

## Course Syllabus Language Arts 6

**Teachers:** Ms. Kelly Murphy, Mrs. Vonda Worthman, Mr. Gibbons, Mrs. Carlin  
**Contact:** 780- 826-3323 (leave a message at the school)  
kelly.murphy@nlsd.ab.ca  
vonda.worthman@nlsd.ab.ca  
travis.gibbons@nlsd.ab.ca  
wanda.carlin@nlsd.ab.ca

### Course Aim

The aim of the Language Arts program is to enable each student to understand and appreciate language and use it confidently and competently in a variety of situations for communicating personal satisfaction and learning.

### General Learner Expectations

- 1) Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings and experiences. (Journals, News Unit, Novel Studies, Letter Writing, Story Writing, Projects, Poetry)
- 2) Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts. (Novel Studies, News Unit, Poetry, and Literacy Strategies)
- 3) Students will listen, speak, read, write, view, and represent to manage ideas and information. (Book Reports, Projects, Literacy Strategies, and Research)
- 4) Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication. (Story Writing, Novel Studies, Literacy Strategies, Grammar, Journals, Projects, Book Reports, Research)
- 5) Students will listen, speak, read, write, view and represent to respect, support and collaborate with others. (Novel Studies, Projects, and Research)

### Course Resources

- Novel: Among The Hidden
- Novel: Cowboys Don't Cry
- Various local and metro newspapers and articles
- The Daily 5 and CAFÉ literacy program
- Empowering Writers
- Fountas and Pinnell resources
- Empowering Writers resources
- Nelson Literacy 6A, 6B, 6C
- Notebook 11 Software
- Reading Power, Non-Fiction Reading Power, and Writing Power by Adrienne Gear
- Moving Up With Literacy Place, Scholastic Inc.
- Internet resources (sites): eg: Learn Alberta, AAC, Tools for Teachers, Teacher Tube

### Course Timeline

1. September- Mid October: In the News: "Newspaper Analysis and Article Writing"  
**Unit Components and Strategies Utilized**
  - A) Strategies for reading and writing newspaper articles (5Ws +H)
  - B) Instructional strategies to support literacy & critical thinking
  - C) Grammar for Daily Writing

2. Mid-October- to mid-December: “Writing Basics”

**Unit Components and Strategies Utilized**

- A) Daily 5 and CAFÉ reading strategies
- B) Outline and Paragraph Basics
- C) Grammar for Daily Writing
- D) Current Events

3. January - February “Novel Study: Cowboys Don’t Cry”

**Unit Components and Strategies Utilized**

- A) Daily 5 and CAFÉ reading strategies (Elements of Fiction & Fictional Literature)
- B) Grammar for Daily Writing
- C) Heavy emphasis placed upon reading comprehension through the novel study

4. March - April: Story Writing

**Unit Components and Strategies Utilized**

- A) Daily 5 and CAFÉ reading strategies
- B) Grammar for Daily Writing (heavy emphasis on editing)
- C) Short Story Elements & Story Organization
- D) Selected readings from course resources

5. May - June: “Elements of Fiction, Genres of Literature, Poetry, and Short-Reading Analysis”

**Unit Components and Strategies Utilized**

- A) Elements of Fiction and literary terms
- B) Selected readings from course resources

\*Timelines are subject to change based on the needs of the students.

Please Note

- Poetry and songs will be consistently explored throughout the year.
- Literacy Strategies will be ongoing through Daily 5 and CAFÉ.

**Course Syllabus  
Science 6**

**Teachers:** Mr. Travis Gibbons, Ms. Kelly Murphy  
**Contact:** 780- 826-3323 (leave a message at the school)  
travis.gibbons@nlsd.ab.ca  
kelly.murphy@nlsd.ab.ca

**Course Aim**

The aim of the Science program is to actively engage students in the search for answers, solutions, and decisions through science inquiry and problem solving skills through technology within a meaningful context.

**General Learner Expectations**

*Students will:*

- 6–1 Design and carry out an investigation in which variables are identified and controlled, and that provides a fair test of the question being investigated.

- 6-2 Recognize the importance of accuracy in observation and measurement; and apply to record, compile, interpret and evaluate observations and measurements.
- 6-3 Design and carry out an investigation of a practical problem, and develop a possible solution.
- 6-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.
- 6-5 Describe properties of air and the interactions of air with objects in flight.
- 6-6 Construct devices that move through air, and identify adaptations for controlling flight.
- 6-7 Observe, describe and interpret the movement of objects in the sky; and identify pattern and order in these movements.
- 6-8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.
- 6-9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.
- 6-10 Describe characteristics of trees and the interaction of trees with other living things in the local environment.

### **Resources**

- Edmonton Public Schools [Science Units](#), 1996
- **Success in Science**, Edmonton Public Schools, 2008
- **Science Everywhere 5, 6** by Nelson Publishing, 1999
- Explorations in Science
- Innovations in Science
- [www.sciencespot.net](http://www.sciencespot.net)
- **[www.letsdoscience.com](http://www.letsdoscience.com)**
- [www.2Learn.ca](http://www.2Learn.ca)
- [www.learnalberta.ca](http://www.learnalberta.ca)
- [www.wonderville.ca](http://www.wonderville.ca)
- *The Key* by Castlerock Research

### **Time Line**

September	Evidence and Investigation
October – November	Air and Aerodynamics
December – January	Sky Science
February – March	Flight
April - May	Trees & Forests
June	Review

\* Timelines are subject to change based on the needs of the students.

\* Extra assistance, remediation, or reach-ahead enrichment is available before school, lunch hour, or after school upon a mutually agreed time.

## Course Syllabus Social Studies 6

**Teachers:** Mrs. Wanda Carlin, Mrs. Vonda Worthman  
**Contact:** 780- 826-3323 (leave a message at the school)  
wanda.carlin@nlsd.ab.ca  
vonda.worthman@nlsd.ab.ca

### Course Aim

The ultimate goal of social studies is responsible citizenship. The responsible citizen is one who is knowledgeable, purposeful and makes responsible choices. Throughout this social studies journey the students will be provided with opportunities to develop and build upon their attitudes, skills, and knowledge that will enable them to become engaged, active, informed and responsible citizens in today's society.

### Overview

Through many engaging and varied discussions, readings, activities, inquiry projects and more, the students will develop their identity and citizenship. In obtaining the goal of social studies the students will:

- Understand the principles underlying a democratic society
- Demonstrate a critical understanding of individual and collective rights
- Understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels
- Validate and accept differences that contribute to the pluralistic nature of Canada
- Respect the dignity and support the equality of all human beings

### Course Strands

The following Social Studies strands will be explored through the specific learning outcomes:

- Time, Continuity and Change
- The Land: Places and People
- Power, Authority and Decision Making
- Economics and Resources
- Global Connections
- Culture and Community and citizenship and identity

### Students will:

- Develop skills of critical thinking and creative thinking
- Develop skills of historical thinking
- Develop skills of geographic thinking
- Demonstrate skills of decision-making and problem solving
- Demonstrate skills of cooperation, conflict resolution and consensus building
- Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- Apply the research process
- Demonstrate skills of oral, written and visual literacy
- Develop skills of media literacy

- Assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion

### **General Learner Outcomes**

#### *6.1 Citizens Participating in Decision Making*

- Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

#### *6.2 Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy*

- Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

*\*Issues of local and current affairs will be integrated in our program on a flexible basis.*

### **ICT Outcomes**

- C.1 Students will access, use and communicate information from a variety of technologies.
- C.2 Students will seek alternative viewpoints, using information technologies.
- C.3 Students will critically assess information accessed through the use of a variety of technologies.
- C.4 Students will use organizational processes and tools to manage inquiry.
- C.5 Students will use technology to aid collaboration during inquiry.
- C.6 Students will use technology to investigate and/or solve problems.
- C.7 Students will use electronic research techniques to construct personal knowledge and meaning.
- F.1 Students will demonstrate an understanding of the nature of technology.
- F.2 Students will understand the role of technology as it applies to self, work and society.
- F.3 Students will demonstrate a moral and ethical approach to the use of technology.
- F.4 Students will become discerning consumers of mass media and electronic information.
- F.5 Students will practice the concepts of ergonomics and safety when using technology.
- F.6 Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.
- P.1 Students will compose, revise and edit text.
- P.3 Students will communicate through multimedia.
- P.2 Students will organize and manipulate data.
- P.4 Students will integrate various applications.
- P.5 Students will navigate and create hyperlinked resources.
- P.6 Students will use communication technology to interact with others.

*During the course of each social unit, various ICT outcomes will be covered where topics lend themselves well to the ICT outcomes.*

### **Course Resources**

- Primary Resource: Voices in Democracy: Action and Participation (Pearson, 2008).
- Supplementary Resource: Taking Part in Our Democracy (Nelson, 2008).
- Web Resources (including but not limited to): learnalberta.ca, tools for teachers, teacher tube, access to justice network, Municipal Affairs Alberta

### **Course Timeline**

September-October	Introduction to Democracy and the Charter of Rights and Freedoms
November-January	Democracy in Ancient Athens
February-March	Consensus & Collective Decision Making in the Iroquois Confederacy

April-May  
June

Provincial and Local Government  
Course review for Provincial Achievement Test

## Course Syllabus Math 6

**Teachers:** Mrs. Wanda Carlin, Mr. Travis Gibbons, Ms. Kelly Murphy, Mrs. Vonda Worthman  
**Contact:** 780- 826-3323 (leave a message at the school)  
wanda.carlin@nlsd.ab.ca  
travis.gibbons@nlsd.ab.ca  
kelly.murphy@nlsd.ab.ca  
vonda.worthman@nlsd.ab.ca

In Math 6, we will be following the *Math for Success* program written by Darlene Kusick. The *Math for Success* program follows the Western and Northern Canadian Protocol.

This day to day math program covers the entire curriculum with each strand covered in some way every day. All of the strands are interwoven together. The program incorporates a great deal of repetition with a wide range of concepts and activities. This methodology teaches children to apply math concepts and skills to problem solving situations on a daily basis. The students learn through repetition and trial and error.

The students will also be using the Prodigy website to help with numeracy and mastery of basic facts.

Other resources will be incorporated such as Math Focus 6, Math Makes Sense 6, Learn Alberta website, and various personal resources. Various handouts will be given to students for each concept.

To practice and reinforce the skills learned in class, the students will be completing "Daily Math" practice questions. Every 1-2 weeks, the "Daily Math" questions will be due to be marked. In order to move on to the next booklet, the students must complete the necessary corrections to obtain the teacher's initials for each page.

The topics to be covered are:

- ❖ Number Strand
  - Develop Number Sense – place value, multiples, factors, improper fractions and mixed numbers, ratio, decimals, percentage, integers
- ❖ Patterns and Relations Strand
  - Patterns – show patterns using tables and graphs
  - Variables and Equations - write and solve equations using variables
- ❖ Shape and Space Strand
  - Measurement – angles, perimeter, area, volume
  - 3D objects and 2D Shapes – triangles, polygons
  - Transformations – translations, reflections, rotations, Cartesian plane
- ❖ Statistics and Probability Strand
  - Data Analysis – line graphs
  - Chance and Uncertainty - calculating probability

## **Math at Home**

There are many great websites out there with awesome math games and resources. The following are some websites that we will use from time to time in class. Students are encouraged to make use of these websites at home, if possible.

1. [www.prodigygame.com](http://www.prodigygame.com) – Your child was given a username and password at the beginning of the school year for this site. Contact your child’s teacher for the password if needed.
2. [www.learnalberta.ca](http://www.learnalberta.ca) Username: LA41 Password: 8088
3. <http://nlvm.usu.edu/> Online manipulative and games that students can interact with
4. [www.coolmath4kids.com](http://www.coolmath4kids.com)
5. [www.rainforestmaths.com](http://www.rainforestmaths.com)
6. [www.mathplayground.com](http://www.mathplayground.com)
7. [www.multiplication.com](http://www.multiplication.com)
8. <http://illuminations.nctm.org/>
9. <http://www.arcademicskillbuilders.com>
10. For a challenge, search for “Spy Guys” *or* “Mathematics Glossary” and, “Math Live” are also great resources.

## **CLASSROOM STRUCTURES & EXPECTATIONS**

**Assessment procedures, late assignments, and missed work are all dealt with in the same manner in all core subject areas at Grade 6.**

### **Assessment**

All assessments and evaluations of student achievement will be based on the outcomes outlined in the provincial Program of Study curriculum guides. The reporting of student achievement will be based on the achievement of these curriculum outcomes. Outcomes describe the specific knowledge, skills, and understanding that students are expected to learn and do by the end of a particular grade level.

To keep you updated on your child’s academic progress,

- a. Your child has been given the responsibility of sharing with you completed assignments, quizzes and tests that he/she brings home.
- b. Progress reports will be sent home three times a year. These Progress Reports contain three pieces of information for each subject, all in accordance with the Alberta Education Program of Study:
  - *What your child has been learning*
  - *What your child has demonstrated and/or where your child has shown growth (strengths/growth)*
  - *Challenges your child may have or what areas he/she can focus on for the next term (next steps)*
- c. The PowerSchool Parent Portal is available to you and your child. You will be able to view your child’s most recent assessment information using this web-based home-to-school system link.
- d. Student-Led Conferences or Parent/Teacher Interviews will occur twice per year.

*Note: Progress Reports, PowerSchool Parent Portal, and what your child brings home for assignments, quizzes and tests are a part of an ongoing process of collecting and sharing information with you about your child's achievement and should not always be considered a final assessment. It is meant to guide conversations between you, your child and your child's teachers in terms of what successes your child should celebrate and what goals he/she needs to set.*

### **Late Assignment**

Students are responsible for handing their work in on time. **If a student is absent on the day an assignment is due, the assignment is to be handed in upon his/her return to school.**

### **Missed Work**

Upon a student's return they are responsible for collecting what was missed. The student will obtain missed written work and notes from a classmate. **Missed tests or exams will be written on the day the student returns to school.**

A supervised homework room is available for those students who do not complete their class work or are in need of assistance. Homework room occurs after school (3:30-4:30 pm). Homework room is open every Monday, Wednesday and Thursday unless Thursday is the last day of the week.

## **CLASSROOM EXPECTATIONS**

In order to have productive instructional days, students must continue to make good decisions and be responsible for their actions. The following classroom expectations will help achieve this goal:

### **7 Habits of Highly Effective Teens**

Habit 1: Be Proactive

Habit 2: Begin with the End in Mind

Habit 3: Put First Things First

Habit 4: Think Win-Win

Habit 5: Seek first to understand, then to be understood

Habit 6: Synergize

Habit 7: Sharpen the Saw

### **Always be prepared and try your best.**

- Be on time for class
- Take bathroom and drink breaks outside of class time
- Have all required materials handy (pencil, pen, eraser, ruler, crayons, paper)
- Complete all homework on time and as assigned
- Study for tests
- Ask two friends if you need assistance, then ask the teacher

Both the students and the teacher shall have the responsibility of seeing that these expectations are followed. The teacher will make the final decision as to whether or not the expectations have been followed. Although the focus is on reinforcement of positive classroom behavior, in the event that classroom expectations are not followed, the following steps will be implemented:

- 1. Low key responses**
- 2. Logical consequences**
- 3. Parental Contact**
- 4. Formal meeting between the student, parents, teachers and administration**