



## Linden School Grades 4 & 5

*Add quote here*



19<sup>th</sup> September 2017

## Curriculum Night

### Our passion for learning

*“Authentic learning is not discovered in a textbook, but rather at the crossroads of contemporary societal issues and student passion”*

(Aaron Duff)

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### General Information

I believe the classroom is a laboratory in which students learn about themselves, others and the world beyond the classroom door. My aim for my students is that they continually seek to enquire about our world and by doing so, develop habits about learning that will last a lifetime.

We start every morning with a check in. This is when the girls can mention anything that they think is either interesting to the class or important to discuss. Recently, we discussed Cassini’s plunge into Saturn.

We then head into our planned presentations. So far, we have already learned about the inequality of education, with 2/3 of the worlds illiterate people being female. We also learned that 50% of women in India do not have toilets in their homes and can only go once a day, before 5am!

Education is holistic. These important issues guide and shape my lessons. Whether it is examining the cost of food and its relationship to farmers’ incomes or writing a blog post.



# Morning Presentations

Issues and Understanding

**Each girl will present a subject every three weeks. We will rotate through the subjects, so that each girl will cover each subject area.**

## Journalist (Monday)

- The student will present a current news article, which they have written themselves.
- It must be relevant and current.
- They must have 3 separate sources.

## Social Justice Issue (Tuesday)

- Present a current social justice issue.
- They need 3 separate sources.
- They can present their 'story' to the class, using any medium they choose.

Examples: Urban sprawl, deforestation, waste disposal, climate change in the Arctic, bullying (cyber, school etc.), child poverty, homelessness, disability rights, immigration rights, social mobility, distribution of wealth, child welfare, labour laws, civil rights, access to education, access to clean water, aboriginal issues, global warming, animal rights, fur trade, overfishing, healthcare, carbon footprint, recycling, transport, ethical food, GMO, etc.

## Interview (Wednesday)

- Present a first person biography of an interesting, influential or important woman, in our community. They will interview the person of interest and present their 'story' to the class.
- They can do this by phone, email or face to face.
- Examples: Grandparent, activist, councillor, police officer, paramedic, park ranger, entrepreneur, writer, animator, actor, athlete etc.

## Lesson (Friday)

- This is the opportunity to teach the class for about 20 minutes. It can be anything from when to use capital letters, to making the perfect paper airplane, to a historical event.
- They must write a simple lesson plan of what they are going to do.



## Science

# Extreme Earth

## *Structures for our Environment*

Severe weather events, earthquakes, volcanoes and a myriad of other extreme earth occurrences seem to be constantly in the news. As such, children are more aware than ever about these events in real time. For example, just recently they have been exposed to media images of floods and hurricanes.

To address the science curriculum this term, I have chosen ‘Extreme Earth’ as the overarching theme. This allows the students to address real world problems in a manner that is both stimulating and authentic.

Both the Grade 4 & 5 curriculum outcomes for ‘Forces Acting on Structures and Mechanisms’ blend well with the forces of nature and the effects on manmade structures. We will focus this term on structures withstanding various stresses, such as tension, compression, torque and load.

To address ‘Properties and Changes in Matter’, we will experiment with the various chemical changes in matter and apply this knowledge by constructing tools for measuring weather, such as thermometers and barometers. We will further investigate the affects that chemical reactions have on substances that affect materials integrity, such as oxidization (rust).

We will continue to explore and investigate the properties of light and sound. We will relate these to electricity and thunder and then take these explorations even further. Look out for centrifugal ‘screaming balloons’.

In early 2018, the students will also be engaged in their science fair projects.

## What to look out for in Science next term

Next term in science, we will be investigating human organ systems, their functions, structures and basic needs.

We will delve into how we use the environment and resources, with a focus on the impact of human activity on the environment and human health. Students will speculate on future problems as well as solutions to long-term affects on our habitats. We will investigate pollution, technological innovations and other major influences, that will affect our health and our planet’s future.

## Social Studies

# First Nations and Early Civilizations

### *Issues and Understanding*

Both grades will be producing very similar assignments in social studies, but as with last year, the focus of each project will address the curriculum guidelines for the relevant grade.

In the first term, the Grade 4's are focusing on Ancient Civilizations while the Grade 5's are examining First Nations Culture and Europeans in New France and Early Canada.

At first glance, these two strands seem very different, but there are a number of ways we can combine them. We will be exploring the geographical considerations on settlements, such as soil, climate and resources and how these determine where we live, our land use, social organization, culture and technology. We will also examine how this has generated conflicts and alliances.

In term 2, we will examine how our history, both ancient and recent, has shaped our society today. We will learn the role of government and responsible citizenship. We will look at differing perspectives on the environment and society.

## Blogging

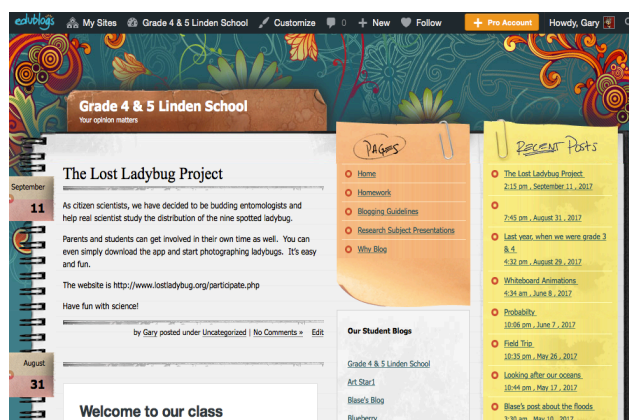
### What's the go with this blogging?

Essentially a blog is an online journal. It is an authentic medium, where our students can write with purpose and share ideas.

Parents, classmates and other students from Linden and around the world can read our blogs and comment on them, enhancing ideas and challenging our arguments.

The blogs belong to the students, so they can write and express themselves at any time. However, I will set homework assignments that can be completed on the blog, as well as in class work.

I mediate all posts and comments. If for any reason I suspect anything untoward, you will be informed immediately. The students have been instructed on blog etiquette and safety, which is frequently revisited.





## Math

**Girls learn math differently to boys. That's why we do the following things at Linden:**

- Encourage girls to talk a lot.
- Have girls work collaboratively when they want to.
- Look for meaningful, real-life connections
- Incorporate hands-on activities whenever possible.
- Explain how math can be used to make the world a better place.
- Play games and puzzles designed to strengthen spatial skills in the brain.
- Give up the “one right way” mentality.

We use the Nelson Math workbook. It is only one segment of our math unit. But it is a very useful tool that is required.

Literacy encompasses all learning areas and as such ,students are reading or expressing themselves with oral or written language throughout the day in every lesson. Whether it is discussing a math problem, writing a narrative or reading about history, literacy is in constant use.

On top of this, we have a structured hour block dedicated to honing and refining each literacy skill.

### Monday (Reading)

Each Monday, we will examine a specific text type, such as our class reader, advertisements, or even comics. Students need enormous quantities of successful reading to become independent, proficient readers with a high level of reading accuracy, fluency, and comprehension. I urge my students to make use of our class library. Many of the books have been carefully chosen to be engaging and enjoyable. I also expect the girls to read for at least 20 minutes every night.

### Tuesday (Writing)

The act of writing actually frees the writer from social distractions and allows time to rethink and choose thoughts and words carefully. This is also the time to put into practice and experiment with what we have learned. I will gently guide the students into playing with various writing genres and introduce them to the creative process of writing. This includes planning for writing, drafting and revising.

### Wednesday (Grammar & Punctuation)

This is when we can have fun with words and sentence. That’s right fun! Writers need to use conventions to convey ideas with clarity. When they don’t, we will explore these examples, often with amusing results.

### Thursday (Spelling)

I encourage student to see spelling as a worthwhile goal. In society, inaccurate spelling is seized upon as a key indicator of bad writing, even though we know this not true. We use the ‘Words Their Way’ program in my class, which allows the student, to sort sets of words and discover meaningful patterns and rules for spelling for themselves.

### Friday (Supplementary Lessons)

This is the day to catch up on lessons, handwriting skills and explore literacy in a more relaxed atmosphere.

# Myself

--Please don't let this be the only time I see you. Stop by or email, for any reason at all good or bad. If you want a more formal sit down meeting, all I need is a day or two 's notice.

--Email is the best way to reach me:  
[gary@lindenschool.ca](mailto:gary@lindenschool.ca)



“Don't be afraid, Just do it” *(Maddy)*

## Homework Expectations

What an amazing year ahead

Week Without Walls  
Social Justice Data Fair  
Festival of Lights  
Science Mavens  
Spirit Week  
Drama Nights  
Science Fair  
And so much more

- Read for at least 20 minutes a night
- Write for at least 20 minutes twice a week
- Presentations
- Science fair and other events
- Blogs
- Projects
- Lesson catch ups
- *Music*
- *French*

