

Grade 6 Math: TX Fundamentals of Geometry and Algebra

Scope & Sequence: Scope & Sequence documents describe *what* is covered in a course (the scope) and also the *order* in which topics are covered (the sequence). These documents list instructional objectives and skills to be mastered. K¹² Scope & Sequence documents for each course include:

- Course Overview
- Course Outline
- Number of Lessons and Scheduling
- Materials

Course Overview:

In the Grade 6 Math program, students enhance computational and problem-solving skills while learning topics in algebra, geometry, probability, and statistics. They solve expressions and equations in the context of perimeter, area, and volume problems while further developing computational skills with fractions and decimals. The study of plane and solid figures includes construction and transformations of figures. Also in the context of problem solving, students add, subtract, multiply, and divide positive and negative integers and solve problems involving ratios, proportions, and percents, including simple and compound interest, rates, discount, tax, personal and financial literacy, and tip problems. They learn multiple representations for communicating information, such as graphs on the coordinate plane, statistical data and displays, as well as the results of probability and sampling experiments. They investigate patterns involving addition, multiplication, and exponents, and apply number theory and computation to mathematical puzzles.

Course Outline:

Unit 1: Decimals and Multiplication

- Estimate Decimal Products, Quotients
- Multiply and Divide Decimals
- Compute Decimal Story Problems

Unit 2: Problem Solving

- Semester 1 Introduction
- Foundations for Unit 2
- On the Number Line
- Order of Operations
- Number Properties
- Mental Math

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- Translating Between Words and Math
- Translating Mixed Operations
- Problem-Solving Strategies
- Identifying Information in Word Problems
- Estimation and Reasonableness
- Precision

Unit 3: Distance: Addition Equations

- Foundations for Unit 3
- Units of Distance
- Precise Mathematical Language
- Addition and Subtraction Equations
- Negative Numbers
- Absolute Value and Distance
- Addition and Subtraction with Negative Numbers
- Solving Addition Equations with Negative Numbers

Unit 4: Area: Multiplication Equations

- Foundations for Unit 4
- Units of Area
- Areas of Rectangles
- Special Quadrilaterals
- Areas of Triangles
- Figures Made Up of Triangles and Parallelograms
- Unknown Side Lengths: Division
- Unknown Side Lengths: Square Roots

Unit 5: Working with Rational Numbers

- Foundations for Unit 5
- Equivalent Fractions
- Representing Rational Numbers
- Comparing Rational Numbers
- Perimeters with Fractions
- Areas with Fractions
- Dividing Fractions
- Solving Problems with Fraction Division

Unit 6: Solids

- Foundations for Unit 6
- Cubes and Cube Roots

- Volumes of Prisms
- Nets of Solids
- Surface Area: Prisms and Pyramids
- Properties of Volume and Surface Area

Unit 7: Comparisons: Ratios

- Foundations for Unit 7
- Ratios as Comparisons
- Percent
- Finding Percents of Numbers
- Discount
- Tax and Tip
- Simple Interest
- Proportions
- Solving Proportions
- Reducing and Enlarging

Unit 8: Angles and Circles

- Foundations for Unit 8
- Angle Pairs
- Finding Angle Measures
- Regular Polygons
- Parts of a Circle
- Circumference
- Areas of Circles
- Cylinders

Unit 9: Semester Review and Checkpoint

- Semester Review
- Semester Checkpoint

Unit 10: Probability

- Semester 2 Introduction
- Foundations of Unit 10
- Counting
- Probability and Experiments

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- Experimental Probability
- Theoretical Probability
- The Law of Large Numbers
- Independent and Dependent Events
- Complementary Events

Unit 11: Statistics

- Foundations of Unit 11
- Circle Graphs
- More Statistical Graphs
- Histograms
- Measures of Center
- Box-and-Whisker Plots
- Measures of Variation
- Outliers
- Data Distribution
- Samples and Bias
- Sampling Strategies
- Statistical Claims

Unit 12: The Second Dimension

- Foundations of Unit 12
- Points on a Coordinate Plane
- Using Points to Solve Problems
- Equations with Two Variables
- Scatter Plots
- Interpreting Scatter Plots

Unit 13: Rates

- Foundations of Unit 13
- Rates as Comparisons
- Unit Rates
- Solving Unit-Rate Problems
- Average-Speed Problems
- Constant-Rate Problems
- Direct Variation
- Interpreting Direct Variation

Unit 14: Working with Positives and Negatives

- Foundations for Unit 14

- Adding and Subtracting Signed Numbers
- Net Gains and Losses
- Multiplying Signed Numbers
- Dividing Signed Numbers
- Properties of Signed Numbers
- Inequalities

Unit 15: Making and Moving Figures

- Foundations for Unit 15
- Folded-Paper Construction
- Compass and Straightedge Construction
- Translation
- Reflection
- Rotation
- Translating with Coordinates
- Reflecting with Coordinates
- Figures on a Coordinate Plane

Unit 16: Patterns, Primes, and Puzzles

- Foundations for Unit 16
- Addition Patterns
- Multiplication Patterns
- Exponents and Patterns
- Compound Interest
- Primes and Composites
- Figuring Out Math Puzzles
- Creating Math Puzzles

Unit 17: Personal Financial Literacy

- Debit and Credit Cards
- Balance a Check Register
- Your Credit History
- Education and Occupations

Unit 18: Semester Review and Checkpoint

- Semester Review
- Semester Checkpoint

Number of Lessons and Scheduling

60 minutes

180 total lessons

Materials**Standard Curriculum Items**

- Fundamentals of Geometry and Algebra: A Reference Guide and Problem Sets
- Student Guide
- Learning Coach Guide

Sixth Grade Language Arts and Reading

Course Title: English Language Arts and Reading: Intermediate English A 6 / 02800000

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

Intermediate Literature A sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature to suit diverse tastes. Through a varied selection of classic stories, plays, and poems, many of which highlight exemplary virtues, students develop skills of close reading and literary analysis while considering important human issues and challenging ideas. They come to appreciate the writer's craft as they consider the feelings, thoughts, and ideas of characters, and make connections between literature and life. Students also learn to read for information in nonfiction texts. The program is organized in four strands: Literature, Composition; Grammar, Usage and Mechanics (GUM); and Vocabulary.

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Literary Analysis and Appreciation

- Identify defining characteristics of a variety of literary forms and genres
- Understand elements of plot development
- Identify cause-and-effect relationships
- Identify conflict and resolution
- Understand elements of character development
- Identify character traits and motivations
- Recognize stereotypes
- Describe characters based on speech, action, and interactions with others
- Make inferences and draw conclusions
- Recognize effect of setting and culture on a literary work
- Compare and contrast works from different time periods
- Identify and interpret specific literary techniques
- Understand and interpret point of view
- Understand use of language to convey mood
- Understand use of dialect
- Interpret symbolism
- Recognize and analyze use of irony
- Recognize and explain poetic devices

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- Identify and discuss theme
- Compare and contrast literary selections and characters

Reading Comprehension/Reading Process

- Establish and adjust purpose for reading
- Predict outcomes
- Articulate an opinion and support it with evidence
- Skim for facts, and take notes
- Recognize author's purpose and devices used to accomplish it
- Use reading skills and strategies to understand a variety of informational texts
- Differentiate between fact and opinion in informational texts
- Recognize author's attitude
- Analyze appropriateness of text for purpose

READINGS INCLUDE:

Lessons Learned: Not What You Get, But What You Give

- "The Stone," by Lloyd Alexander
- "The Three Brass Pennies," a Chinese legend retold by Augusta Huiell Seaman
- "The Magic Prison"
- "Kaddo's Wall," a West African folktale retold by Harold Courlander
- "The Story of Baba Abdalla," from the Arabian Nights

Animals and Their People

- "Zlateh the Goat," by Isaac Bashevis Singer
- "Black Snake," by Patricia Hubbell
- "A Narrow Fellow in the Grass," by Emily Dickinson
- "How a Cat Played Robinson Crusoe," by Charles G.D. Roberts
- "Ode to Mi Gato," by Gary Soto
- "The Open Door," by Elizabeth Coatsworth
- "The Cat and the Moon," by William Butler Yeats
- "Stray," by Cynthia Rylant
- "Lone Dog," by Irene R. McLeod
- "Vern," by Gwendolyn Brooks
- "The Dog of Pompeii," by Louis Untermeyer

Nonfiction Selections

- "Are Dogs Dumb?"
- "The Days the Gulls Went Crazy"
- "Close Encounters of the Bear Kind"

Myths of Greece and Rome

- "Perseus and the Quest for Medusa's Head"
- "Atalanta, the Fleet-Footed Huntress"
- "Theseus and the Minotaur"
- "Jason and the Golden Fleece"



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- "Damon and Pythias"
- "Baucis and Philemon"
- "Orpheus and Eurydice"

Required Novel (choice of one)

- *The Secret Garden*, by Frances Hodgson Burnett
- *The Adventures of Tom Sawyer*, by Mark Twain

Life Stories: Creative Lives

- "The Child of Urbino," a story about Raphael, by Louise de la Ramée
- "Beethoven's Moonlight Sonata"
- "Mary Cassatt: Artist and Trailblazer," by Vanessa Wright
- "Young Pablo Casals," by Mara Rockliff
- "Marian Anderson Sings," by Mara Rockliff

Favorites from Famous Books: *The Jungle Book*, by Rudyard Kipling

- "Mowgli's Brothers"
- "Tiger! Tiger!"
- "The Tyger," by William Blake

A Matter of Justice

- "The Wisdom of Solomon"
- "A Just Judge," by Leo Tolstoy
- "Ooka and the Honest Thief," a Japanese folktale retold by I.G. Edmonds
- "Mohandas Gandhi: Truth in Action," by Vanessa Wright
- "Equal Justice Under Law: Thurgood Marshall," by Mara Rockliff

Shakespeare

- *Twelfth Night* (in the Shakespeare for Young People adaptation)

Bible Characters and Stories

- "Moses: The Long Journey Through the Wilderness"
- "The Fiery Furnace"
- "The Parable of the Good Samaritan"

Stories of Our Time

- "Thank You, M'am," by Langston Hughes
- "The Circuit," by Francisco Jiménez
- "The Bracelet," by Yoshiko Uchida
- "The Strangers That Came to Town," by Ambrose Flack

Poetry: "To Everything There Is a Season"

- "Waiting," by Harry Behn
- "Something Told the Wild Geese," by Rachel Field
- Haiku (selections) translated by Harry Behn
- "Check," by James Stephens

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- "The Pasture," by Robert Frost
- "A Wintry Sonnet," by Christina Rossetti
- "The Morns Are Meeker Than They Were," by Emily Dickinson
- "The Storm," by Walter De La Mare
- "Swift Things Are Beautiful," by Elizabeth Coatsworth
- "I Wandered Lonely As a Cloud," by William Wordsworth
- "Until I Saw the Sea," by Lillian Moore
- "To everything there is a season" from the Book of Ecclesiastes

Stuff and Nonsense

- Selections from *Alice's Adventures in Wonderland*, by Lewis Carroll
- "The Walrus and the Carpenter," by Lewis Carroll
- Limericks by Edward Lear
- Poems by Ogden Nash

NOVELS

This program allows students to read any three novels of their choice from a selection of award-winning works by renowned authors, from a variety of genres: fantasy, science fiction, historical fiction, realistic fiction, and mystery. These novels are listed in order of increasing difficulty as measured by the Lexile scale, a system that measures reading difficulty by sentence length and vocabulary (see Lexile ratings roughly correspond to grade levels as indicated below).

SECTION BELOW NEEDS TO BE REFORMATTED

Approximate Grade Level	Lexile Range
5	750-950
6	850-1050
7	950-1075
8	1000-1100
9	1050-1150
10	1100-1200

Lexile levels are only one means of assessing whether a work is appropriate for your student. When selecting a novel, keep in mind that the Lexile rating does not measure subject matter or themes in the work.

Title and Author	Lexile Level
<i>From the Mixed-up Files of Mrs. Basil E. Frankweiler</i> , by E.L. Konigsburg	700
<i>A Wrinkle in Time</i> , by Madeleine L'Engle	740
<i>The Martian Chronicles</i> , by Ray Bradbury	740
<i>The Outsiders</i> , by S.E. Hinton	750
<i>The Bronze Bow</i> , by Elizabeth George Speare	760
<i>Walk Two Moons</i> , by Sharon Creech	770
<i>War Comes to Willie Freeman</i> , by Christopher and Lincoln Collier	770
<i>The Sign of the Beaver</i> , by Elizabeth George Speare	770
<i>The Book of Three</i> , by Lloyd Alexander	770
<i>Tuck Everlasting</i> , by Natalie Babbitt	770
<i>My Side of the Mountain</i> , by Jean Craighead George	810
<i>Johnny Tremain</i> , by Esther Forbes	840
<i>The Fellowship of the Ring</i> , by J.R.R. Tolkien	860

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<i>The Cay</i> , by Theodore Taylor	860
<i>Dragonwings</i> , by Laurence Yep	870
<i>Jacob Have I Loved</i> , by Katherine Paterson	880
<i>Old Yeller</i> , by Fred Gipson	910
<i>Roll of Thunder, Hear My Cry</i> , by Mildred D. Taylor	920
<i>The Dark Is Rising</i> , by Susan Cooper	920
<i>The Lion, the Witch and the Wardrobe</i> , by C.S. Lewis	940
<i>Bud, Not Buddy</i> , by Christopher Paul Curtis	950
<i>White Fang</i> , by Jack London	970
<i>Anne of Green Gables</i> , by Lucy Maud Montgomery	990
<i>The Door in the Wall</i> , by Marguerite de Angeli	990
<i>Island of the Blue Dolphins</i> , by Scott O'Dell	1000
<i>Ben and Me</i> , by Robert Lawson	1010
<i>20,000 Leagues Under the Sea</i> , by Jules Verne	1030
<i>Hound of the Baskervilles</i> , by Arthur Conan Doyle	1090
<i>Across Five Aprils</i> , by Irene Hunt	1100
<i>Catherine, Called Birdy</i> , by Karen Cushman	1170
<i>War of the Worlds</i> , by H.G. Wells	1170
<i>Swiss Family Robinson</i> , by Johann Wyss	1260
<i>The Incredible Journey</i> , by Sheila Burnford	1320

INTERMEDIATE LANGUAGE SKILLS A

Intermediate Language Skills A offers a systematic approach to the development of written and oral communication skills, and is designed to give students the essential building blocks for expressing their own ideas in standard (or formal) English.

COMPOSITION

After an opening focus on paragraph writing, students write a variety of compositions in genres they will encounter throughout their academic careers, including: compare-and-contrast, persuasive, how-to, and research essays. In writing each essay, students go through a process of planning, organizing, and revising, and they learn to examine their own writing with a critical eye, paying attention to ideas, organization, structure, style, and correctness. Throughout the course, students write in response to prompts similar to those they will encounter on standardized tests.

Introduction to Paragraph

- Parts of a Paragraph
- Paragraph Decisions
- Paragraph Conventions
- Writing a Paragraph
- Revising a Paragraph

Personal Narrative

- What Is a Personal Narrative?
- Prewriting: Investigating Ideas for a Personal Narrative
- Prewriting: Using Language That Shows
- Drafting: Writing a Personal Narrative
- Revising, Proofreading, Publishing

Compare and Contrast Essay

- What Is a Compare and Contrast Essay?
- Prewriting: Planning a Compare and Contrast Essay
- Drafting: Writing a Compare and Contrast Essay
- Revising: Revising a Compare and Contrast Essay
- Proofreading and Publishing

Persuasive Essay

- What Is a Persuasive Essay?
- Prewriting: Logical Thinking
- Prewriting: Fact vs. Opinion
- Prewriting: Structure of a Persuasive Essay
- Prewriting: Planning a Persuasive Essay
- Prewriting: Organizing a Persuasive Essay
- Drafting: Writing a Persuasive Essay
- Revising a Persuasive Essay
- Proofreading and Publishing a Persuasive Essay

Research Report

- What Is a Research Report?
- Covering the Basics
- Prewriting: Finding Information
- Prewriting: Finding More Information
- Prewriting: Taking Notes
- Prewriting: Organizing the Information
- Drafting
- Revising
- Bibliography
- Proofreading
- Publishing

How-To Essay

- What Is a How-to Essay?
- Prewriting: Planning a How-to Essay
- Drafting: Writing a How-to Essay
- Revising and Proofreading
- Publishing

Advertisements

- What Are Advertisements?
- Planning an Advertisement
- Creating an Advertisement
- Planning a Presentation
- Practicing Your Presentation

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- Delivering a Presentation

Book Review

- What Is a Book Review?
- Prewriting: Planning a Book Review
- Prewriting: Summarizing
- Drafting: Writing a Book Review
- Revising, Proofreading, and Publishing

GRAMMAR, USAGE, AND MECHANICS

The Grammar, Usage, and Mechanics program offers practice in sentence analysis, sentence structure, and proper punctuation. Students learn to diagram sentences in order to understand how words, phrases, and clauses function in relation to each other. Frequent exercises and regular practice help students absorb the rules so they can confidently apply them in their own writing. *The Barrett Kendall Language Handbook* provides exercises and a ready resource for grammar rules and conventions.

The Sentence

- Positions of Subjects
- Sentence Fragments
- Ways to Correct Sentence Fragments
- Sentence Diagramming and Review

Nouns and Pronouns

- Common and Proper Nouns
- Pronoun Antecedents
- Personal Pronouns
- Reflexive Pronouns
- Indefinite Pronouns
- Demonstrative Pronouns
- Sentence Diagramming and Review

Verbs and Complements

- Action Verbs
- Helping Verbs
- Direct Objects
- Indirect Objects
- Transitive and Intransitive Verbs
- Linking Verbs
- Predicate Nominatives
- Sentence Diagramming and Review

Adjectives and Adverbs

- Adjectives
- Articles
- Proper Adjectives
- Predicate Adjectives

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- Adverbs
- Adverbs that Describe Verbs
- Adverbs that Modify Adjectives and Other Adverbs
- Sentence Diagramming and Review

Other Parts of Speech

- Prepositions
- Prepositional Phrases
- Preposition or Adverb?
- Conjunctions and Interjections
- Sentence Diagramming and Review

Phrases

- Adjective Phrases
- Prepositional Phrases
- Adjective Phrases
- Misplaced Adjective Phrases
- Adverb Phrases
- Appositives and Appositive Phrases
- Sentence Diagramming and Review

Sentence Structure

- Simple Sentences
- Compound Sentences
- Run-on Sentences
- Sentence Diagramming and Review
- Diagramming Compound Sentences

Using Verbs

- Regular and Irregular Verbs
- Principal Parts of Verbs
- Problem Verbs
- Verb Tenses
- Tense Shifts
- Progressive Verb Forms

Using Pronouns

- Kinds of Pronouns
- Subject Pronouns
- Pronouns Used as Subjects
- Pronouns Used as Predicate Nominatives
- Pronouns Used as Direct Objects
- Pronouns Used as Indirect Objects
- Pronouns Used as Objects of Prepositions
- Possessive Pronouns

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- Possessive Pronoun or Contraction?
- Pronoun Problem: Who or Whom?
- Pronouns and Their Antecedents
- Indefinite Pronouns as Antecedents

Subject and Verb Agreement

- Number
- The Number of Nouns and Pronouns
- The Number of Verbs
- Singular and Plural Subjects
- Common Agreement Problems
- Verb Phrases
- Doesn't or Don't
- Prepositional Phrases after Subjects
- Subjects after Verbs
- Compound Subjects
- Agreement Problems with Pronouns
- You and I as Subjects
- Indefinite Pronouns

Using Adjectives and Adverbs

- Comparison of Adjectives and Adverbs
- Regular Comparisons
- Irregular Comparisons
- Problems with Modifiers
- Double Comparisons
- Double Negatives
- Good or Well?

Capital Letters

- First Words and the Pronoun I
- Sentences
- Lines of Poetry
- Parts of Letters
- Outlines
- The Pronoun I
- Proper Nouns
- Proper Adjectives
- Titles
- Names of People
- Direct Address
- Written Works and Other Works of Art

End Marks and Commas

- End Marks

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- Other Uses of Period
- Commas that Separate
- Items in a Series
- Compound Sentences
- Introductory Words and Phrases
- Direct Address
- Appositives
- Commonly Used Commas

Italics and Quotation Marks

- Titles with Italics
- Titles with Quotation Marks
- Quotation Marks with Direct Quotations
- Capital Letters with Direct Quotations
- Commas with Direct Quotations
- End Marks with Direct Quotations
- Writing Dialogue

Other Punctuation

- Apostrophes to Show Possession
- Possessive Forms of Singular Nouns
- Possessive Forms of Plural Nouns
- Possessive Forms of Pronouns
- Contractions
- Apostrophes with Contractions
- Contraction or Possessive Pronoun?
- Apostrophes with Certain Plurals
- Semicolons
- Colons
- Hyphens with Divided Words
- Other Uses of the Hyphen

VOCABULARY

The Vocabulary from Classical Roots program builds knowledge of Greek and Latin words that form the roots of many English words, especially the polysyllabic terms that sometimes cause students to stumble. Throughout this program, students will define and use words with Greek and Latin roots, and use word origins and derivations to determine the meaning of new words, as they increase their own vocabularies and develop valuable test-taking skills.

Numbers

- Greek root *monos*
- Latin roots *unus, duo, duplex, bi*
- Greek root *tri*
- Latin roots *tres, quartus, quatuor, decem, centum*

All or Nothing

- Greek roots *pan, holos*

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- Latin roots *omnis; totus; claudo, claudere, clausi, clausum*
- Latin roots *incipio, incipere, incepti, inceptum; nihil; nego, negare, negavi, negatum; vanus, vacuus; aperio, aperire, aperui, apertum*

More or Less

- Greek root *micros*
- Latin roots *minuo, minuere, minui, minutum; minus; tenuo, tenuare, tenuavi, tenuatum tenuis; satis; impleo, implere, implevi, impletum; plenus*
- Greek roots *macros, megas, poly*
- Latin roots *copia, magnus*

Before and After

- Latin roots *ante, pre*
- Latin roots *primus, post*

Creativity

- Greek root *aoide*
- Latin roots *ars, artis, canto, cantare, cantavi, catatum; pingo, pingere, pinxi, pictum*
- Latin roots *cresco, crescere, crevi, cretum; facio, facere, feci, factum, texo, texere, texui, textum*

Travel

- Greek root *hodos*
- Latin roots *trans, eo, ire, ivi, itum, erro, errare, erravi, erratum*
- Greek root *tele*
- Latin roots *iter, itineris, venio, venire, veni, ventum, via*

Sports

- Latin roots *celer, curro, currere, cucurri, cursum, cursor, cursoris, glomus, jacio, jacere, jeci, jactum*
- Latin roots *salio, salire, salui, saltum, valeo, valere, valui, valitum, volvo, volvere, volvi, volutum*

Animals

- Latin roots *apis, asinus, avis, bos, bovis; canis, caper, capra, equus*
- Greek roots *leon, zoion, zoa*
- Latin roots *felis, leo, leonis, piscis, porcus, serpens, serpentis, simia, ursa*

Online Importance:

Most lesson content is delivered online. Specialized online instructional components support the scientific content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up maps, interactive pictures, biography cards, and interesting Literature facts. The online content delivery and instructional activities prepare students for hands-on field or laboratory investigations.

Monitoring Student Progress:

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Each ELA lesson concludes with either an online or offline assessment. The assessment generally includes four to eight questions or problems based on the lesson objectives. Questions include short answers, multiple choice, interpretation of results, as well as observational questions answered by an adult. Each unit includes a unit review and assessment delivered either online or offline. Each semester concludes with a comprehensive semester review and assessment. Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

- Online lessons and assessments
- Printed student and teacher guides

Standard Curriculum Items

- *The Secret Garden*
- *Tom Sawyer*
- *Animal Adventures*
- *Believing Our Ears and Eyes*
- *Classics for Young Readers, Vol 6: Audio*
- *BK English Language Handbook, Grade 6*
- *Vocabulary from Classical Roots, Book A*
- *Classics for Young Readers, Vol 6*
- *Shakespeare: The Twelfth Night*
- Keyboarding CD
- Word Processing Book

NOTE: List subject to change

Standardized Assessment Instruments:

K12 end of lesson assessments, Study Island Benchmarks, Scantron Performance Series Adaptive tests, and STAAR.

State of Texas Assessments of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceed the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered, Testing, Work Samples, Study Island Blue Ribbon Completion, and Class Connect attendance. A student will be promoted to the next grade level by meeting the 70% passing expectation. 5th and 8th graders are subject to Student Success initiative requirements, or SSI.

Sixth Grade Science

Course Title: TX Science 6

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

In the Grade 6 Science program, students learn to observe and analyze through hands-on experiments and gain further insight into how scientists understand our natural world. Students learn how the vast body of scientific knowledge changes and increases with new information. Students build models of objects and events to help them understand the processes, systems, and cycles of the natural world.

Unit 1: Cells and Cell Processes

Compared to most scientific discoveries, ideas about cells began forming not that long ago. In the 1600s, people began wondering about what makes up living things. We now know that the smallest part of any living thing is a cell--with organelles that perform jobs much like the organs in your body. Learn the parts of plant and animal cells and their jobs.

Unit 2: Animal Physiology

There are billions of animals living on Earth. Inside each of their bodies are special systems that constantly adjust to changes. These changes take place in the environment around and within their bodies. Take an in-depth look at the systems that keep these animals alive.

Unit 3: Ecology - The Organisms in Their Worlds

Ready, set, go! When you run a race, you want to run fastest and win! When you compete in a relay race, you work as a team to beat another team. There's competition in the natural world, too. Those flowers with the brightest colors may be the ones that get the bees. Spiders with stickier webs may catch more flies to eat. But do a spider and a flower have relationships that are beneficial to both of them, just like you and a partner in a relay race?

Unit 4: Cycles in Nature

Living things need many kinds of natural materials that move through Earth's ecosystems. These materials include water, oxygen, carbon dioxide, and nitrogen. Organisms need these materials to grow and survive. People rely on other kinds of materials from the Earth as well, such as energy resources and plant and animal life. Let's learn more about how resources cycle through Earth's ecosystems, and how people use these resources.

Unit 5: History of Life on Earth

Master Syllabi for Grade 6 Courses

Galaxies teeming with stars. Mysterious black holes. Exploding supernovas. The far reaches of the universe are filled with wonders. Right here on our own planet, however, is perhaps the greatest wonder of all: life. Scientists currently know of no other place in the universe where life exists. This unit explores scientists' ideas about how life originated on earth and how it has changed over its long history.

Unit 6: Earth's Atmosphere

The atmosphere is like a blanket that covers the Earth. The gases in the atmosphere make a big difference to our everyday life. The movement of these gases causes weather. Understanding the atmosphere is important to understanding our Earth and everything that lives on it.

Unit 7: Rocks

You've probably never given rocks much thought. But where did that big rock in your yard come from? What about the little rocks you skip across a lake? Why are rocks different colors? Why is one smooth and one jagged? Discover what types of rocks there are, how they're made, what they're made of, and how they're constantly changing.

Unit 8: Texas Science 6, Semester One Review & Assessment

Now that you have had the opportunity to explore life science and earth science, reflect on what you learned and find out what you remember.

Unit 9: Forces Reshaping Earth's Surface

How can simple things-- gusts of wind, drops of water-- cause Earth's surface to change? How does a young river affect the land? What about a mature river? How can rivers be "young" or "mature"? What does a glacier do to the land? Explore the relentless processes of weathering, erosion, and mass wasting, and how they work to change the way the Earth looks.

Unit 10: Plate Tectonics

How old are you now? Multiply that by a million. If you lived that long you might be able to watch some amazing things happening on Earth, such as the continents themselves sliding to and fro like bumper cars at a carnival. Find out what drives this large-scale motion and what happens when two continent-sized bumper cars meet on a collision course.

Unit 11: Water Resources

Water is one of our most valuable resources. We need it to sustain our bodies. We use it to water our crops, produce our electricity, and get our housework done. Yet only one percent of all the water on Earth is available freshwater. Protecting this resource from misuse and pollution is a concern for all people on Earth.

Unit 12: Renewable and Nonrenewable Resources

When you finished drinking a soda, you crumpled up the can and threw it away. If you were thinking, you threw it in a recycling bin. But what happens now? What will happen to the can, and where will the next one come from? Learn

Master Syllabi for Grade 6 Courses

about the potentials-- and perils-- of both renewable and nonrenewable resources. You may start to see things differently every time you turn on a light switch.

Unit 13: Our Place in the Universe

Getting smarter means discovering more and more about what's around you. Babies are only aware of their cribs; older people know about their whole country and the world. Take this process all the way out to space until you know where you are in the solar system itself. Learn about the other planets, and how they are similar to, or nothing like, our own. Find out what stars really are and where they come from, as well as what makes them shine so brightly.

Unit 14: Exploring Space

Ever since the first spacecraft left the confines of Earth's gravity, exploring space has been one of the main endeavors of people. The first spacecraft did not carry people, but we now have people in space stations for months at a time. How is a spacecraft launched? What kinds of spacecraft are there? What are the various missions that different spacecraft undertake? Let's learn some fascinating tidbits about space travel and the heroes that were the pioneers of the human endeavor in space.

Unit 15: Physics

Different kinds of atoms have different characteristics. These characteristics affect how atoms interact with each other to form larger substances. Let's learn more about atoms, their characteristics, and the substances made from atoms. Energy comes in many different forms, such as light, heat, and electricity. We can find energy in many different places, and we use it in many different ways. The laws of physics affect you every day. When you sit, the force of gravity keeps you in your chair and your chair on the floor. The laws of motion control how things move, from a baseball that you throw to a bus that turns a corner. Forces even affect the surface of Earth.

Unit 16: Chemistry

Quick! Name something that is not made of atoms. You can't. Everything, from a toothbrush to a mud puddle is made from the atoms of elements. There are just over 100 elements known to the world today, but those elements make millions of compounds. Learn about atoms and elements and discover what scientists know about particles that are too tiny to be seen.

Unit 17: Texas Science 6, Semester Two Review & Assessment

Now that you have explored earth science, space, physical science, and chemistry, think about what you learned. Find out what you remember about our amazing world.

Online Importance:

Master Syllabi for Grade 6 Courses

Most lesson content is delivered online. Specialized online instructional components support the scientific content. Photo galleries and animations help students understand difficult or abstract ideas. Interactive online activities give students opportunities to review important concepts and receive immediate feedback. These activities may feature pop-up maps, interactive pictures, biography cards, and interesting science facts.

The online content delivery and instructional activities prepare students for hands-on field or laboratory investigations.

Monitoring Student Progress:

Each science lesson concludes with either an online or offline assessment. The assessment generally includes four to eight questions or problems based on the lesson objectives. Questions include short answers, multiple choice, demonstrations, interpretation of results, as well as observational questions answered by an adult.

Each unit includes a unit review and assessment delivered either online or offline. Each semester concludes with a comprehensive semester review and assessment.

Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

- Online lessons and assessments

- Printed student and teacher guides

- Most experiments use commonly available materials. Specialized scientific materials (such as a test tube, bar magnets, or graduated cylinders) are provided by K¹².

Standardized Assessment Instruments:

K12 End of Lesson Assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceeds the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.

Sixth Grade Social Studies

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

In the Grade 6 Social Studies surveys the story of the human past from the period before written records, prehistory, through the fourteenth century. The course is organized chronologically and, within broad eras, regionally. The course focus is the story of the human past and change over time, including the development of religion, philosophy, the arts, and science and technology. Geography concepts and skills are introduced as they appear in the context of the historical narrative. Students explore what archaeologists and historians have learned about the earliest hunter-gatherers and farmers and then move to a study of the four river valley civilizations. After a brief writing unit, they study the origins of Confucianism, Hinduism, Buddhism, and Judaism and the eras in which they developed. The second half of the course traces the story of classical Greece and Rome, the Byzantine Empire, the origins of Christianity and Islam, and then continues through the fourteenth century in Europe, North Africa, and East Asia. Historical thinking skills are a key component. Students practice document and art analysis, conduct research, and write in a variety of formats. They also practice map reading skills and look at how historians draw conclusions about the past as well as what those conclusions are.

Unit 1: Studying the World Summary

People who work in social studies ask questions and seek answers about the world and its people. What are the land and climate like in a particular place? Who lives there? How do they live? Who has political power and why? What has happened over time that makes that place and its people unique? Is one place similar to other places on Earth? In what ways? You are about to ask and answer questions about geography, history, economics, government, and culture in your study of the world. In short, you have entered the world of social studies.

Unit 2: The United States and Canada Summary

Close your eyes and try to picture the physical geography of Canada and the United States. Did you visualize mountains, oceans, and plains? You probably already know quite a bit about these nations. But do you know how the governments of the United States and Canada are organized? Which is larger in land area? Which has more people? And how do these two countries view the tremendous diversity in their populations? The United States and Canada have a lot in common. But they are also very different. Find out more about these neighbors.

Unit 3: Latin America, Part I Summary

You know that when you cross the southern border of the United States you enter Mexico. Do you know that you'll find the second largest city in the world there? Continue south and you can see arts and crafts that have been handed down from one generation to the next since ancient times. Go east to visit beautiful islands with mild climates and magnificent beaches. The peoples of these societies trace their heritage to Africa, to Europe, and to ancestors who built temples on the land thousands of year ago. With South America, they form a unique culture region—Latin America.

Unit 4: Latin America, Part II Summary

The Spanish conquest of South America began in Peru in 1531. Soon five European nations had colonies in South America. By the early 1800s, the people of these colonies succeeded in their struggles for independence. The new countries faced political, social, and economic problems. Today South America continues to use its natural resources to build industries that benefit its multicultural population. People are flocking to cities to find work and better living conditions. South American cities are among the fastest growing cities in the world. Can they meet the needs of so many people?

Unit 5: Western Europe: Geography and History Summary

Western civilization owes much of its political and philosophical foundation to ancient Greece and Rome. But during the early Middle Ages after the Roman Empire fell, learning and curiosity suffered. New ideas of the late Middle Ages led to the rebirth of learning we know as the Renaissance. Science, literature, and the arts flourished, and explorers traveled around the world, bringing back reports of people, places, and products unknown in the West. European countries claimed many territories as their own, and the world changed dramatically.

Unit 6: Europe: From Wars to Unions Summary

As new ideas dawned in Europe, explorers began to push farther than ever before to find out what the rest of the world was like. European nations soon dominated much of the world at the expense of millions of people. The increasing industrialism brought a new rush for colonies and resources and eventually led to war. Even after two devastating world wars in less than 30 years, conflict continued. New tension developed with the spread of communism. Today, many Eastern European countries are enjoying a new stability as they work to play a part in the global economy.

Unit 7: Semester Review and Assessment Summary

It's time to look back and pull together the materials studied this semester. Reviewing in preparation for a semester assessment provides an excellent opportunity to make inferences and to see connections that you may not have noticed earlier. Review isn't just a way to do well—it's a way to learn something new as well.

Unit 8: North Africa and Southwest Asia Summary

The region we usually call the Middle East is actually made up of parts of two continents—North Africa and Southwest Asia. Geography, language, and religion are major factors in making the area a region. It was here that civilization began thousands of years ago, and here that three of the world's great religions began. Today, a scarcity of water and an abundance of oil drive the economies of the region. Unfortunately, ethnic and religious conflicts whose roots are centuries old still plague the people of North Africa and Southwest Asia.

Unit 9: Sub-Saharan Africa Summary

The Sahara is so vast that it divides Africa into two distinct parts. The much larger portion of the continent, Sub-Saharan Africa, is divided geographically and is home to rain forest, grasslands, and deserts. Early kingdoms with trade based on gold and salt flourished for many years. Eventually, European nations took control of most of the

Master Syllabi for Grade 6 Courses

continent in a race for wealth and empire. The result for African peoples was catastrophe. Only in the second half of the twentieth century has most of the continent become independent. But the problems created by European boundaries and control continue.

Unit 10: Southern Asia Summary

South Asia boasts the world's highest mountains and largest democracy. It is a cradle of civilization, the birthplace of two major religions, and home to many ethnic groups. Farther east lies the peninsula and island groups of Southeast Asia. Rain forest and rice paddies cover much of the countryside there, while cities bustle with activity. Economies in Vietnam and other nations are recovering after years of war, but recent tsunamis have taken a terrible toll in other parts of the region. What lies ahead for this part of the world?

Unit 11: East Asia Summary

One out of every five people in the world lives in China, history's oldest civilization. After centuries of dynastic rule, China has a communist government today. Japan is another East Asian nation with its own unique history and culture. It is a remarkably successful democracy. Between China and Japan lies the Korean peninsula, home to one culture, but two countries since World War II. The democratic South has a vibrant market economy. In the communist North the people face terrible economic hardship. The rest of world is watching developments in East Asia closely.

Unit 12: Year End Review and Assessment Summary

In this unit, you will spend some time reviewing information taught in this course and then you'll take the Year-End assessment.

Online Importance:

K¹²'s middle school Social Studies program provides step-by-step guidance in each lesson. Some activities are presented online, while others are presented offline.

Some of the lesson content is delivered online, including "online books" that narrate important events or introduce the lives of significant historical figures. Important activities are available only online, such as animations and slide shows.

The Teacher Guide provides the teacher with an outline of the lesson as well as information about assessment and supplemental material that can help the teacher support each student.

Monitoring Student Progress:

Master Syllabi for Grade 6 Courses

At the end of many lessons, students are asked to write an entry in their History Record Book. This writing journal reinforces learning, serves as a review tool, and helps track student progress.

Most Social Studies lessons include an assessment. The assessment helps the teacher gauge whether the student has met the lesson objectives.

Some of these assessments are completed online with results automatically recorded by the K¹² Online School, while other assessments are completed with pencil and paper, and then results are entered online.

Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

- Online lessons and assessments
- Printed student and teacher guides

The student will need a 3-ring binder to store his/her history journal.

Standardized Assessment Instruments:

K12 end of lesson assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Master Syllabi for Grade 6 Courses

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceeds the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.

Sixth Grade Art

Course Name: Intermediate Art: American B

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

Intermediate Art: American B introduces students to the artists, cultures, and great works of art and architecture of North America, from the end of the Civil War through modern times. Students will:

- Study and create various works, from realistic to abstract to nonrepresentational, including prints, clay sculptures, architectural models, and paintings
- Investigate paintings in various styles, from Impressionistic to Pop. They learn about modern sculpture and folk art, and how photographers and painters have inspired one another. They examine examples of modern architecture, from skyscrapers to art museums
- Create artworks inspired by works they learn about, using many materials and techniques—after studying cityscapes by Edward Hopper and Stuart Davis, students make cityscapes with bold colors and shapes; and they make models of monumental sculpture inspired by Alexander Calder's sculpture

Unit 1: The Artist's Eye

No two people see things exactly the same way--that's what makes life interesting! Ask one hundred artists to paint the same subject, and you'll get one hundred different pictures. Discover some ways artists use line, color, light, and perspective to show how they think and feel about the world around us.

Unit 2: Modern American Painting: From Impressionism to Pop Art

By car and rail Americans journeyed to scenic places. They took cameras and brought back exciting views that made others want to travel, too. As photography became popular, artists painted in new ways without so much concern about realistic details.

Unit 3: New Ideas in Sculpture

Modern sculptors broke new ground by shaping their works in exciting ways. The new sculptors created works that went beyond realism. Some artists made monuments and memorials that stirred people to think about heroes and events in new ways. Other artists created sculptures that made people take a second look at familiar subjects.

Unit 4: The Camera and the Brush

Creativity can be contagious! Find out how some painters influenced photographers and photographers influenced painters. They traveled together through the American wilderness working side-by-side.

Master Syllabi for Grade 6 Courses

Unit 5: The Architect at Work

A new kind of architecture blossomed in 20th century America. New materials and new technology gave architects the freedom to design bold and creative buildings.

Unit 6: Colorful Traditions

People of the Americas carve, weave, and stitch their culture and ancient traditions into folk art. They decorate objects for everyday use and create others for display. Discover stories told in quilts, appliqués, arpilleras, and carvings.

Online Importance:

K¹²'s Art program provides step-by-step guidance in each lesson. Many lessons begin by presenting a concept (for example, how shapes are used in artworks) and showing artworks for the student to examine. To get the full benefit of this part of the lesson, in which the artworks appear on-screen, the student will need to be at a computer. Once the student has finished this part of the lesson and is ready to turn to a hands-on project, most of the teaching and learning takes place away from the computer.

Important activities are available only online, such as art computer animations, magnifying tools, and online galleries of artworks. The skills and concepts reinforced through online activities are key to understanding art concepts presented in the lessons.

Each lesson provides clear, detailed instructions for each activity online. Most of the art program is delivered with the help of a Teacher Guide, which provides the teacher with an outline of the lesson as well as information about assessment and supplemental material. The Teacher Guide is available as a printed material as well as online.

Some lessons have a Student Guide that leads the student through the lesson. The Student Guide is available as printed material as well as online.

Monitoring Student Progress:

Each art lesson will be marked complete once the student finishes the online and offline lesson components. Students and parents can access student-specific screens to determine progress in the number of lessons completed. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will

Master Syllabi for Grade 6 Courses

monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Standard Curriculum Items

- Art Print Kit, Intermediate Art: American B

Additional Curriculum Items

Some lessons require additional resources, including common household items, and books that are readily available online or in your local library:

- Plastalina clay, 10 colors
- Acrylic Paint Set
- Paintbrush, Acrylic, Small #1
- Paintbrush, Acrylic, Medium #4
- Paintbrush, Acrylic, Large #8
- Paintbrush, Acrylic, Flat Bristle 1/2"
- Oil Pastels, 12 colors or more

Other materials:

Common household materials, such as cardboard, foam trays, and brownie or pie tins.

Standardized Assessment Instruments:

K12 end of lesson assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceeds the STAAR.

Grading/Credit Award Criteria:

Master Syllabi for Grade 6 Courses

The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.

Sixth Grade Music –Music Concepts A

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

Music Concepts A is for middle school students starting in the sixth grade. This course presents the basics of music notation as well as a study of famous composers.

Major course expectations include the following:

Students will:

Place notes on, above and below the lines and spaces of the staff

Identify high and low pitches by ear

Place notes at high and low pitches on the staff

Identify the symbols for treble and bass staves

Match pitches to their companions on the staff

Understand and play the piano keyboard

Compare and contrast pitch samples

Identify characteristics and discuss the music of Baroque

Identify important facts about the lives of Mozart and Beethoven

Compare Mozart's music to pieces from the Baroque period

Compare Beethoven's approach to the concerto with music of earlier composers.

Identify characteristics and investigate music from the classical period

Define and use sharps and flats

Define and use half and whole steps

Master Syllabi for Grade 6 Courses

Define and use scales

Identify important facts about the life of Mendelssohn

Compare Mendelssohn's music to the music of composers from earlier periods

Lesson Numbers/Duration:

34 total.

Online Importance:

The K¹² Music program provides step-by-step guidance in each lesson.

Most lessons center around the computer-based Music Ace program that provides students with an interactive experience reading, writing, and playing music. Famous composers are examined through the online Activity Instructions and are accompanied by CDs for each composer.

Each lesson provides detailed instructions for each online activity. Activity Instructions provide an outline of the lesson as well as information about assessment and supplemental material. Activity Instructions are available to print from the Online Lesson.

Monitoring Student Progress:

Most music lessons contain assessments and performance goals. The assessment generally includes two or more questions or problems based on the lesson objectives.

Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

Master Syllabi for Grade 6 Courses

In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

CD: Music Ace, Grade 6

CD: Beethoven (Vox 8507)

CD: Mendelssohn (Vox 8503)

CD: Mozart (Vox 8501)

CD: Vivaldi & Corelli (Vox 8510)

Standardized Assessment Instruments:

K12 End of Lesson Assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceeds the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.

Physical Education 6

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

In the Physical Education program students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. The student exhibits a physically active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Major course expectations include the following:

Students will:

Demonstrate competency in movement patterns and proficiency in a few specialized movement forms.

Apply movement concepts and principles to the learning and development of motor skills.

Exhibit a health-enhancing, physically active lifestyle that provides opportunities for enjoyment and challenge.

Know the benefits from involvement in daily physical activity and factors that affect physical performance.

Understand and apply safety practices associated with physical activities.

Understand basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.

Develop positive self-management and social skills needed to work independently and with others in physical activity settings.

Lesson Numbers/Duration:

180 total.

Online Importance:

K¹²'s Physical Education program provides step-by-step guidance in each lesson that provides detailed instructions for each online and offline activity. Activity Instructions provide an outline of the lesson as well as information about assessment and supplemental material. Activity Instructions are available to print from the Online Lesson.

Master Syllabi for Grade 6 Courses

Monitoring Student Progress:

Physical education lessons end with an assessment. The assessment generally includes two or more questions or problems based on the lesson objectives.

Students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

Spectrum 10" Ball w/ Pump

Accusplit Alliance AL 1590 Pedometer

Beaded Rope 9'

Standardized Assessment Instruments:

K12 End of Lesson Assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceeds the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.

Health & Fitness 6

Prerequisite Requirements:

Course completion or grade placement.

Course of Instruction/Lesson Description:

In the Health & Fitness program students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate.

Major course expectations include the following:

Unit 1: The Human Body

Our bodies are made of systems that work together to perform vital functions. As we grow older, we experience physical, mental, and emotional changes.

- Body Systems
- Human Growth and Development
- Healthy Habits in Adolescence

Unit 2: Staying Healthy and Wise

Changes in hormone levels can affect your personal health habits. It's important to take care of your changing body and to make trustworthy, responsible decisions regarding your health.

- Skin Deep
- Dental Health
- Healthy Eyes and Ears
- Health and Technology

Unit 3: Healthy Foods: Fuel for the Body

The human body needs a variety of nutrients to maintain healthy body systems. We should make responsible decisions about food and practice food safety.

- Nutrition and Diet
- USDA Food Plate
- Foods of Many Lands
- What's For Dinner?
- Food Safety

Master Syllabi for Grade 6 Courses

Unit 4: Personal Fitness

Physical fitness involves four components: muscular strength, muscular endurance, flexibility, and cardiovascular fitness. Evaluate your own level of physical fitness and make a plan for regular exercise. Use the proper safety equipment and follow the safety rules for your physical activities.

- Personal Fitness
- Fitness, Safety, and You

Unit 5: Safety: The Best Policy

Safety hazards exist inside and outside our homes. We must learn to identify the hazards and learn how to prevent injuries and respond to emergency situations.

- Safety in the Home
- Recreational Safety: Swimming and Boating
- Social Safety

Unit 6: Emergency Preparedness

Emergencies can be natural disasters, a fire in the home, an auto accident, or a medical emergency. Preparing for emergencies can help keep you and others safe.

- Emergencies: Being Prepared
- First Aid
- First-Aid Strategies for More Serious Situations

Unit 7: Communicable and Noncommunicable Diseases

Diseases may be passed from person to person, or they may be contracted through a combination of hereditary, environmental, and behavioral factors. The human body is designed to resist and fight disease. Immunizations and healthful habits help us prevent disease.

- Causes of Illness
- Illnesses That Are Contagious
- How the Human Body Fights Illness
- Illnesses That Are Not Contagious

Unit 8: Legal and Illegal Drugs

Drugs can be helpful, such as when properly using prescription and over-the-counter medicines. Drugs can also cause harm, such as when using illegal drugs. Being prepared to refuse drugs is a positive way to stay healthy.

- Drugs That Help

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- Drugs: The Human Body's Response
- Medicine Abuse
- Drugs to Refuse

Unit 9: Other Harmful Substances: Alcohol and Tobacco

Using alcohol and tobacco is harmful to your body. Understanding the physical, social, and legal effects of using alcohol and tobacco helps you to say "No" to these harmful substances.

- The Hazards of Tobacco Use
- Harmful Behavior: Drinking Alcohol
- Making the Right Choices
- Help Is Available

Unit 10: Self-Concept and Relationships

Our self-concept affects us and our relationships. Setting and working toward goals helps us to gain self-respect. Having self-respect means that we will stand up for our values and not give in to negative peer pressure. It also means that we strive to communicate in a positive way and resolve conflicts while showing respect for others.

- All About You
- Coping with Feelings
- Relationships

Unit 11: The Family Unit

Being part of a family means that you are part of a team that works together. This means that each person has to be responsible and respectful of other members. Families experience changes, and the members must support each other in times of change.

- Being Part of a Family
- Communication is Key
- Families Change

Lesson Numbers/Duration:

66 OLS Lessons, 6 Blackboard Lessons

Online Importance:

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K¹²'s Health and Fitness program provides step-by-step guidance in each lesson that provides detailed instructions for each online and offline activity. Activity Instructions provide an outline of the lesson as well as information about assessment and supplemental material. Most Activity Instructions are available to print from the Online Lesson.

Monitoring Student Progress:

Most health lessons end with an assessment. The assessment generally includes two or more questions or problems based on the lesson objectives.

In most cases, students and parents can access student-specific screens to determine (1) progress in the number of lessons completed, (2) the lesson assessment (percentage mastered), (3) the semester assessment (percentage mastered), and (4) the number of times the student has taken the assessment instruments. Families who enroll their children in the eCP program have the benefit of help and guidance from an experienced teacher. The teacher will contact students daily through email and phone conferences. Consistent progress monitoring by the teacher will be utilized throughout the project period.

Schedule for Monitoring Student Progress:

Each teacher will establish a daily contact schedule for their assigned students at a time of day that is reasonably convenient for both parties. Contacts may be asynchronous/synchronous or one-on-one/groups. The avenues of teacher-initiated contact will be adjusted as determined by the progress a student makes through their learning plan. Parent- and student-initiated contact with teachers can happen at any time. The Acting Director, or their designee, will monitor the communication logs to ensure that parents are being routinely supported and informed regarding the student's ongoing progress and participation.

In addition, teachers will monitor progress in mastery of objectives and lesson completion on a weekly basis. Continuous progress monitoring by the assigned teacher ensures that parents are informed on a regular basis regarding progress and participation.

Required Instructional Materials:

Materials K¹² provides:

Student Textbook

Standardized Assessment Instruments:

K12 End of Lesson Assessments

State of Texas Assessment of Academic Readiness (STAAR) Compliancy:

Side-by-side comparisons of STAAR TEKS and the content of each course have been developed and reviewed to ensure that the online curriculum meets or exceeds the STAAR.

Grading/Credit Award Criteria:

The course grade will be determined by the Percentage of Lessons Completed and Mastered and Work Samples. A student will be promoted to the next grade level by meeting the 70% passing expectation.