



**Example Curriculum Letter  
Grade 5/6 September to January  
Glendale School**

**Different and One Inquiry: Social Studies, Language Arts, Fine Arts, Health**

The grade 5/6 community is exploring the concept of belonging through our inquiry “Different and One.” Through this lens, we hope to enable our students to come away with a greater sense of empathy and understanding of “other” in relation to themselves. Our goal this year is that students have an appreciation of a place other than here, a time other than now and people other than themselves. Our journey in our inquiry this year so far has taken us to discuss and investigate the following people and topics: Malala Yousafzai, Mrs. Ashar and Pakistan, We Day, Nelson Mandela, Marlene Yellow Horn (Aboriginal liaison for the CBE), *The Giver*, Residential Schools, and *Fatty Legs*. Stay tuned as our inquiry continues to unfold.

**Language Arts**

Students are involved in daily independent reading throughout the year. The grade 5/6 community has also enjoyed *The Giver* by Lois Lowry and *Fatty Legs* by Margaret Pokiak-Fenton and Christy Jordan-Fenton as read aloud novel studies. The students have been working on improving their comprehension and listening skills through recording what they see, hear, and feel as well as powerful words. The students have been developing their ability to make plausible predictions and inferences.

Students have been working on writing articles and fictional stories. They have been learning how reporters collect information using the 5 W's. In creative writing they have been learning different strategies and techniques to enhance their writing. Specifically they have been learning how to balance the amount of dialogue to narration in their stories. Students continue to develop their ability to self-edit and incorporate feedback from both peers and teachers to strengthen the clarity of their writing.

**Mathematics**

In mathematics this fall we began the year with looking at time (how to tell it, how to calculate with it, etc.). Through extensive use of in-class problem solving, the students have been exploring and deepening their understanding of fractions, factors and multiples, patterning, operations, and geometry (area, perimeter, volume, 3D shapes). We continue to “flip the classroom” with having our homework consisting of watching concept videos and writing concept cards as a resource to assist the students with in-class problems supported by the teachers.

**Science**

In the fall we investigated how weather plays a role in the natural cycles of the wetlands. With assistance from our Bridging teacher Mrs. Ashar, the students embarked on an inquiry of their choosing on a topic that interested them in the wetlands. Currently we are looking at becoming true scientists through our investigation of the scientific method as we pursue chemistry.

**Robotics**

Our robotics inquiry this year took a real world problem and allowed us to investigate possible solutions to the discovery of unexploded ordnances in the Weaselhead. Mr. Gaskell guided us into a greater understanding of the programming potential of the NXT robots. Some of the challenges we completed were really complex!

## **French**

During the past term students have become familiar with a variety of language concepts, primarily verbs. Students have learned to properly conjugate regular verbs to the present tense and to use them in sentences. They have also been exposed to a large selection of vocabulary including: school day and time of day, classroom timetable, expressions of time using the 12-hour clock, areas inside and outside the school, meals and meal times, and question words. To extend their knowledge students have been examining cultural differences such as the proper writing for time and language learning strategies such as using visual cues or context to guess the meaning of a word.

## **Physical Education**

Students spent the beginning part of the fall working on cooperative games and spending as much time as possible outside enjoying the fresh air and sunshine. Following that we had our units of basketball and volleyball where students worked to fine tune their skills and had many opportunities to play games in a round robin setting. In December we had Alien Inline Skating delivering a program that the students loved whirling around the gym. Currently we have begun our line dancing unit – everyone's favourite!

## **Music**

The title of the Grade 5/6 inquiry is "Longing to Belong." This inquiry takes students on a journey to explore the subject matter from both the sociological and musical perspectives. During the first term, students focused on the question: *What does it mean to "belong" to a given musical language/style?* Students engaged in their learning as performers, listeners and creators experiencing and exploring the following concepts and skills:

- Constructing intervals and harmony (consonant vs. dissonant sounds) and building chords
- Performing various harmonic progression (i.e. movement from one chord to another)
- Performing and constructing modes, e.g. Dorian and Ionian
- Performing multi-voiced arrangements
- Performing syncopation and cross-rhythms

We will continue to build on these concepts and skills, and explore other questions connected to the inquiry.