ultimate.

Intramurals:

Students will also have the opportunity to participate in a variety of games and team sports through our friendly intramural program. Intramurals will take place during lunch recess two times each week. Physical education teachers will conduct sign up during class prior to each new intramural session.

Music

Welcome to the grade five instrumental band program, where the students will have the opportunity to enjoy a new level of self expression or be enriched in a subject they may already know and love. During music class, students will study the performance techniques on their chosen instrument through Band Karate, study basic theory concepts and learn about the lives and music of famous composers. The classes come together and perform at the Spring Music Celebration in May.

Technology

G Suite for Education - Students will expand their knowledge of Google's suite of educational apps.

Word Processing - Students will learn more advanced topics in word processing using Google Docs. They will practise using WordArt, images, tables, text and image formatting.

Digital Citizenship - A major theme this year will focus on the responsible use of technology. We will cover Internet safety, online etiquette, search techniques and research skills.

WebQuests - We will get a chance to explore some interesting websites that tie in with material learned in other subjects. Students will learn to navigate websites for information, and they will learn to use assistive technology.

Keyboarding - Students will continue to improve their keyboarding skills with our Typing Agent keyboarding program. The goal for grade five is to type 15 words per minute while using correct hand/eye positioning.

Spreadsheets & Graphing - Students will be introduced to spreadsheets and the basics of graph creation using Google Sheets.

Slideshows - Students will learn more advanced and exciting features of Google Slides by animating and narrating their own poetry.

Coding Skills – Students will be introduced to coding using The Scratch programming language.

VEX Robotics - Students will explore the exciting world of robotics through hands-on learning with VEX Robotics kits. They will be introduced to the basics of engineering design, simple machines, and block-based coding. Working in teams, students will build and program simple robots to complete specific challenges, helping them develop critical thinking, creativity, and collaboration skills. The unit emphasizes problem-solving, iteration, and the design process, allowing students to experience how real-world engineers approach technological challenges

Visual Arts

Students will produce a variety of two and three dimensional art works, using elements, principles and techniques of visual arts to communicate feelings, ideas and understandings. For example: the use of line, shape and form, space and value to create effects in art pieces. Students will communicate feelings, ideas and understandings in response to a variety of art works and art experiences. Students will demonstrate an understanding of a variety of art forms, styles and techniques from the past and present.

Drama

The students will engage in various warm-up exercises and drama games to gain new drama skills and enhance their self esteem, confidence and their ability to work within a group. Through several activities and assignments, they will learn about the ways in which we are able to communicate in drama by using our voices, facial expressions and body language. The students will have an

opportunity to learn the skills of mime and improvisation and become comfortable performing improvisational skits to their classmates, based on a specific topic the teacher will provide for them. The students will learn about characterization and the development of a character. They will work as a class to prepare a short play of the teacher's choosing. They will need to demonstrate a clear understanding of the character through their voice, movement and costume selection.

Character and Leadership

During Character and Leadership classes, students will reflect on and examine the school's monthly character traits through a wide variety of activities such as role-playing, cooperative games, group work and reflective activities. The Grade 5's have Character and Leadership at the same time each cycle and will often get together for whole grade activities. The monthly character traits include:

Caring and Excellence (September)	Empathy (February)
Appreciation (October)	Respect (March)
Integrity (November)	Confidence (April)
Optimism (December)	Cooperation (May)
Perseverance (January)	Thoughtfulness (June)

According to the Ontario Ministry of Education's Health and Physical Education curriculum, we will be addressing the following topics (taught by homeroom and physical education teachers):

- Short and long term effects of alcohol
- Refusal skills for influences of alcohol and cannabis
- Healthy eating and how to read nutrition fact tables and food labels
- Physical changes and emotional stresses at puberty
- Personal hygiene
- Mental health literacy: how to help others and when to seek help

Study Skills

Once a week, the grade five classes will learn more about themselves as learners. They will also learn about organization, goal setting, creating an effective study environment, time management, creating study notes, and how to review for tests.

GRADE SIX

Language Arts

- **Writing Skills and Word Study**– each week students learn a new grammar lesson through their Communicating Skills workbook. They will also be given a list of words that they will be expected to learn to spell and define. A formal lesson is given, the children have time to work on the exercises in class, and a follow up proofreading/editing quiz will be given on Fridays to assess comprehension. Exercises that are not completed at school will be given as homework. Also, paragraph writing activities will be available through Google Classroom for those students interested in an extra challenge.
- **Reading Comprehension** – in the fall the children will complete two reading comprehension units using a variety of short stories. One unit focuses on the literary elements of short stories, the other involves media messages. The children will also read and learn about the different aspects of Remembrance Day during the month of November. Two novel studies will also take place during the winter and spring terms. The bulk of the reading and writing activities will take place during our Language Arts lessons.
- **Creative Writing** – two major creative writing units will take place. The first will be the proper development of a Halloween short story. Second, in the spring, the children will complete an Automatic Writing Unit. Several other creative writing activities will take place throughout the year.

Mathematics

- **My Math Path (Nelson Education)** – My Math Path is fully aligned to the new 2020 Ontario math curriculum and is powered by the Singapore Math framework. This framework focuses on mastery of a limited number of concepts at a time using a purposeful sequence of topics. Using the My Math Path program we will cover the following strands: Number, Algebra, Data, Spatial Sense, Financial Literacy.
- **IXL Math** – students will be using IXL to practice and expand upon their math skills. IXL is a personalized learning and skill practice that allows for differentiated and enriching opportunities.
- **Problem Solving** – students will learn to solve word problems using various strategies. Word problems will be chosen from various resources. These will complement the current unit of study and will allow for enrichment opportunities. Math challenges will be available in class and on the Math Google Classroom.
- **Chapter tests** – at the end of most chapters, the students will be given guidance on how to review and will complete a unit test, quiz, or culminating activity.

Science

- **Units of Study** – the following is a list of topics covered this year: Space, Biodiversity, Electricity, and Air and Flight.
- **Methods of Instruction** – children will have the opportunity to participate in a variety of lessons. These will include: formal instruction, demonstrations, STEM activities, field trips, and informative videos.
- **Unit tests** – at the end of each unit a formal review will be assigned and the students will complete a unit test.
- **Science Fair** – This independent project will be broken down into steps and assigned through the Science Google Classroom. Specific science classes will be used to teach the steps of the scientific method and children will be required to complete experiments at home. In grade six the students present formally to each other, in preparation for the judging aspect they experience in grade 7 and 8.

Social Studies

Canada and the Global Community

- Students will learn about the interactions between Canada and other regions of the world.
- They will explore the economic and environmental effects of these interactions.
- They will also learn about Canada's role in the global community and about its participation in different international programs and organizations.

Canadian Communities Past and Present

- Students will learn about the communities that have contributed to the development of Canada.
- They will explore and reflect on how these communities contributed to the creation of a Canadian identity.

For this subject the students will have the opportunity to practice their research, group work, and presentation skills through the inquiry process. It is also a time for students to make connections to the world around them through their assignments and current events.

French – Advanced

- This year in the Grade 6 Advanced French class, students will continue building their French language competencies using the *Vingt mille mots sous les mers* program. This French language program will further develop their oral expression through meaningful games and interactions, their reading and comprehension as well as their knowledge of language structures, grammar and writing.
- We will be completing a novel study in class.
- Throughout the year we will be working on many activities that will help develop all four language competencies in French. (compréhension de l'oral, production orale, compréhension des écrits et la production écrite).
- During the month of February and March, students will get to participate in a French music and culture unit called la Manie Musicale.
- In the spring, the students will participate in a French interest talk. Finalists at each grade level will be chosen to compete in the school finals held in May.
- Classroom expectations, weekly updates, assignments and notes will be posted on our French Google Classroom pages. Please visit the page regularly as this will be our primary communication tool.

French

- Using several language learning activities, your child will continue to expand their skills in the French language, in order to develop confidence in their abilities. The main goal this year will be to acquire a good vocabulary and develop your child's ability to express themselves in French with confidence.
- In order to facilitate learning, we will be following the C'est Parti 3 program. The primary objective of the C'est Parti 3 is to give students the opportunity to develop their reading, writing and oral communication skills using the exciting, thematic units presented in textbooks. Students will build on and apply their knowledge of French while exploring a variety of themes that are presented through different engaging media. In conjunction with C'est Parti 3, students will also read texts from a variety of resources, such as L'Envolée and Boomerang 3.

- Students will also be learning and refining their writing skills in grade 6, using a variety of grammar and writing activities geared to improve the way they express themselves in written form.
- La Manie Musicale, held in February, March and April, will be an exciting way for students to keep learning vocabulary while discovering an integral part of any culture, music. Students will once again submit their choices for our school brackets.
- Throughout the school year students will complete and present a variety of projects, furthering the progression of their written and verbal skills.
- In order to share content, access homework, receive updates and manage due dates this year, we will be using the Google Classroom website as our main form of online communication. Please check-in regularly for any news and information regarding the French program.

Physical Education

The physical education program this year will be reflected in our five day cycle. Within every five day cycle, each homeroom will have the following breakdown of classes:

- 2 Instructional Lessons
- 1 Fitness Lesson
- 2 Coaching/Activity Sessions

Instructional Lessons:

- These are the usual PE classes that grade six will have the focus being on active skill acquisition, as well as an appreciation for and enjoyment of physical activity.

Fitness Lesson:

- Students will have one period with a focus on fitness activities and personal challenges, including the beep test and circuit training.

Coaching/Activity Sessions (Grades five and six together – period eight on days 2 and 4) :

- Students are given an opportunity to try out for competitive sports teams. If a student earns a place on a competitive team, they will attend team practice during this period.
- If a student does not wish to try out for, or earn a place on a competitive team, alternate activities are provided to support physical education instructional lessons. These activities end at 3:15pm.
- Students who are a part of most school teams that compete against other schools will have practice sessions end at 3:50 pm. These include soccer, badminton, basketball, smashball, flag rugby, and spring ultimate.

Intramurals: Students will also have the opportunity to participate in a variety of games and team sports through our friendly intramural program. Intramurals will take place during lunch recess on Day 3 and 5, and students will be asked to sign up for each new session.

Music

Welcome to the grade six instrumental band program! This year the students will have the opportunity to enjoy a new level of self-expression or be enriched in a subject they may already know and love. During music class, students will study the performance techniques on their chosen instrument through Band Karate, study basic theory concepts and learn about the lives and music of famous composers. The classes come together and perform at the Spring Music Celebration in May.

Your child's class will meet for music twice during the five day cycle. Instruments are to be taken home each week to practise their assigned music.

For those who wish to further their skills as an ensemble performer, there is a concert band as well. The ensemble rehearses every Tuesday and Thursday morning from 7:45 – 8:25 a.m. There is an audition process for new members. Auditions will take place during the last week of September/first week of October.

Technology

Students will participate in 3 learning cycles throughout the year. They will rotate through the topics approximately every 12 weeks. Additionally, students will learn about Digital Citizenship and practice their keyboarding skills.

Robotics: Students will work in teams of three using the VEX IQ robotics program. Each group will have a kit and they will assemble a base bot, and then add features to the base bot to participate in collaborative problem solving and various activities such as "Tug of War" and "Castle Crasher." Students will use the Scratch programming language to create code that will allow the robots to move around and interact.

Coding: Students will use the code.org platform to create and design their own interactive app in the App Lab portion of the program. They will investigate how artificial intelligence models are used for app design, and then design their own app that will use features like buttons, text, images, sound, and screens.

Students will use the Scratch platform to learn the basics and create a game or a story, so that they are familiar with Scratch and can translate their learning to the robotics kits.

Digital Citizenship: Students will review internet safety and focus on how to balance their screen time usage. They will learn about interacting with people online and how to navigate potential challenging situations.

Keyboarding: Students will continue to improve their keyboarding skills with the Typing Agent keyboarding program. The goal for Grade 6 is 20 words per minute.

Visual Arts

Grade 6 students will develop understanding of the elements of design (that is line, shape and form, space, colour, texture and value) and the principle of design which is balance.

Students will learn to explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.

We will create two dimensional, three dimensional, and multimedia artworks using a variety of materials, tools, techniques and technologies that explore feelings, ideas, and issues from a variety of points of view.

Drama

The grade six drama curriculum will allow the students to develop their concentration, cooperation, confidence and communication skills through a variety of warm up games and improvisation activities.

They will learn about the ways in which we are able to communicate in drama by using their voice, facial expressions and body language.

They will complete a number of small assignments throughout the drama class which will allow them to develop their performance and teamwork skills.

Character and Leadership

During these classes, students will have the opportunity to review, discuss and demonstrate our monthly character trait themes. A variety of activities will take place such as goal setting, role play, cooperation games, and self-esteem building games. Students will also have health lessons that discuss topics such as personal hygiene, puberty, and healthy habits. More information regarding the puberty and personal hygiene lessons will be sent home prior to them taking place.

Study Skills

A key component of grade six is our level of organization. Through study skills classes, students will learn different study strategies and the importance of goal setting, as well as practical highlighting and note taking tips. Time management and how to organize supplies, materials, and their digital tools will also be covered.

Science and social studies classes will be used as an example of how to integrate the learned study and research skills into our everyday classes.

GRADE SEVEN

English

There are many components of the grade seven English course, including reading, writing, oral communication, and media literacy.

Literature and Poetry: Students will review the elements and terms involved in studying literature and will read and discuss a number of poems, short stories, and novels. They will begin by studying poetry and short stories in order to gain a firm grasp of key literary terms before progressing to novel study units, which will continue throughout the year. Additionally, students will study poetry periodically throughout the year. They will also experiment with writing their own poems.

Writing: Students will respond to questions with appropriate academic style by supporting their responses with key evidence and examples from texts we work on throughout the year. They will learn and practise the key factors that contribute to writing great short answer responses and extrapolate this to longer form responses as well. Furthermore, once they have mastered the short answer and longer answer formats, students will hone their formal paragraph and essay writing skills.

Grammar is an essential part of developing strong writing skills. Students will start the year by studying parts of speech, which will lead them to a review of the basic parts of the sentence. From there, they will learn how to avoid run-on sentences and sentence fragments while working to increase the complexity of their sentence structure. We will also review punctuation and homonyms.

Oral Communication and Media Literacy: In addition to the aforementioned writing activities, students will learn how to create and deliver an effective presentation for their audience, relying on practice and revision in order to demonstrate the culmination of their skills. Media literacy is using and analyzing spoken, print, graphic, or electronic communications. Students will have a variety of experiences to further develop their ability to effectively communicate by actively listening and using speaking skills through class discussions and presentations.

Mathematics

The Ontario curriculum is the starting point for grade seven mathematics. The program is structured to support learners in deepening their foundational understanding and enhancing numerical fluency. Students engage in a variety of tasks that emphasize real-world application, fostering critical thinking, effective communication, and the use of mathematical processes (problem solving, reasoning and proving, reflecting, connecting, communicating, representing, and selecting tools and strategies). Students will have opportunities to apply these strategies regularly in class as well as during different math competitions, including the University of Waterloo's Gauss contest.

There is program-wide enrichment for every student by extending the curriculum expectations by way of complexity, breadth, and application. For students who are gifted in mathematics, there are supplementary extensions and opportunities to foster further conceptual growth and understanding, as well as the development of advanced problem solving strategies.

Social-Emotional Learning: As students develop social-emotional learning (SEL) skills, they learn how to manage their emotions and complex problems. They develop an understanding of the impact on their learning and build resilience. As they develop SEL skills, students demonstrate a greater ability to understand and apply the mathematical processes, which are critical to supporting learning in mathematics.

Number: In grade seven, students work with numbers in the billions and are introduced to perfect squares and square roots. They build their recall of the multiplication facts and use this knowledge

when determining factors and multiples. Students will work with all operations involving fractions, decimals, and integers.

Algebra: In algebra, students expand their knowledge of patterns involving whole numbers and decimals. They solve algebraic equations that involve multiple terms.

Data: Students build on prior knowledge by using circle graphs to represent data. They learn to identify elements of misleading graphs and examine real-life examples. Students examine the difference between the probability of dependent and independent events.

Spatial Sense: Students will learn to identify the radius and diameter of circles and to calculate the circumference and area. They will calculate the volume and surface area of three dimensional shapes. Students also use the Cartesian plane to transform shapes, including how to dilate a shape.

Financial Literacy: This strand helps students understand that international currencies have different values. They learn to work with exchange rates to determine the value of different currencies. Students also discuss strategies to achieve financial goals, including examining interest rates and fees associated with different bank accounts.

Please note that the coding expectations are addressed in our Tech classes.

Science

The science program at Turnbull School is designed around the principles that students acquire scientific knowledge best through exploration. The science curriculum emphasizes laboratory work, hands-on projects, and interactive activities as the primary mode of instruction. These concepts foster solid communication skills, critical thinking and a student's natural curiosity for the scientific world.

There are a number of units in the grade seven science curriculum. The units use diverse teaching strategies to enable students to fully grasp the content. Lab exploration utilizes the scientific method, graph development and safe navigation knowledge of equipment and safety

Ecosystems: Students will embark on an exploration of ecosystems, delving into the complex interrelationships that define our natural world. They will gain insight into both the water and carbon cycles, examining the cyclical nature of each. The students will synthesize their knowledge by applying concepts learned through projects and presentations, culminating in a comprehensive understanding of how ecosystems sustain life on Earth. Additionally, they will examine the human impact on ecosystems, fostering a sense of environmental stewardship.

Pure Substances and Mixtures

Students will dive into the fascinating world of matter through an engaging and laboratory intensive unit focused on pure substances and mixtures. They will observe and identify different types of solutions and mixtures while learning various methods for separating them. A foundational concept in this unit, which the students will learn about, is the particle theory of matter which will enhance their understanding. To reinforce their knowledge, students will engage in cumulative projects that assess their overall comprehension of the material.

Structural Strength and Stability: This dynamic unit focuses on the principles that underpin the design and durability of various structures, blending theoretical concepts with practical applications. Students will learn to identify and categorize different types of structures and explore how these structures are designed to support loads and withstand various forces. A critical aspect of this unit is

examining why structures fail. To apply their knowledge, students will undertake a cumulative project where they will design and build their own structures.

Heat: Students will delve deeper into the particle theory, exploring the various forms of energy and the mechanisms of energy transfer. They will investigate sources of heat and learn how heat plays an integral role in rock formation and everyday life. This exploration provides a comprehensive understanding of thermal energy and its impact on our planet and daily experiences.

Science Fair: Turnbull School prides itself in empowering students to explore their interests through experimentation and research. The students independently design, conduct, and present their own scientific investigations; transforming their ideas into comprehensive science fair projects. Each student is responsible for every stage of the scientific method, from developing the research question to presenting to judges. This allows the students to explore the scientific method in its entirety and build a true understanding of the steps behind scientific discovery.

The school wide Science Fair celebrates our school's emphasis on science. Students who participate in our senior science fair have the opportunity to advance to the Ottawa Regional Science Fair, where students present their work alongside peers from across the region. Every year many of our senior students qualify for, and have great success at, the Ottawa Regional Science Fair, with some then winning a spot at the Canada Wide Science Fair where they have also received high honours and awards. Turnbull School is committed to providing this valuable opportunity in support of students striving for scientific excellence.

Self & Society

Self & Society is an introductory course to studying history and geography. During the geography term students will learn the themes and physical characteristics that geographers use to study the world, as well as the different ways people use natural resources and the environmental implications of their actions. During the history term students will explore the development of Canada from the seventeenth to the early nineteenth century. They will be looking at early settlements of North America and their impact on the First Nations peoples and on English/French relations. This will include economic, social and political challenges faced in New France and British North America.

History:

Age of Exploration (1400's - 1600's): In the Age of Exploration unit, students will learn why European explorers set out on long voyages, who some of the key explorers were, and how their journeys shaped the world. They will explore both the motivations of exploration - such as gold, glory and God - and its impacts on Indigenous peoples in North America. Through mapping activities, research projects, primary sources, and discussions, students will investigate how exploration brought new connections, goods, and ideas, but also led to conflict, displacement, and lasting changes that shaped the beginnings of Canada.

New France and British North America (1600's - 1800's): In the New France and British North America strand, students will explore how life in Canada changed between 1713 and 1800. They will learn about the relationships between French, British, and Indigenous peoples, the impacts of wars and treaties like the Seven Years' War and the Treaty of Paris, and the arrival of Loyalists after the American Revolution. Through maps, primary sources, engaging videos, and discussions, students will examine how conflict, migration, and cultural exchanges shaped communities and laid the groundwork for the Canada we know today.

Projects: Throughout both strands, students enrich their learning by completing a historical timeline project. This provides students with active review, while also allowing them some creative freedom

in how they would like to present the most relevant information for people, places, or events they learn about. Students practise understanding cause and consequence, learning the importance of people and events and what effects they had in Canadian history.

We conclude the course with a historical Instagram project, called Histogram, where students further enrich their learning experience as they think about what life would have been like for groups of people if they had social media back in the time periods we explore, providing them with historical perspective and working on their ability to draw conclusions.

Geography: Physical Patterns in a Changing World: In this strand, students explore Earth's physical features and natural systems, such as landforms and climate regions. They examine how these patterns vary across the world and how natural processes (like plate tectonics, erosion, and climate change) shape the environment. Students engage with the material using interactive models, videos and complete enriching tasks on major climate issues such as global warming and climate change.

Natural Resources Around the World: Use and Sustainability: In this strand on natural resources, their use, and sustainability, students will learn how people depend on the environment for resources like water, forests, minerals, and energy, and how these resources are used, managed, and shared around the world. Through case studies, data analysis, classroom discussions and their term Humansphere project, students will explore the environmental, economic, and social impacts of resource use and consider how sustainable practices can help protect the planet for future generations.

Projects: Students enrich their learning of physical patterns in a changing world by creating short visual presentations on landform types around the world, looking at such places as the Grand Canyon, the Himalayan mountain range, the Great Plains in Africa, and more. Students enhance their ability to conduct research and find appropriate information which they have to interpret and analyse to gain a deeper understanding of their landform.

Students are further provided with an enriching learning experience through their term project, called the Humansphere. This follows the strand on natural resources and has students select a topic focusing on a specific natural resource's use and extraction. Students will have to conduct extensive research, analyse information, and use real-world examples to create an informative presentation that will inform classmates about the major issues surrounding their topic, as well as viable solutions which could lead to a more sustainable use of their resources.

French

The Turnbull Grade Seven French course emphasizes the further development of oral communication, listening comprehension, reading and writing skills. Students will get more comfortable as they apply their knowledge of the French language while exploring a variety of themes, such as media, screens, travel, healthy lives. Thematic readings, which include a selection of short stories and articles, will serve as stepping stones to oral and written activities.

This year, the grade seven students will be using our French program which includes "*Odyssée 1*" and "*Boomerang 4*". The "*Odyssée 1*" program is a strategy-based, action-oriented program for Grades 7-8 students. This collection offers engaging themes that reflect the realities of young teens, authentic learning situations integrating oral interaction with reading and writing, and a wide variety of text form. The two themes we will be looking at this year are titled Sur mon écran and Excursion en famille. The "*Boomerang 4*" program is a collection of short texts designed specifically for the teaching of French language literacy skills. Both programs allow students to relate to the units of

study, which allows for meaningful learning experiences to unfold. Students will be given frequent opportunities to experience and apply the concepts and theories being studied.

To create a well-structured and enriched French program, our **Advanced French** students will also be adding other grammar and language activities from a variety of sources such as the DELF A2 scolaire et junior, a resource that tests oral comprehension, reading comprehension, writing production and oral production. We will also be reading the novel *Piège sur le Tour de France*.

All French students will also have the opportunity to once again participate in a classroom concours d'art oratoire (public speaking contest) and the finalists chosen will participate in a school event. More information will be provided in January.

Finally, in February and March all French students will participate in an engaging cultural unit and friendly competition called Manie Musicale. It is guaranteed to get you singing and dancing as well as engaging with their peers in authentic dialogue about their musical interests, likes and dislikes.

Physical Education

The physical education program is reflected in our five day cycle. Within every five day cycle, each homeroom will have the following breakdown of classes:

- 2 Instructional Lessons
- 1 Fitness Lesson
- 2 Coaching/Activity Sessions

Instructional Lessons:

These are the usual PE classes that grade seven will have, with a focus on active skill acquisition, as well as an appreciation for and enjoyment of physical activity.

Fitness Lesson:

Students will have one period with a focus on fitness activities and personal challenges, including the beep test and circuit training.

Coaching/Activity Sessions (Grades seven and eight together – period eight on days 1 and 3)

Students are given an opportunity to try out for competitive sports teams. If a student earns a place on a competitive team, they will attend team practice during this period.

If a student does not wish to try out for, or earn a place on a competitive team, alternate activities are provided to support physical education instructional lessons. These activities end at 3:20pm.

Students who are a part of most school teams that compete against other schools will have practice sessions end at 3:50 pm. These include soccer, badminton, basketball, hockey, triple ball, flag rugby, and spring ultimate. We also have a track team in the spring, but these practices will happen during instructional classes.

Intramurals: Students will also have the opportunity to participate in a variety of games and team sports through our friendly intramural program. Intramurals will take place during lunch recess on Day 2 and 4, and students will be asked to sign up for each new session. Physical education teachers will conduct sign up during class prior to each new intramural session.

Music

The instrumental music program offers students in grade seven the opportunity to enjoy an elevated level of a disciplined self-expression or to be enriched in a subject that they have rehearsed and have grown to love and respect. Instruments offered for study include all woodwind, brass and percussion instruments, as well as two positions per class of electric bass. Through a progressive, supportive, and engaging environment, students learn at their own level from beginner to experienced, while attending two 40 minute classes each five day cycle. During class, students will study the performance techniques with a variety of music on their chosen instrument, learning at their level of competency. Continuing focus remains on skills, including teamwork, discipline and confidence in a fun environment.

The grade seven classes unite in the spring with a performance for an audience including parents that showcases the skills and musicality that they have developed over the school year.

The opportunity to audition for the concert band is encouraged to all enthusiastic students.

Technology

Summary: Students will participate in 4 learning cycles throughout the year. They will rotate through the topics approximately every 9 weeks. Additionally, students will learn about Digital Citizenship and practice their keyboarding skills.

Robotics: Students will work in teams of three using the VEX IQ robotics program. Each group will have a kit and they will assemble a base bot, and then add features to the base bot to participate in collaborative problem solving and various activities such as “Robot Soccer” and “Treasure Hunt.” Students will use the Scratch programming language to create code that will allow the robots to move around and interact.

Coding: Students will use the code.org platform to explore and learn the programming language JavaScript and add animations to their code to create interesting scenes and graphics. Additionally, students will learn the web programming language HTML/CSS to learn about web design and code their own webpage. Students will use the Scratch platform to learn the basics and create a game or a story, so that they are familiar with Scratch and can translate their learning to the robotics kits.

Digital Citizenship: Students will review internet safety and focus on how to balance their screen time usage. They will learn about interacting with people online and how to navigate potential challenging situations.

Keyboarding: Students will continue to improve their keyboarding skills with the Typing Agent keyboarding program. The goal for Grade 7 is 25 words per minute.

Visual Arts - Grade 7

Arts education plays a vital role in the developmental growth of every child as engaged art students foster creativity. Through the creative process, students learn to think critically, to adapt their goals as circumstances evolve, and to explore unanticipated possibilities.

The grade 7 visual arts program focuses on these principles by reinforcing basic skills and understanding elements and principles of design, with a specific focus on techniques surrounding sketching, watercolour and sculpture. Through meaningful, creative application and active engagement, students learn unity and harmony through radial balance, repetition of colours, shapes, values, textures and the arrangement of shapes.

During this course, students will deepen their appreciation for both peer and professional artwork by exploring fundamental concepts of art, including methods, vocabulary, and historical influences. By experimenting with various mediums and maintaining an individual sketchbook, students will express personal ideas and document their artistic growth. Students will learn not only to create but also

recognize the value of the process as much as the final product. There is a continued emphasis on participation, effort, and growth alongside artistic outcomes within the grade 7 program.

Drama

The Grade 7 curriculum focuses on using the creative process to help students acquire and apply knowledge and skills in drama. This class will provide many opportunities for students to practise communicating with different audiences for a variety of purposes, while deepening their capacity for artistic expression.

Through a range of activities, students are encouraged to express their thoughts in creative and original ways. Theatre-based games ease their comfort in unfamiliar situations, improve problem-solving abilities, develop active listening, promote teamwork, and reduce anxiety around speaking in front of others. Students will practice skills like performing monologues, storytelling, improvisation, and building characters.

Success is measured throughout the term through listening skills, the development of acting methods, and learning to use proper theatre vocabulary and stage etiquette.

Teamwork, Leadership and Character Development (TLC)

In this non-academic class we will spend time discussing a variety of topics that impact student growth and development.

What is grade seven TLC?

There is a substantial difference between grades seven and eight, and high school, and the main goal of TLC is to help prepare students for their high school journey. Most activities during a school day are concerned with academic preparation, but TLC deals with non-academic preparation.

TLC discussions will centre around topics such as mental health, personal nutrition, smoking and controlled substance education, human development and sexual education, and character development, such as personal values and relationships.

An important aspect of our TLC program is to encourage students to become involved in their community. As part of this, students investigate volunteer opportunities in the school and their community. This will help prepare them for grade eight TLC classes, when they will be expected to complete 10 volunteer hours. In high school, students are expected to complete a total of 40 hours of volunteer time in the community.

Throughout the year students will have an opportunity to bring forth issues that they feel are important to share and discuss with the group.

Teachers will guide students through the important topics above, and will be supportive and encouraging in fostering a balanced approach to life and respectful interactions with all people.

Study Skills

Study skills are essential for success across all subjects. Throughout the academic year, our grade seven students will explore various critical areas designed to enhance their study skills and organizational abilities. The subject teacher will actively support and encourage students to adopt effective study techniques, fostering an environment of independent learning and academic growth. By mastering these skills, students will not only improve their performance in the classroom but also develop lifelong habits that will serve them well beyond their school years.

GRADE EIGHT

English

The Grade 8 English course focuses on developing strong literacy skills through reading, writing, oral communication, and media literacy. Students will engage in both informal and formal literature studies while building confidence in expressing their ideas clearly in speech and writing. By the end of the year, students will graduate with strong literacy skills, confidence in both creative and academic writing, and a love of literature that prepares them for success in high school and beyond.

Literature and Poetry: Students will read and discuss a wide range of texts, including poetry, short stories, and novels. Regular novel discussions will give students opportunities to share and explore literature with their peers and more formal assignments will emphasize literary elements such as theme, metaphor, and symbol. Students will also practise asking essential questions about what an author is exploring and develop their ability to interpret and connect ideas across texts.

Writing: A major focus of the course will be the full writing process: brainstorming, planning, organizing, revising, and editing. Students will strengthen their skills in both creative and expository writing, ensuring they can develop and express ideas in clear, effective prose. They will begin with short answers and paragraph responses before moving into longer essays. Cross-curricular assignments will allow students to connect their writing to other subject areas and real-world contexts, preparing them for the essay writing they will encounter in high school.

Grammar: Students will begin the year with a review of essential grammar knowledge, including parts of speech and sentence structure. This will provide the foundation for avoiding run-ons and fragments, and for experimenting with more complex sentence construction. Grammar instruction will be integrated throughout the year to support writing development, alongside continued practice with vocabulary, punctuation, and editing skills.

Oral Communication and Media Literacy: Students will have many opportunities to enhance their collaboration, critical thinking, and communication skills. They will learn to create and deliver effective presentations, as well as engage actively in class discussions. In the spring, students will take on editorial and design roles to create a unique class magazine, applying creativity, teamwork, and media literacy skills to a real-world project.

Mathematics

The grade eight mathematics curriculum prepares students for high school by strengthening their number sense, algebraic reasoning, data literacy, spatial understanding, and financial literacy. Students develop problem-solving and critical thinking skills while working with integers, fractions, exponents, equations, linear relations, probability, measurement, and geometry. Throughout the course, they also build social-emotional learning skills—such as confidence, perseverance, and collaboration—while applying math to real-life and future-focused contexts.

Social-Emotional Learning: This strand supports *how* students learn, not just *what* they learn. It focuses on developing confidence, perseverance, coping with challenges, recognizing and managing emotions, building positive relationships, thinking critically and creatively, and communicating and collaborating. Students complete regular reflections and personal check-ins with the teacher to nurture and guide them through their studies in this subject.

Number: Students deepen their understanding of numbers and operations. Key ideas for grade eight include working with very large and very small numbers (including scientific notation), rational and irrational numbers, fractions, decimals, percents, integers, exponents, and square roots. Students also learn proportional reasoning and apply these ideas in various problem solving contexts.

Algebra: This strand is about patterns, relationships, and using algebraic expressions and equations to represent real life circumstances. In grade eight, students work with linear relationships and solve equations that have multiple terms (including integers and decimals). This includes using the distributive property, combining like terms, and graphing linear equations.

Data: The focus of this strand is on collecting, displaying, analyzing, and interpreting data. In grade eight, students deal with more complex data-representations (e.g., scatter plots, comparative stem-and-leaf plots), make sense of relationships between variables, and deepen their understanding of probability. They also evaluate sources of data and graphical displays (e.g. recognizing misleading representations) to make informed decisions.

Spatial Sense: This strand focuses on geometry and measurement. In grade eight, students perform transformations (dilations, reflections, rotations, and translations), determine angle measures in polygons and with transversals, apply the Pythagorean theorem, and calculate the surface area and volume of prisms, pyramids, spheres, cones, and cylinders. They also strengthen their skills related to visualizing and reasoning about shapes and spatial relationships.

Financial Literacy: This strand aims to help students understand the value and use of money, financial decision-making, and consumer/civic awareness. In grade eight, students develop personal financial plans, explore consumer incentive programs, and examine saving and investment opportunities like bank accounts, mutual funds, and stocks.

Enrichment Opportunities: Throughout the course, students will be challenged with opportunities to strengthen their mathematical reasoning skills. These experiences may include participating in well-recognized contests (e.g., the University of Waterloo, the Math League, Mathematica Centrum, and our own Gladiator Math Competition), applying textbook concepts to projects and assignments (e.g., a stock market simulation connected to global events and their real-time impact on share prices), integrating real-world information into problem-solving, and making connections across strands and subjects (e.g., tackling questions that require applying key concepts from both algebra and geometry).

Science

The science program at Turnbull School is designed around the principles that students acquire scientific knowledge best through exploration. The science curriculum emphasizes laboratory work, hands-on projects, and interactive activities as the primary mode of instruction. These concepts foster solid communication skills, critical thinking and a student's natural curiosity for the scientific world.

The grade eight science program focuses on interactive lessons, in-depth discussion and detailed laboratory discovery, utilizing the scientific inquiry process through access to science materials and the development of summative projects. The grade eight students will be introduced to the following fundamental concepts:

Cells: This unit begins with the structure and function of cells as the foundation of all living organisms. Through guided microscope work, they observe cells firsthand and learn the roles of key cellular organelles in maintaining life processes. Building on this knowledge, the curriculum emphasizes the connections between body systems and human health, showing how cells work together to support larger biological functions.

Fluids: Students investigate the characteristics of fluids, focusing on the properties of viscosity and density and how these affect fluid behavior. They also explore the importance of buoyancy and the principles behind how it is achieved. Learning is reinforced through lab discoveries that involve

manipulating fluids using a variety of lab equipment, allowing students to observe, measure, and test these properties in action.

Systems in Action: In this unit, students study the characteristics of simple machines and learn how they make work easier. Learning is reinforced through hands-on activities and direct manipulation of simple machines. They practice the calculation of mechanical advantage and efficiency to understand the effectiveness of different designs. Using the engineering design process, students also construct their own machines, applying problem-solving and creativity to real-world challenges.

Water Systems: This unit explores the importance of watersheds and their role in sustaining ecosystems and communities. Students examine issues related to water supply and quality, considering how neglect of water systems contributes to challenges such as pollution and global water scarcity. To deepen understanding, each student develops an individual poster project on a water-related topic of their choice, allowing them to communicate their key findings to their peers.

Science Fair: Turnbull School prides itself in empowering students to explore their interests through experimentation and research. The students independently design, conduct, and present their own scientific investigations; transforming their ideas into comprehensive science fair projects. Each student is responsible for every stage of the scientific method, from developing the research question to presenting to judges. This allows the students to explore the scientific method in its entirety and build a true understanding of the steps behind scientific discovery.

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Self & Society

Self & Society is a course in which we investigate the origins of Canadian society, our place within that society, and that society's place in the world. During the history portion of the course, we will study the period leading up to and immediately following the formation of the Dominion of Canada. We examine the people, actions, decisions and events that helped shape the Canada of today. For the geography portion, we will study where people live, why they live there, how we and our settlements affect the natural environment, why some places are wealthier than others, and how we can live sustainably all together as well as how all of these factors have an influence on differing qualities of life around the world.

History:

Creating Canada (1800 - 1867): In the Creating Canada strand, Grade 8 students learn how the provinces and territories joined together to form Canada between 1800 and 1867. They explore the political, economic, and social factors that led to Confederation, the roles of key figures and regions, and the experiences of diverse groups, including Indigenous peoples and newcomers. Through engaging videos, primary sources, debates, and map work, students investigate how different perspectives and events shaped the building of Canada and the challenges that arose in creating a united country.

Canada: A changing society (1867 - 1914): In the Canada: A Changing Society strand, Grade 8 students study how Canada grew and changed between 1867 and 1914. They explore the impacts of immigration, industrialization, and urban growth, as well as the experiences of different groups,

including women, workers, and Indigenous peoples. Through primary sources, research projects, discussions, and visual analyses, students examine how new ideas, technologies, and movements shaped Canadian identity and society in the years leading up to the First World War.

Projects: Throughout both strands, students enrich their learning experience by completing a historical newspaper project. This provides students with the opportunity to conduct thorough research that goes beyond the curriculum expectations, and allows students to gain a deeper understanding of their designated time period. Students learn to see society from multiple perspectives which builds empathy and understanding, all while helping students make meaningful connections between the past and the present.

Students further enrich their learning experience when they are tasked with designing and creating their own political cartoon. In class together we analyse the meaning behind several political cartoons that were relatable to the time period we learn about and students start to draw meaningful conclusions as they think critically about these designs. They will then need to present their understanding of a topic of their choosing through their own political cartoon.

Geography:

Global Settlement: Patterns and Sustainability: In the Global Settlement: Patterns and Sustainability strand, students learn how and why people settle in different parts of the world and how these patterns affect communities and the environment. They explore factors that influence population distribution, urban growth, and land use, and examine the challenges of managing resources sustainably. Through maps, case studies, data analysis, and a climate research project, students investigate global settlement trends and consider ways to balance human needs with environmental protection for a sustainable future.

Global Inequalities: Economic Development and Quality of Life: In the Global Inequalities: Economic Development and Quality of Life strand, students explore differences in wealth, resources, and living conditions around the world. They examine factors that affect economic development, such as trade, governance, and access to education and healthcare, and consider how these factors influence quality of life. Through research, case studies, data analysis, and discussions, students develop a deeper understanding of global inequalities and consider strategies for promoting fairness and sustainable development.

Projects: Throughout the first strand, students enrich their learning experience by completing a climate research project on a country of their choosing. We have discussions as a class on how climate related issues can impact people and their livelihoods, and it is up to them to deepen their understanding of this and how it relates to a specific country. Students engage in thorough research and make meaningful connections that allows them to reflect and draw conclusions about the realities of climate change and its impacts on people's lives.

As an end of term project, students will take part in a formal debate. Students will be in small groups and will be assigned a topic about a major global issue, ranging from space travel to climate change and more. They are tasked with researching extensively, formulating arguments for their side of the topic as well as counter arguments, and ultimately delivering a speech to an audience and panel of qualified judges. This culminating activity enriches students' experience at Turnbull School, providing them with growth in areas such as teamwork, organization, responsibility, and public speaking.

French

This course emphasises the further development of oral communication, listening comprehension, reading and writing skills. Students will get more comfortable as they apply their knowledge of the French language while exploring a variety of themes, such as careers and healthy lives. Thematic

readings, which include a selection of short stories and articles, will serve as stepping stones to oral and written activities.

This year, the grade eight French students will be using a program which includes “*Odyssée 2*” and “*Boomerang 5*”. The “*Odyssée 2*” program is a strategy-based, action-oriented program for Grades seven and eight students. This collection offers engaging themes that reflect the realities of young teens, authentic learning situations integrating oral interaction with reading and writing, and a wide variety of text form. The two themes we will be studying this year are Aventures Extrêmes and C’est ma vie. The “*Boomerang 5*” program is a collection of short texts designed specifically for the teaching of French language literacy skills. Both programs allow students to relate to the units of study, which allows for meaningful learning experiences to unfold. Students will be given frequent opportunities to experience and apply the concepts and theories being studied.

To create a well-structured and enriched program for our **Advanced French** students, we will also be adding other grammar and language activities from a variety of sources such as the workbook *La préparation à l’examen du DELF B1*, a resource that tests oral comprehension, reading comprehension, writing and oral production. In the spring, students who chose to participate in the DELF examination will have the opportunity to do so through our collaboration with Alliance française. We will also be completing a novel study. The first term we will be reading Les bas du pensionnat, which discusses the theme of residential schools and the impact on our first nation’s population.

All French students will also have the opportunity to once again participate in a classroom concours d’art oratoire (public speaking contest) and the finalists chosen will participate in a school event. More information will be provided in January.

Finally, in February and March all French students will participate in an engaging cultural unit and friendly competition called Manie Musicale. It is guaranteed to get you singing and dancing as well as engaging with their peers in authentic dialogue about their musical interests, likes and dislikes.

Physical Education

The physical education program is reflected in our five day cycle. Within every five day cycle, each homeroom will have the following breakdown of classes:

- 2 Instructional Lessons
- 1 Fitness Lesson
- 2 Coaching/Activity Sessions

Instructional Lessons:

These are the usual PE classes that grade eight will have, with a focus on active skill acquisition, as well as an appreciation for and enjoyment of physical activity.

Fitness Lesson:

Students will have one period with a focus on fitness activities and personal challenges, including the beep test and circuit training.

Coaching/Activity Sessions (Grades seven and eight together – period eight on days 1 and 3):

Students are given an opportunity to try out for competitive sports teams. If a student earns a place on a competitive team, they will attend team practice during this period.

If a student does not wish to try out for, or earn a place on a competitive team, alternate activities are provided to support physical education instructional lessons. These activities end at 3:20pm.

Students who are a part of most school teams that compete against other schools will have practice sessions end at 3:50 pm. These include soccer, badminton, basketball, hockey, triple ball, flag rugby, and spring ultimate. We also have a track team in the spring, but these practices will happen during instructional classes.

Intramurals: Students will also have the opportunity to participate in a variety of games and team sports through our friendly intramural program. Intramurals will take place during lunch recess on Day 2 and 4, and students will be asked to sign up for each new session. Physical education teachers will conduct sign up during class prior to each new intramural session.

Music

Our instrumental music program offers our graduating students in grade eight the opportunity to have fun and enjoy an elevated level of a disciplined self-expression or to be enriched in a subject that they have rehearsed, practised and grown to love and respect. Instruments offered for study include all woodwind, brass and percussion instruments, as well as two positions per class of electric bass. Through a progressive, supportive, engaging and fun environment, students learning at their own level from beginner to experienced, continues to be a focus while attending two 40 minute classes each five day cycle. During class, students will study the performance techniques on their chosen instrument while learning a variety of music through disciplined, regular practice and class rehearsals. Continuing enrichment does remain focused on skills, including teamwork, discipline and confidence. Auditioning to become a member of the concert band is encouraged to all enthusiastic grade eight students. The grade eight classes come together in the spring with a performance for the parents and classmates that showcases the skills and musicality that they have developed over the school year.

Upon graduation, students will have completed an enlightening, enthusiastic and disciplined music program that sets them up for success. They will have achieved an elevated skill level, fostering a lifelong appreciation for music that can be carried into further education and life itself.

Technology

Summary: Students will participate in 4 learning cycles throughout the year. They will rotate through the topics approximately every 9 weeks. Additionally, students will learn about Digital Citizenship and practice their keyboarding skills.

Robotics: Students will work in teams of three using the VEX IQ robotics program. Each group will have a kit and they will assemble a base bot, and then add features to the base bot to participate in collaborative problem solving and various activities such as “Robot Soccer” and “Cube Collector.” Students will use the Scratch programming language to create code that will allow the robots to move around and interact.

Coding: Students will expand on the JavaScript introduction that they explored in previous years to add more detailed code, use variables and create complex animations. Additionally, students will participate in an introductory Python course where they will learn about input functions and learn about real world applications for the programming language. Students will use the Scratch platform to learn the basics and create a game or a story, so that they are familiar with Scratch and can translate their learning to the robotics kits.

Digital Citizenship: Students will review internet safety and focus on how to balance their screen time usage. They will learn about interacting with people online and how to navigate potential challenging situations.

Keyboarding: Students will continue to improve their keyboarding skills with the Typing Agent keyboarding program. The goal for Grade 8 is 30 words per minute.

Visual Arts - Grade 8

Arts education plays a vital role in fostering creativity and as the students work through the creative

process, they learn to think critically, adapt their goals as circumstances evolve, and explore unanticipated possibilities.

The grade 8 visual arts program continues to build on skills taught within their grade 7 year. Basic skills are reinforced through meaningful, creative application and hands-on exploration. They will continue to document their artistic growth through creative risk-taking, and an increased emphasis on students' development of technical competence and a distinctive personal style. The students will work through a number of pieces, focusing on the elements of design with a focus on perspective, movement and proportions. There is a continued emphasis on participation, effort, and growth alongside artistic outcomes that focus on discovery, experimentation, and the creative process.

Drama

The Grade 8 drama curriculum is intended to help students consolidate their understanding and appreciation of drama. Through continued exploration, students will hone their artistic skills, critical analysis skills, and a variety of communication skills that will enable them to clarify and articulate their own point of view.

A wide assortment of exercises will challenge the students to express their ideas in new ways. Theatre games are used to enhance their self-esteem, make it easier to step into new situations, help them to problem solve, strengthen their listening skills, encourage cooperation, and help them manage public speaking fears. The students will work on performance styles, improvisation skills, and character development throughout the term.

Success is measured through class participation, enhancing acting techniques, and the application of theatre terminology and drama elements.

Teamwork, Leadership, and Character Development (TLC)

A vital part of our students' education occurs outside the classroom – in clubs, on teams, on committees, and in the wider community. Our students are not just learning about history, math or science through the process of education, but about themselves – what they value, who they are, their strengths, and personalities. We know effective education includes and recognizes opportunities for students to discover and strengthen their personal character.

The Teamwork, Leadership and Character (TLC) course is an extension of the grade seven TLC program. Coupled with the TLC Awards, the TLC program aims to help our students grow as individuals and as engaged citizens. Students are also expected to complete ten hours of volunteering for the year.

Topics of discussion throughout the year include: identity, high school, shaming and body image, drug safety, social media use, legacy and leadership, among others that come up as the school year progresses. The end game is to prepare the students with the knowledge they will need to make healthy choices for themselves and their peers in high school and beyond.

Health: As part of the TLC program, specific Health topics are presented and discussed. These topics include Identity, Healthy Relationships, Sexual Activity, STBBI Protection, and Birth Control.

Study Skills

Study skills are essential for academic achievement, serving as the backbone for all other subjects. Throughout the year, Grade 8 students will explore several key areas aimed at enhancing and solidifying their study skills and organizational abilities. They will master effective test-taking skills to not only improve performance on assessments but to boost confidence and reduce test-taking

anxiety. Our focus is on providing students with the tools they need to succeed in their academic journey in high school and beyond.