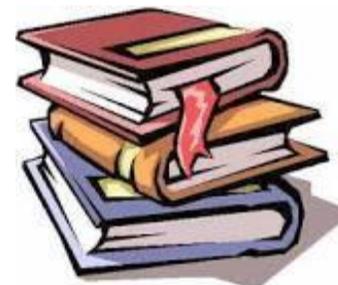


6<sup>th</sup> Grade Language Arts Course Syllabus  
North Hampton School  
2022-2023



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Language arts class is designed to increase communication skills through reading, writing, the study of the English language and speaking and listening. The primary focus in language arts class will be expanding reading range and level of complexity, mastering different writing styles, learning and applying the standard rules of grammar, exploring new vocabulary, and developing the ability to express oneself effectively through various means of communication that are aligned to the [Common Core State Standards](#).

This year students can expect to read a variety of fiction and nonfiction texts including novels, short stories, dramas, poetry, magazine and newspaper articles and essays. Writing assignments will include Writer's Notebook entries, journal writing, creative narratives, argument essays and written responses to reading. Students will engage with the writing process of prewriting, drafting, revising, editing and presenting final work. Assessed writing assignments will follow the SAU 21 Writing Guidelines. Vocabulary and individualized grammar instruction will also be an important part of this class. Study skills will include test prep tips and time-management techniques. Because we are a community of learners, students can expect to occasionally work in cooperative learning groups and to present information to peers both collaboratively as well as individually.

At-home reading of independently selected books is an expected and important component of this class. Students should be reading a minimum of 20-30 minutes every night! With 180 school days in the 2022-2023 academic year, that's almost 90 hours of reading that can be completed this year!

#### **COMPETENCIES THAT WILL BE COVERED IN ELA THIS YEAR:**

- Reading Literature: Literary terms, elements of plot, analyzing character and point of view, understanding theme, sensory language, using evidence to support thinking in written responses to literature
- Elements of Narrative Writing: creative narratives, purpose of narratives, audience
- Elements of Argument Writing: purpose of arguments, presenting a case, supporting claims with relevant evidence, developing counterclaims
- Elements of Information Writing: using text evidence to support thinking in written responses, using strategies such as definition, classification, compare/contrast, and cause/effect, using precise language and domain-specific vocabulary to inform about or explain the topic
- Mechanics, Usage, Grammar: No Red Ink (online grammar and writing program)
- Vocabulary Development: Greek & Latin Root Words (direct academic vocabulary instruction)

#### **A QUICK NOTE ABOUT HOMEWORK:**

- Homework is an important part of the ELA classroom and will be given on a regular basis. It is intended to support the learning done in the classroom. It is important that homework be completed fully and on time to allow continuity with class instruction and activities. Check over the weekly overview each day to stay on track. If you are ever confused or have questions, contact me as soon as possible so that I can help.

# 6th Grade Humanities Syllabus

North Hampton School

2022-2023



## Overview:

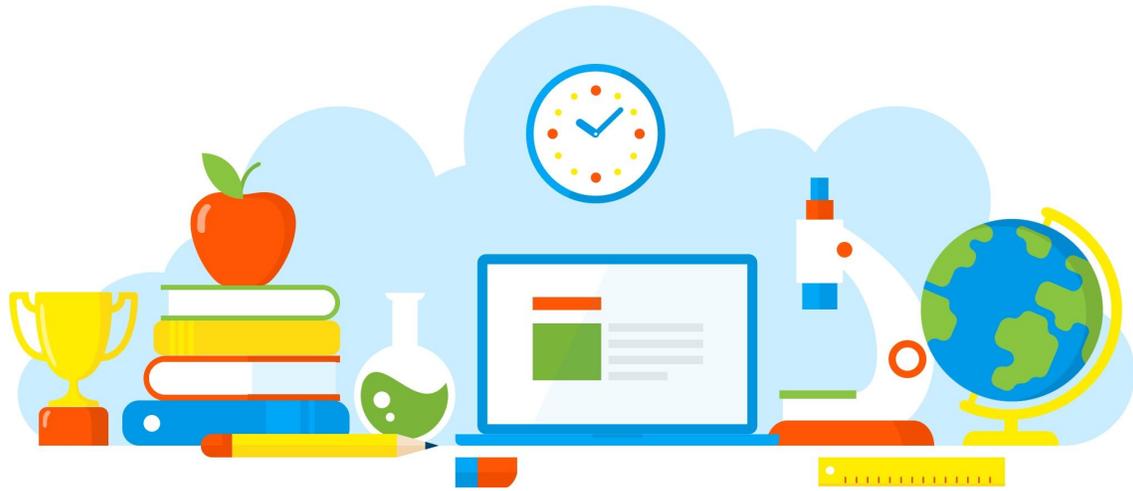
The sixth grade humanities curriculum is focused on world geography, human rights, and Civil Rights. The curriculum is built around two important Essential Questions: *What are human rights?* and *Why do they matter?* The work we will do this year is designed to give students the necessary tools in order to think deeply about those questions and to help students understand the rich complexity of geography and the quest for human rights.

An essential feature of learning about the geography content and human rights is the ability to apply literacy skills. Throughout the year, students will apply critical reading, writing, inquiry/research, and speaking skills to their humanities assignments. Students will demonstrate their abilities through individual and group work, discussion, reflection, performance tasks and assessments.

At the same time that students are gaining these important content knowledge and literacy skills, they are becoming more proficient in “disciplinary thinking” -- how to think like a geographer. This includes working with a variety of maps and graphs that communicate different types of geographic information. It includes asking the questions that geographers ponder, such as what affects the movement of people, goods, and ideas between places, and how people both affect and are affected by the physical environment. These skills are key to understanding the content of human rights within the context of geography -- they are also key to understanding *any* geographical content and its relationship to real events. Thus, these are important transferable skills for students who need to participate effectively -- as informed citizens -- in our democracy.

Competencies as they relate to Humanities also outline several key skills that students will learn and demonstrate within the context of their Humanities classes. These include skills such as:

- Reading Information Text: cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- Information Writing: using text evidence to support thinking in written responses, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources
- Non-Text Literacy (reading charts, graphs, maps, timelines)
- Inquiry and Research: conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- Speaking & Listening: participate in open forum discussions, listen and respond to different perspectives, and express ideas clearly



# 6th Grade Math Course Syllabus

## Contact Information:

Email: [clacroix@sau21.org](mailto:clacroix@sau21.org)

Phone: 603-926-5501 (voicemail only)

Room: 338

Conferences are available by appointment.

The best way for parents to reach me is by email.

## Course Description:

Hello! My name is Chris LaCroix and I will be your child's math teacher for this year. 6th-Grade is a transitional year for mathematics learners. They are moving away from the concrete realm of whole numbers and additive relationships to more abstract thinking and the beginnings of algebraic reasoning. Learning math this year will require thought, questioning, wondering, connecting, and most importantly hard work. In math class students share their ideas and thinking with each other through discussion, group work, reflection, and review. Since students are expected to apply concepts that they learn to new situations, see that problems can be solved in many ways, and make connections between them it is important they understand how a math concept works in addition to demonstrating the procedure/strategy for solving it.

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## Course Content:

In trimester one, 6th graders begin the year by reasoning about different shapes to determine area, surface area, and volume. They begin with finding the areas of quadrilaterals as well as triangles by decomposing, rearranging, or removing pieces in order to relate the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms followed by the surface area of prisms and pyramids. Later in the trimester students use reasoning about multiplication and division to solve ratio and rate problems about quantities. Students work with concepts such as speed, unit pricing, and percent. Throughout the trimester students expand the scope of problems for which they can use multiplication and division and they connect ratios to fractions.

For the second trimester, students use the meaning of fractions, multiplication, and division, and the relationships between them to understand and explain why the procedures for dividing fractions make sense. Students then extend their understanding of fraction multiplication and division to formalize their understandings of the algorithms for decimal multiplication and division. Students use these operations to solve a variety of real-world problems. Towards the end of the trimester student work focuses on variables, expressions, and equations. Students use variables in expressions to explain mathematical situations and learn that the solutions to an equation are the values of the variable(s) that make the equation true.

During the third-trimester students expand their understanding of number into the realm of rational numbers and how negative whole numbers, fractions, and decimals can be used to make sense of the world around us. Students end the year learning about how statistical analysis works by creating statistical questions, gathering and interpreting data, and looking at different ways that data can be displayed graphically.

## Course Expectations:

In middle school, students are more responsible for their own learning. There will be opportunities provided for every type of learner and enrichment is available for students willing to seek it out and work for it. Students are expected to show up for class every day ready to engage and make the most out of their learning opportunities. Students are expected to interact with one another in ways that build confidence in themselves and others and in ways that help them to understand the content that we are studying. Students are expected to show respect for themselves and the learning community by being where the learning is. Lastly, students are expected to be open to new ideas and to one another.

Homework can be expected weekly and quizzes will occur approximately once every two to three weeks with lots of small check-ins in between. Tests will be administered at the end of each unit with a minimum of one week's notice given. All quizzes and tests can be retaken by appointment once students review their work.

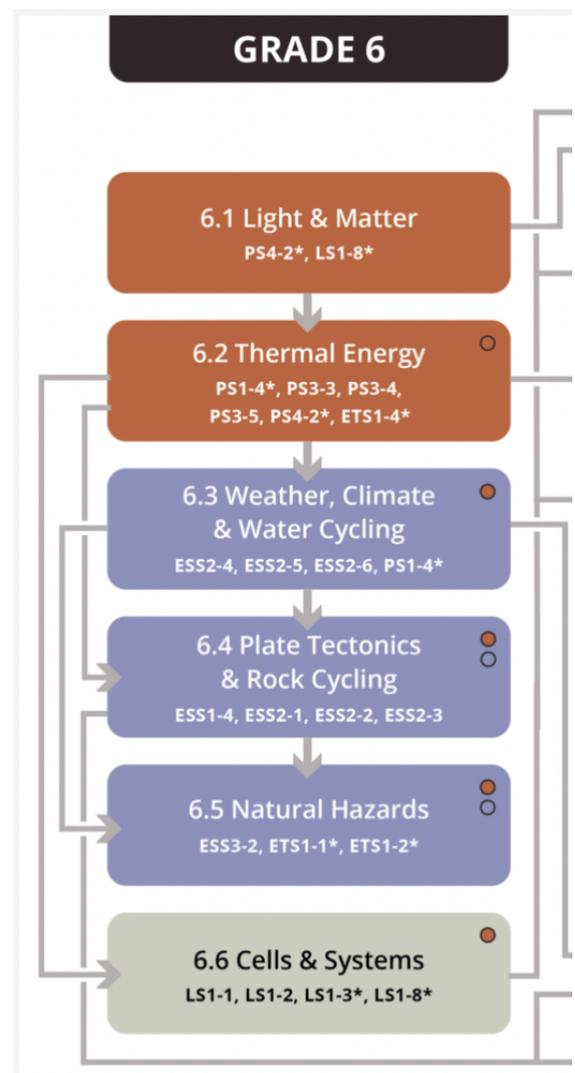
# SCIENCE SYLLABUS

## for Grade 6

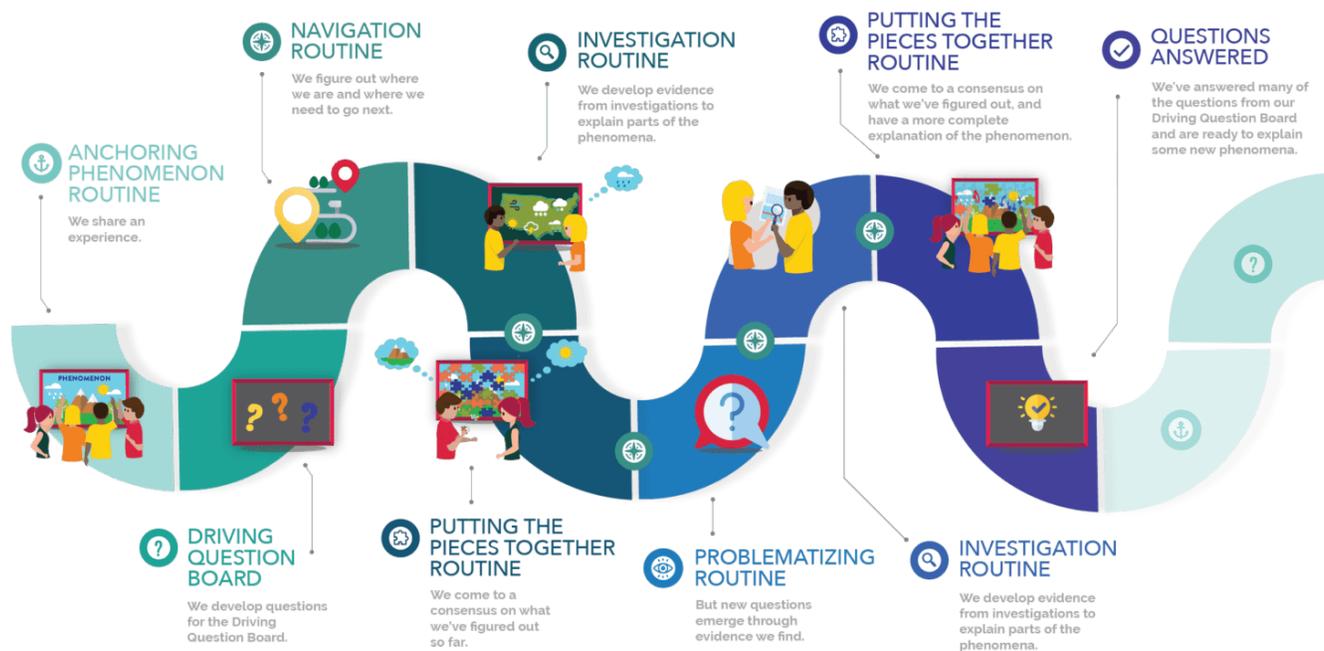


A *Science Framework for K-12 Science Education* provides the blueprint for developing the *Next Generation Science Standards (NGSS)*, which has been adopted by the New Hampshire Department of Education. Students in middle school will continue to develop their understanding of concepts from the three main branches of science: **Life Science, Earth & Space Science, and Physical Science**. North Hampton School has adopted the OpenSciEd curriculum for its middle school science courses based on its mission, core values, adherence to current Next Generation Science Standards, and use of best practices. The terms and units of study for 6th-grade are broken down as follows:

- Trimester 1 -
  - **Physical Science: Light & Matter** - Students will work on formulating an answer to this essential question: *“Why do we sometimes see different things when looking at the same object?”*
  - **Physical Science: Thermal Energy** - Students will work on formulating an answer to this essential question: *“How can containers keep stuff from warming up or cooling down?”*
- Trimester 2 -
  - **Earth Science: Weather & Climate** - Students will work on formulating an answer to this essential question: *“Why does a lot of hail, rain, or snow fall at some times and not others?”*
  - **Earth Science: Rock Cycling & Plate Tectonics** - Students will work on formulating an answer to this essential question: *“How and why does Earth’s surface change?”*
- Trimester 3 -
  - **Earth Science - Natural Hazards** - Students will work on formulating an answer to this essential question: *“Where do natural hazards happen and how do we prepare for them?”*
  - **Life Science - Cells and Systems** - Students will work on formulating an answer to this essential question: *“How do living things heal?”*



Each unit follows a “storyline” approach. Students explore each unit like scientists trying to make sense of a new idea for the first time. Each unit progresses in a logical sequence of lessons that are motivated by students’ questions about an anchoring phenomenon - for example, in the thermal energy unit students look at a regular plastic cup vs. a “fancy” double-walled plastic cup and try to explain why the fancy cup can keep a cold drink colder for longer. The infographic below gives an example of a typical path that students will follow through a unit of study including the routines that students will use to move their understanding forward. For more information you can visit the following OpenSciEd link: [Science Classroom Resources - Science Model Design](https://www.opensci.ed.org/opensci-ed-instructional-model/)



OpenSciEd.org

Infographic source: (<https://www.opensci.ed.org/opensci-ed-instructional-model/>)

Throughout these units of study, we build upon a number of important habits and practices that the NGSS Science Framework identifies as essential for all students to learn. These eight practices are used throughout grades K-12, although they will look differently at different grade levels. The practices describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Science will look different from one day to the next. Different parts of science that you might see your child engage in are: posing problems and discussing solutions, discussing procedures for a “fair test”, conducting experiments or simulations and collecting data, discussing ideas and responding to peers, reading from a text, and taking notes, viewing videos from online science sources, sharing research in class that was done at home, analyzing data and graphs, or working on a project and sharing results with classmates.