

Grade 6

Course Descriptions

English

This course is divided into 2 sections – “Grammar, Usage, and Mechanics”, and “Writing, Listening, Speaking, and Viewing”. Students in 6 grade will work to reinforce morphological and syntactical categories working with parts of speech, types of sentences, grammar and spelling connections, punctuation and capitalization, diagramming sentences. The course introduces more complex structures like compound and complex sentences as well as prepositional phrases working as adjective phrases or adverb phrases. Students continue to develop their writing skills as well. The course lays the foundation for essay writing specifically focusing on persuasive essay, compare and contrast essay, personal narrative, expressing an opinion, research report, and writing a story.

Resource – *English, Houghton Mifflin, 2006*

Literature

In grade 6 students start studying Literature for the first time. It is done in an exciting way getting in touch with the works of both classical and contemporary authors. Students are introduced to a variety of texts, styles, and genres, where they explore the main components of a written work like Plot, Conflict, and Setting, Characters and Point of View, Theme and Topic, Imagery and Style. The course offers a beautiful selection of fiction, poetry, timeless myths and legends, and nonfiction biography and autobiography. Each unit ends with a writing workshop which corresponds to the essay types studied in the English grammar course.

Resource – *Literature, Holt McDougal, 2010*

Mathematics

The primary focal areas in sixth grade mathematics are number and operations; proportionality; expressions and equations; and measurement and data. Students will add, subtract, multiply, and divide rational numbers and develop the concept of proportionality. The areas of emphasis will focus on development of algebraic thinking through representation of relationships including equations and inequalities. Students will communicate data using appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. During the first semester students will work with whole numbers and decimals, fractions, rational numbers, ratios and rates, percent and units of measure. The second semester is

mainly algebra and basic geometry oriented, thus providing smoother transition into 7th grade pre – algebra. In the spring semester students learn to solve various equations, Algebraic expressions. Furthermore they are introduced to area, surface area and volume of basic geometric shapes and they manipulate data displays and data distributions.

Grades Summarize 13 tests, 1 final exam, 104 homework assignments, 13 chapter quizzes and classroom participation and demonstrations.

Resource: *Go Math, Houghton Mifflin Harcourt Publishing Company, 2015*

Social Studies

Grade 6 Ancient World History course introduces the political, religious, social, intellectual, and artistic life during the following periods: Early People, Early Centers of Civilization – Sumer, the Tigris and Euphrates Valley, the Nile Valley, the Dynasties of Ancient Egypt, Nubia, and Kush, the Ancient Israelites, the Phoenicians and the Lydians, the Persian Empire, the Rise of Later Civilizations and the Ancient Greeks, the Ancient Romans, Europe after the Romans, the Byzantine Empire.

It develops 5 historical thinking skills within the 4 major categories of Analyzing historical sources and evidence (analyzing evidence), Making historical connections (contextualization), Chronological reasoning (causation and periodization), and Creating and supporting a historical argument (argumentation).

The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables). Students are provided with opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance as well as opportunities to develop written arguments that have a thesis supported by relevant historical evidence. The course includes essays, discussions, and variety of interactive methods of teaching.

Resource: *“Social Studies – World History”, Houghton Mifflin Harcourt Education, 2007*

Earth Science

This course bridges elementary and secondary science by building on students’ knowledge in the areas of the four basic earth sciences - geology, astronomy, meteorology and oceanography. Theoretical work will be consolidated with regular practical experiments and students will be encouraged to design their own experiments to test well known theories. The aim of the course is also to help students develop laboratory manipulative skills, critical thinking and scientific writing. The course gives basic knowledge about the planet Earth and its neighbors in space. The impact of human activity on Earth's environment and design methods to protect the planet are also mentioned in the textbook provided. Some of the most important processes in Earth, such

as volcanoes, earthquakes and hurricanes are described in details. Geology deals with the composition of Earth materials, Earth structures, and Earth processes. It is also concerned with the organisms of the planet and how the planet has changed over time. The meteorology and oceanography chapters provide knowledge of the atmosphere and how processes in the atmosphere and oceans determine Earth's weather and climate. The astronomy part gives detailed information about some constellations, the Sun, all the planets in the Solar system and the Earth as a part of it. Each student conducts a science fair project in order to develop scientific research skills. The course provides the foundation for further studies in high school sciences.

Resource – *Earth Science, Holt McDougal, 2006*

Drama

Drama allows students to develop skills such as communication, confidence, self-discipline, teamwork, leadership, and creativity. This will be done through activities such as acting, storytelling, improvisation, monologues, and small group work. Through hands on activities, students will learn about all aspects of drama.

Resource – *Drama Games for Kids: 111 Theatre Activities, A Beat by Beat Press, 2016*

Physical Education

The purpose of this course is to provide students with the knowledge, skills and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill related components of fitness which are critical for students' success.

The main goal of this course is to also develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting in both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

Spanish (Elective)

The course introduces students to the effective learning of a new foreign language. The organization, sequencing and distribution of contents follow the policy established by the European Language Framework and the Curriculum Plan of Institute Cervantes. Both documents represent the core of the concept and are applied to the School's context, and to the cognitive development and motivation of the students.

By the end of the course students are expected to develop skills corresponding to A1.2. Level, i.e. they will be able to present themselves, introduce a person, talk about his/her family, school, everyday life and express likes, dislikes and preferences. The methodology aims to develop the communicative competence of the learners and fosters their four language skills. It supposes a lot of active participation, sometimes it combines with cross-curricular techniques.

Art (Elective)

This course offers students an introduction to Visual Arts. Students will explore the creative process through studio projects (drawing, painting, composition, sculpture, fiber, graffiti, decoupage, collage, written work, art appreciation and art history). The elements and principles of art will be emphasized as they apply to each artist's style. Some art projects will be self-directed, fueled by the students' own interests with research in art history, cultures, modern and contemporary art.

Course objectives: The students will identify and create artwork based on the elements of art and principles of design, demonstrate through their artwork how to use the elements of art to show movement and express feelings, recognize, compare and use different media to create their artwork, develop a respect and appreciation for the artwork of artists, including classmates' art, recognize and compare differences in several art mediums, create representational and abstract art, learn to create depth in 2-dimensional artwork using one point perspective, communicate thoughts, feelings and experiences to others through art, develop creative problem solving and higher-level thinking skills, learn about modern and contemporary art, develop critical thinking and imagination, understand terms that are basic to art media, procedures and techniques, as well as appreciation, maintain a sketchbook for a variety of drawings assignments to perfect their hand-eye ability and drawing skills.

Course topics: Fundamentals of Drawing and Composition, Elements of Art, Principles of Design, Art History and Art Criticism, Drawing, Color theory, Sculpture, Painting, Fibers, Graffiti, Decoupage, Collage.

Resource: *"The Visual Arts: A History"*, by Hugh Honour and John Fleming; *"The Art Teacher's Survival Guide for Elementary and Middle School"*, by Helen D. Hume; *"Children and their Art"*, by Michael Day and Al Hurwitz.