Syllabus

Texas ELA – Grade 6

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course 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.

Prerequisite Requirements: Course completion or grade placement.

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: 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

Novels

K¹² offers a selection of 24 novels for grades 3-5. 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).

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).

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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
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*A Wrinkle in Time*, by Madeleine L’Engle | 740
*The Martian Chronicles*, by Ray Bradbury | 740
*The Outsiders*, by S.E. Hinton | 750
*The Bronze Bow*, by Elizabeth George Speare | 760
*Walk Two Moons*, by Sharon Creech | 770
*War Comes to Willie Freeman*, by Christopher and Lincoln Collier | 770
*The Sign of the Beaver*, by Elizabeth George Speare | 770
*The Book of Three*, by Lloyd Alexander | 770
*Tuck Everlasting*, by Natalie Babbitt | 770
*My Side of the Mountain*, by Jean Craighead George | 810
*Johnny Tremain*, by Esther Forbes | 840
*The Fellowship of the Ring*, by J.R.R. Tolkein | 860
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**Master Syllabi for Grade 6 Courses**

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**NOTE:** List subject to change

Technical Requirements can be found at: [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)

**INTERMEDIATE LITERATURE A**

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.

**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
• 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"
• “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

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
• “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

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**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
- 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
- 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
- Appositive 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
- 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
• 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
- Latin roots omnis; totus; claudio, claudere, clausi, clausum
- Latin roots incipio, incipere, incepit, 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, tenuere, 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*
Syllabus

Math – Grade 6

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: 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, 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.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Most lesson content is delivered online. Specialized online instructional components support the math 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 math facts.

Monitoring Student Progress: Each lesson concludes with 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:
*Fundamentals of Geometry and Algebra: A Reference Guide and Problem Sets*

Technical Requirements can be found at: [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)

Unit and Lesson Detail:

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 1
- On the Number Line
- Order of Operations
- Number Properties
- 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 2
- Units of Distance
- Polygons and Perimeter
- Addition and Subtraction Equations
- Applications of 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 3
• 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 4
• 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 5
• 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 6
• 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 7
- Angle Pairs
- Finding Angle Measures
- Regular Polygons
- Parts of a Circle
- Circumference
- Areas of Circles
- Cylinders

**Unit 9: Semester Review and Checkpoint**

- Semester Review
- Optional Lesson
- Semester Checkpoint

**Unit 10: Probability**

- Semester 2 Introduction
- Foundations
- Counting
- Probability
- Experimental Probability
- Theoretical Probability
- The Law of Large Numbers
- Independent and Dependent Events
- Complementary Events

**Unit 11: Statistics**

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

Unit 12: The Second Dimension

• Foundations
• Points on a Coordinate Plane
• Using Points to Solve Problems
• Equations with Two Variables
• Scatter Plots
• Interpreting Scatter Plots

Unit 13: Rates

• Foundations
• 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 13
• 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 14
• 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 15
- Addition Patterns
- Multiplication Patterns
- Exponents and Patterns
- Compound Interest
- Primes and Composites
- Figuring Out Math Puzzles
- Creating Math Puzzles

Unit 17: Semester Review and Checkpoint

- Semester Review
- Optional Lesson
- Semester Checkpoint
**Syllabus**

**Texas Science – Grade 6**

**Teacher Contact Information**
Name: Homeroom teacher: 
Class Connect teacher: 
Kmail: 
Phone number:  
Study Hall time:  
Study Hall Link:  
Class Connect Link: See Daily Class Connects in your OLS 
Class Connect Times:  
Homeroom teacher Skype Name:  
Class Connect teacher Skype Name:  

**Course 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.

**Prerequisite Requirements:** Course completion or grade placement.

**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 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 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.

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail:

Unit 1: Cells and Cell Processes Summary

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.

Lesson 1: The Cell Theory

Identify the major structures of the cell (such as cell membrane, cytoplasm, and nucleus) and describe their functions.

Describe the three major ideas of the cell theory.

Lesson 2: Cell Organelles

Recognize the major cell organelles (for example, endoplasmic reticulum, ribosomes, Golgi bodies, chloroplasts, chromosomes, mitochondria, and vacuoles) and describe their functions.

Distinguish between plant and animal cells.

Lesson 3: Diffusion, Osmosis, and Active Transport

Define diffusion as the process by which molecules move from areas of higher concentration to areas of lower concentration.

Recognize that water moves through membranes by osmosis--diffusion of water through a semipermeable membrane.

Recognize various ways in which molecules are transported across the cell membrane.

Lesson 4: Photosynthesis and Respiration

Describe the process of cellular respiration.
Describe the process of *photosynthesis* in plants.

**Lesson 5: Optional: The Cell Cycle**

Identify and describe the four stages of mitosis: prophase, metaphase, anaphase, and telophase.

Recognize that dividing plant and animal cells have a cycle with three phases: interphase, mitosis, and cytokinesis.

Recognize that *interphase* is a period of growth and the copying of the genetic material.

Recognize that *mitosis* is a period of division of the cell nucleus.

Recognize that *cytokinesis* is a final event of cell division after mitosis.

Demonstrate mastery of the skills taught in this lesson.

**Lesson 6: Optional: DNA**

Describe the structure of DNA as two twisted chains of molecular pieces with pairs of bases attached between them like rungs on a ladder.

Explain that all the information an organism needs to live and reproduce is contained in its DNA.

**Lesson 7: Optional: Heredity**

Explain that traits are passed from parents to offspring and are determined by genes, with an individual having two copies of each gene, one from each parent.

Distinguish between dominant and recessive forms of genes.

Use a Punnett square to determine the genetic combinations and traits possible in offspring of a simple genetic cross.

**Lesson 8: Unit Review and Assessment**

Demonstrate mastery of the skill taught in this unit.

Describe the three major ideas of the cell theory.

Identify the major structures of cells and describe their functions (nucleus, cytoplasm, cell wall, cell membrane, chromosomes, mitochondria, and chloroplasts).

Distinguish between plant and animal cells.

Explain that different types of substances move across the cell membrane by means of diffusion, osmosis, and active transport.

Explain that plant cells store energy through photosynthesis and that plant and animal cells release stored energy during
Unit 2: Animal Physiology Summary

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.

Lesson 1: The Miracle of Life

Recognize that all body systems play a role in maintaining a constant internal environment.
Describe how bones and muscles interact to cause movement.

Lesson 2: The Nervous and Endocrine Systems

Identify the parts of the human nervous system and their function (brain, spinal chord, and nerves).
Identify some parts of the human endocrine system and their function (pituitary gland, thyroid gland, adrenal gland, and pancreas).

Lesson 3: The Respiratory System

Identify the parts of the human respiratory system (nose, mouth, trachea, lungs, diaphragm).
Describe how the respiratory system exchanges carbon dioxide and oxygen in the lungs.
Demonstrate mastery of the skills taught in this lesson.

Lesson 4: The Circulatory System

Recognize that the circulatory system transports oxygen and nutrients to cells while carrying carbon dioxide and other wastes for removal.
Recognize that some organisms have no circulatory system, some have an open circulatory system, and others have a closed circulatory system.
Explain how blood flows through the human heart.
Identify the structures of the heart (atria, ventricles, valves, major veins and arteries).
Demonstrate mastery of the skills taught in this lesson.
Lesson 5: The Digestive System

Sequence the digestion process.

Identify the structures involved in the digestive process and describe their function (mouth, esophagus, stomach, small intestine, large intestine, and liver).

Demonstrate mastery of the skills taught in this lesson.

Lesson 6: The Excretory System

Identify the organs of the excretory system and describe their function (lungs, liver, kidneys, and skin).

Explain how the excretory system removes cellular waste from the blood, converts it to urine, and stores it in the bladder before it leaves the body.

Demonstrate mastery of the skills taught in this lesson.

Lesson 7: The Immune System and the Reproductive System

Describe some reproduction differences between animals.

Identify the structures involved with the immune system and describe their function (bone marrow, white blood cells, and lymphocytes).

Identify two ways we can work to keep our immune system healthy (get vaccines, eat healthful foods).

Recognize that different organisms reproduce through division or fusion.

Lesson 8: Unit Review and Assessment

Recognize that all body systems play a role in maintaining a constant internal environment.

Recognize that the circulatory system transports oxygen and nutrients to cells while removing carbon dioxide and other wastes.

Explain how blood flows through the human heart.

Describe how the respiratory system exchanges carbon dioxide and oxygen in the lungs.

Put the steps of digestion in the correct order and describe the function of the structures that are part of the digestive process.

Explain how the excretory system removes cellular waste from the blood, converts it to urine, and stores it in the bladder before it leaves the body.

Describe the functions of the immune system.

Describe the reproductive system of some animals.
Unit 3: Ecology - The Organisms in Their Worlds Summary

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?

Lesson 1: The Organism and Its Environment

Define population, community, biome, and ecosystem.

Distinguish between biotic and abiotic elements of environment and describe an organism's niche in its environment.

Explain what is meant by "competition for limited natural resources" and recognize examples of various kinds of competition.

Describe some of the ways in which populations of predators and prey interact as an example of the result of competition for resources.

Lesson 2: Behavior and Symbiotic Relationships

Define symbiosis and list the three types of symbiosis.

Distinguish among examples of commensalism, parasitism, and mutualism.

Compare and contrast learned behavior and innate behavior, state some examples of each, and tell how each can help an organism survive and reproduce in its environment.

Describe some types of behavior, including hibernation and estivation, and explain how each can be advantageous for survival under certain conditions.

Lesson 3: Food Chains and Food Webs

Define a food chain and a food web.

Draw a simple food chain, given selected producers and consumers, and describe what happens at each step in the chain.

Draw a simple food web, given selected producers and consumers, and explain the interactions shown.

Recognize the parts of a carbon cycle and a nitrogen cycle and explain their importance to an ecosystem.

Lesson 4: The Ecosystem and Energy Flow

Describe the relationship among producers, consumers, and decomposers in an ecosystem.

Explain energy flow through an ecosystem.
Interpret a biomass pyramid and calculate the amount of energy lost at each level.

Distinguish between an energy pyramid, a biomass pyramid, and a numbers pyramid.

Lesson 5: Your Choice

Explore knowledge and skills taught in this course.

Lesson 6: Populations and Biomes

State some of the factors that affect a population's growth and explain carrying capacity.

Compare and contrast an exponential population graph and a logistic population graph.

Define biome and list the major types of biomes of the world.

Describe one type of biome, listing some characteristic plants and animals.

Lesson 7: Lab: Toxicity Testing

Recognize that scientific explanations come from observations.

Interpret the results of a scientific investigation.

Conduct multiple trials to demonstrate reproducibility of results.

Analyze, critique, and communicate the results of investigations.

Lesson 8: Unit Review

State that each organism occupies a niche in its environment.

Distinguish between biotic and abiotic elements of environment.

Identify competition for limited natural resources and some of the effects of that competition.

Interpret a graphical example of predator-prey relationships, and identify some examples of behavior and symbiosis.

Interpret diagrams showing how energy and nutrients flow through ecosystems, including interpreting a diagram of food chains and food webs, and recognizing elements of a carbon cycle and a nitrogen cycle.

Define population, community, ecosystem, and biome and identify some major biomes.

State some of the factors that affect a population's size and explain the influence of those factors.

Lesson 9: Unit Assessment
State that each organism occupies a niche in its environment.

Distinguish between biotic and abiotic elements of environment.

Identify competition for limited natural resources and some of the effects of that competition.

Interpret a graphical example of predator-prey relationships, and identify some examples of behavior and symbiosis.

Interpret diagrams showing how energy and nutrients flow through ecosystems, including interpreting a diagram of food chains and food webs, and recognizing elements of a carbon cycle and a nitrogen cycle.

Define population, community, ecosystem, and biome and identify some major biomes.

State some of the factors that affect a population's size and explain the influence of those factors.

Unit 4 Cycles in Nature

Lesson 1: Characteristics and Cycles, Part 1

Identify which materials cycle through Earth's ecosystems.

Learn how living things get the materials they need.

Learn about Earth's renewable and nonrenewable resources.

Explore how human activities affect Earth's resources.

Lesson 2: Characteristics and Cycles, Part 2

Identify which materials cycle through Earth's ecosystems.

Learn how living things get the materials they need.

Learn about Earth's renewable and nonrenewable resources.

Explore how human activities affect Earth's resources.

Unit 5: History of Life on Earth Summary

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.

Lesson 1: Origin of Life on Earth
Describe scientific hypotheses that explain how life-forms first arose on earth.
Identify specific fossil evidence for the earliest life-forms.
Explain how the first organisms on earth contributed to change in the atmosphere.

Lesson 2: The Theory of Evolution

Define evolution.
Describe major findings in Charles Darwin's research that led to the theory of evolution by natural selection.

Lesson 3: Natural Selection

Explain the process of natural selection.
Identify specific adaptations that favor the survival of certain organisms in their environment.
Recognize that environmental changes may affect the survival of particular organisms and entire species.

Lesson 4: LAB: Natural Selection: Predator vs. Prey

Recognize that scientific explanations come from observations.
Interpret the results of a scientific investigation.
Record scientific data using charts, graphs, and written descriptions.

Lesson 5: Origin of New Species

Define biological species.
Explain the meaning of the term speciation and the phrase origin of species.
Describe the sequential stages of speciation.

Lesson 6: Development of Life

Identify the age of the earth, on the basis of current scientific theory.
Describe the development of life on earth.

Lesson 7: Your Choice
Practice skills and reinforce concepts taught in this course.

Lesson 8: Unit Review

Explain the theory of evolution through the process of natural selection.
Summarize major evidence supporting the theory of evolution.
Describe changes in scientific thinking about the development of life on earth and the origin of new species.

Lesson 9: Unit Assessment

Explain the theory of evolution through the process of natural selection.
Describe evidence supporting the theory of evolution.
Describe changes in scientific thinking about the development of life on earth and the origin of new species.

Unit 6: Earth's Atmosphere Summary
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.

Lesson 1: The Atmosphere

Compare the layers of the atmosphere according to properties such as temperature and composition.
Explain how air density is related to both temperature and pressure.

Lesson 2: Why the Wind Blows

Explain that air moves from regions of high density to regions of low density.
Describe the circulation of air and the transfer of heat between the equator and the poles.
Explain how winds occur.

Lesson 3: Humidity, Dew, and Frost

Define humidity as the amount of water vapor in the air and the dew point as the temperature at which water vapor in the air will condense.
Describe how dew and frost form.
Determine relative humidity.
Lesson 4: Clouds and Precipitation

Explain how clouds form and identify common cloud types according to their height and appearance.
Identify types of precipitation (rain, snow, sleet, hail) and explain how they form.

Lesson 5: Severe Weather

Describe the characteristics of thunderstorms, tornadoes, and hurricanes.
Describe how thunderstorms, tornadoes, and hurricanes form.

Lesson 6: Fronts and Forecasts

Identify tools meteorologists use to measure weather data.
Identify the four types of fronts (cold, warm, stationary, and occluded) and describe how air masses interact.
Interpret weather maps to forecast the weather.

Lesson 7: Climate

Distinguish between weather and climate and describe some factors that influence climate (such as latitude, topography, prevailing winds, and oceans).
Describe tropical, temperate, and polar climate types.
Locate regions of a particular climate on a map.

Lesson 8: Climates and Change

Explain the contributing factors leading to global warming.
Describe the greenhouse effect.
Describe how El Niño contributes to climate trends.

Lesson 9: The Atmosphere Unit Review and Assessment

Describe some properties of the atmosphere, such as its composition, density, and pressure. Explain how air density is related to both temperature and pressure.
Identify the five layers of the atmosphere: troposphere, stratosphere, mesosphere, thermosphere, and exosphere.
Explain that the uneven heating of the Earth's surface transfers heat through convection currents in the atmosphere.
Define humidity as the amount of water vapor in the air and the dew point as the temperature at which the air cannot hold any more water vapor.

Explain how clouds form and identify common weather patterns associated with different types of clouds.

Identify types of precipitation (rain, snow, sleet, hail) and explain how each is formed.

Identify sources of air pollution.

Identify the three main types of storms and describe the air movements that produce them.

Identify types of fronts and explain how air masses interact in cold and warm fronts.

Interpret weather maps to forecast the weather.

Distinguish between weather and climate and describe some factors that influence climate (such as latitude, altitude, and ocean currents).

Describe possible causes of climate changes (such as El Niño and the greenhouse effect) and their potential effects on climate.

**Unit 7: Rocks Summary**

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.

**Lesson 1: Igneous Rocks**

Define rocks as mixtures or bundles of minerals that can be classified as igneous, sedimentary, or metamorphic based on how they were formed.

State that geologists classify rocks according to their color, texture, mineral content, and how they were formed.

Explain that igneous rocks form by the cooling and crystallization of molten material and distinguish between magma and lava.

Compare the texture (size, shape, and crystal arrangement) of intrusive and extrusive igneous rocks.

Demonstrate mastery of the objectives covered in this lesson.

**Lesson 2: Sedimentary Rocks**

Explain that sediments form when rocks and organic materials are weathered, meaning they are broken up into smaller fragments and decomposed.

Explain that sedimentary rocks are formed from rocks and organic materials that have been weathered, transported, and
deposited in layers of sediments.

Describe the physical and chemical changes that can occur to sediments as they are compacted and lithified.

Describe features in sedimentary rocks, such as stratification, ripple marks, mud cracks, and fossils, that can help geologists determine the type of environment in which they formed.

Describe the main classes of sedimentary rocks (clastic and chemical) and give examples of each.

**Lesson 3: Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 4: Metamorphic Rocks**

Recognize that heat and pressure cause changes to form metamorphic rocks.

Recognize that foliated rock breaks into layers and nonfoliated rock does not form sheets or layers when broken.

Define contact metamorphism as metamorphic changes to a rock resulting mainly from heat energy from nearby magma.

Define regional metamorphism as changes in rocks occurring over a wide area, caused by tectonic forces in the Earth's crust and mantle.

Summarize how Earth's surface materials are constantly formed, reformed, and transformed from one type to another through the processes of the rock cycle.

**Lesson 5: Lab: Rocks in the Rock Cycle**

Summarize processes of the rock cycle.

Record scientific data using charts, graphs, and/or written descriptions.

Identify sources of information used in scientific research.

**Lesson 6: Rocks in Review: Unit Review**

Define rocks as composed of minerals and recognize that they are classified as igneous, sedimentary, or metamorphic, based on how they were formed.

Explain how igneous rocks form and recognize how physical properties of an igneous rock reveal whether it had an intrusive or an extrusive origin.

Explain how sedimentary rocks are formed, describe the three classes of them, and identify features that help determine the type of environment in which they formed.

Explain how metamorphic rocks are formed.
Summarize the processes called the rock cycle.

Lesson 7: Rocks: Unit Assessment

Define rocks composed of minerals and recognize that they are classified as igneous, sedimentary, or metamorphic based on how they were formed.

Explain how igneous rocks form and recognize how physical properties of an igneous rock reveal whether it had an intrusive or an extrusive origin.

Explain how sedimentary rocks are formed, describe the main classes of them, and identify features that help determine the type of environment in which they formed.

Explain how metamorphic rocks are formed.

Summarize the processes called the rock cycle.

Demonstrate mastery of the objectives covered in this unit.

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

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.

Lesson 1: Semester One Review

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for semester exam.

Locate Semester One Lesson Objectives under Unit Resources, Reference tab.

Lesson 2: Semester One Assessment

Describe scientific hypotheses that explain how life-forms first arose on earth.

Describe how the respiratory system exchanges carbon dioxide and oxygen in the lungs.

State some of the factors that affect a population's size, and explain the influence of those factors.

Identify specific fossil evidence for the earliest life-forms.

Distinguish between biotic and abiotic elements of the environment.

Explain that different types of substances move across the cell membrane by means of diffusion, osmosis, and active transport.

Explain how clouds form, and identify common weather patterns associated with different types of clouds.
Define biome, and list the major types of biomes of the world.

Interpret diagrams showing how energy and nutrients flow through ecosystems.

Summarize the processes called the rock cycle.

Explain the process of natural selection.

Explain that uneven heating of the earth's surface transfers heat through convection currents in the atmosphere.

Identify the major structures of cells and describe their functions.

Distinguish between plant and animal cells.

Identify the structures involved with the immune system, and describe their function.

Describe the properties of the atmosphere, such as composition, temperature, and pressure.

Identify types of precipitation and explain how each is formed.

Describe the three major ideas of the cell theory.

Explain that plant cells store energy through photosynthesis and that plant and animal cells release stored energy during respiration.

Interpret a graphical example of predator-prey relationships and identify some examples of behavior and symbiosis.

Describe major findings in Darwin's research that led to the theory of evolution by natural selection.

Explain how igneous, sedimentary, and metamorphic rocks are formed.

**Unit 9: Forces Reshaping Earth's Surface Summary**

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.

**Lesson 1: Weathering and Soil Formation**

Define weathering as all the mechanical and chemical processes that break up rock.

Explain how mechanical and chemical weathering interact to enhance each other's effects.

Explain how climate (temperature and rainfall) influences the rate of weathering.

State that soil begins to form from the breakdown of weathered rock.

Describe three major types of soil in terms of their chemical composition (particularly the minerals present in their A and B horizons) and the climates in which they occur.
Lesson 2: Surface Water and Groundwater

Define erosion as the process that causes the removal of weathered materials by ice, winds, and moving water.

Explain that mass wasting, moving water, ice, and winds are agents that erode, transport, and deposit weathered materials, shaping and reshaping the Earth's surface.

Describe distinguishing characteristics of young and mature rivers in terms of their energy, ability to erode and transport materials, and the landforms commonly associated with each.

Compare porosity and permeability and state how the porosity and permeability of rocks and sediments control the movement of groundwater.

Describe the characteristics of karst topography and explain how erosion and deposition by groundwater produce features of caves.

Lesson 3: Your Choice

Explore knowledge and skills taught in this course.

Lesson 4: Glaciers

Describe a glacier as a large mass of ice that forms from snow, lasts throughout the year, and moves.

Compare valley glaciers to continental glaciers in terms of their locations, shapes, and directions of movement.

Identify and explain geographic features associated with glaciers and their movement, such as U-shaped valleys, cirques, lateral and terminal moraines, eskers, drumlins, glacial lakes, and glacial striations.

Lesson 5: Desertification

Explain how sand dunes are formed and recognize that they have two sides: leeward and windward.

Conduct an experiment to determine the most effective method for reducing the advancement of sand dunes and deposition of sand in populated areas.

Record scientific data using charts, graphs, and/or written descriptions.

Describe how snow fences prevent snow from causing unsafe travel conditions.

Lesson 6: Unit Review: Forces Reshaping the Earth's Surface

Master the lesson objectives covered in this unit.

Lesson 7: Reshaping Earth's Surface: Unit Assessment
Describe the three major processes that break apart and move material around on the Earth's surface to form soil from rock and organic material and to change the shape of the surface.

Describe major agents of mechanical weathering and of chemical weathering, how the agents cause each kind of weathering, and how mechanical weathering and chemical weathering interact to enhance each other's effects.

Describe three major types of soil (pedalfers, pedocals, and laterites) in terms of their chemical composition (particularly the minerals present in their A and B horizons), and the climates in which they occur.

Explain how porosity and permeability of rocks and sediments control the movement of groundwater and how that movement can cause erosion and deposition to produce features of caves and karst topography.

Describe distinguishing characteristics of young and mature rivers, in terms of their energy, ability to erode and transport materials, and landforms commonly associated with each.

Describe how glaciers change the form of the Earth's surface, compare valley glaciers to continental glaciers, and identify landforms associated with the advance and retreat of glaciers.

**Unit 10: Plate Tectonics Summary**

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.

**Lesson 1: Drifting Continents**

State that German meteorologist Alfred Wegener first developed extensively the theory of continental drift in 1915.

Explain that the theory of continental drift proposed that the world's landmasses were originally joined together in a giant supercontinent Wegener called Pangaea.

Recognize that Pangaea broke apart into two major continents about 200 million years ago.

Recognize that the two major continents, Laurasia and Gondwanaland continued to break apart and shift to form the present-day continents in their current positions.

State that Laurasia broke apart to form the present-day northern continents of North America, Europe, and most of Asia and that Gondwanaland broke apart to form the present-day southern continents of Africa, South America, Antarctica, Australia, and the subcontinent of India.

Describe evidence that supported the theory of continental drift: complementary shapes of Earth's coastlines, similar fossils found on different continents, similar geologic makeup of rock structures in land now separated by oceans, and patterns of ancient climates and glaciers.

**Lesson 2: Seafloor Geography**

Identify bathymetric features on the ocean floor, such as continental shelves, continental slopes, continental rises, abyssal
plains, guyots, deep-sea trenches, midocean ridges, seamounts, and submarine canyons.

Explain how sonar is used to map features on the ocean floor.

Describe seafloor spreading as the lateral movement of the seafloor and formation of new ocean crust at a midocean ridge.

Define paleomagnetism as the magnetic qualities of ancient rocks.

Explain how paleomagnetism, including magnetic "stripes" in the rocks extending out from midocean ridges, was used as evidence to support the concept of seafloor spreading.

**Lesson 3: Plate Tectonics**

State that the theory of plate tectonics describes how Earth's lithospheric plates have moved and deformed over millions of years resulting in the present arrangement of continents, oceans, and landforms.

Explain that scientists think that the mechanism for movement of plates involves convection in the mantle and gravity acting on the edges of the plate.

Recognize that nuclear energy released during decay of radioactive isotopes in the mantle and crust is a major source of heat energy deep in the Earth and helps maintain the high temperatures there.

Recognize that the theory of plate tectonics accounts for the continental movements that were hypothesized by the theory of continental drift.

**Lesson 4: Divergent and Transform Plate Boundaries**

State that the boundaries of plates on Earth's surface are best defined by the occurrence of frequent earthquakes, along with volcanoes, mountain systems, deep-sea trenches, and mid-ocean ridges.

Compare the properties of continental and oceanic crust such as density and thickness.

Explain how volcanic mountains may form in the middle of a continent as the plate moves over a hot spot.

Define divergent plate boundaries as those moving apart from one another forming mid-ocean ridges and undersea volcanic mountains.

Define transform plate boundaries as those moving or sliding in opposite directions alongside one another.

**Lesson 5: Convergent Plate Boundaries**

Define convergent plate boundaries as those moving toward each other.

Explain that at convergent boundaries, mountains are built when two continental plates collide.

Explain that frequent, large earthquakes, volcanic activity, and the formation of deep-ocean trenches occur where an oceanic plate moves beneath another oceanic plate or a continental plate.
Lesson 6: Your Choice

Explore knowledge and skills taught in this course.

Lesson 7: Folding andFaulting

Describe the three main types of stresses that cause deformation in the Earth's crust: compression, tension, and shear.
Identify two basic types of rock folding: anticlines and synclines.
Define a fault as a fracture in the Earth's crust across which the land on each side has been displaced relative to the other.
Compare joints and faults.

Lesson 8: Lab: Convection and Plate Motion

Explain that scientists think that the mechanism for movement of plates involves convection in the mantle and gravity acting on the edges of the plates.
Distinguish convergent, divergent, and transform plate boundaries in terms of their motion.
Draw conclusions about the relationship between hypotheses and results in an investigation.
Display scientific data using charts and graphs, essays, and/or written descriptions.

Lesson 9: Lab: Plate Motion and Structural Geology

Construct models of folded rock.
Construct models to identify three main types of faults: normal, reverse, and strike-slip.
Analyze the major physical geographical features of the Earth and make inferences about the tectonic activity associated with those features.

Lesson 10: Unit Review: Plate Tectonics

Explain the historical development of the theory of continental drift, emphasizing the role of Alfred Wegener.
Describe evidence that supported the theory of continental drift.
Describe key features of the theory of plate tectonics.
Describe observations that the theory of plate tectonics explained that the theory of continental drift did not explain as well.
Recognize that nuclear energy is a major source of heat energy deep in the Earth and discuss how this heat energy results in the movement of plates.
Lesson 11: Unit Assessment: Plate Tectonics

Explain the historical development of the theory of continental drift, emphasizing the role of Alfred Wegener.

Describe evidence that supported the theory of continental drift.

Describe key features of the theory of plate tectonics.

Describe observations that the theory of plate tectonics explained that the theory of continental drift did not explain as well.

Recognize that nuclear energy is a major source of heat energy deep in the Earth and discuss how this heat energy results in the movement of plates.

Unit 11: Water Resources Summary

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.

Lesson 1: Freshwater

Explain the parts of the water cycle: evaporation, condensation, precipitation, runoff, collection, and seepage.

Identify and describe water resources.

Explain that an aquifer stores groundwater.

Lesson 2: Water Uses and Treatment

Describe three or more ways in which water is used, such as for domestic, public, commercial, and irrigation purposes.

Name three or more ways to conserve water, such as keeping showers short, turning off water while brushing teeth, and fixing leaking pipes.

Identify the typical steps water-treatment plants go through to purify drinking water.

Explain why it is important to conserve water.

Lesson 3: Water Pollution

Describe how both natural processes and human activities affect water quality.

Compare point-source and nonpoint-source pollution.

Name ways in which nonpoint-source water pollution can be reduced.
Lesson 4: What’s a Watershed?

Identify and describe the parts of a watershed.
Describe how both natural processes and human activities affect water quality in watersheds.

Lesson 5: Topographic Maps: Tools for Environmental Studies

Interpret a topographic map to identify the boundaries of a watershed.
Interpret symbols on a topographic map.
Explain how people use topographic maps to help them study watersheds.
Identify contour lines and use them to determine elevation.
Explain how reading a contour map can help people find ways to keep the environment healthy.

Lesson 6: Optional: Watershed Drainage Patterns

Distinguish among different types of watershed drainage patterns.
Relate watershed drainage patterns and the underlying geology of the land.
Tell how knowledge of watershed drainage patterns is important to environmental protection.
Use a topographic profile to make a 3-D model of a watershed.

Lesson 7: Optional: Wetlands and Watersheds

Explain how wetlands can improve water quality.
Describe reasons why wetlands are important to the overall health of a watershed.
Explain how wetlands form.
Describe different types of wetlands.

Lesson 8: Water Resources Unit Review and Assessment

Identify the various sources of water, its uses, and different ways to conserve it.
Identify the typical steps water-treatment plants go through to purify drinking water.
Describe how both natural processes and human activities affect water quality in watersheds.
Differentiate between point-source pollution and nonpoint-source pollution and identify some ways by which they can both
be reduced.

Identify and describe the parts of a watershed.

Interpret a topographic map to identify the boundaries of a watershed.

Unit 12: Renewable and Nonrenewable Resources Summary

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 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.

Lesson 1: Energy Resources: Overview

Distinguish between renewable and nonrenewable energy resources.

List four important nonrenewable energy resources: oil (petroleum), coal, natural gas, and nuclear fission fuel (uranium).

List five important renewable resources: biomass, moving water, solar energy, geothermal energy, and wind.

Interpret a graph and make conclusions about nonrenewable and renewable energy use in the United States.

Lesson 2: Nonrenewable Energy: Fossil Fuels Part 1

Define a fossil fuel as a nonrenewable energy source that formed millions of years ago from the remains of decayed plants and animals.

Compare how coal, oil, and natural gas are formed.

Explain how oil and natural gas can be trapped beneath the Earth’s surface.

Lesson 3: Nonrenewable Energy: Fossil Fuels Part 2

State that coal is the most abundant fossil fuel in the United States and recognize that there are different types of coal that were formed under different conditions and produce varying amounts of energy when burned.

Explain that burning coal produces a great deal of air pollution.

State that oil is used more than any other form of energy in the United States.

Describe methods used to locate underground oil reservoirs, such as sonar, electric currents, and core samples.

Explain that natural gas causes the least amount of air pollution of the three main types of fossil fuels -- coal, oil, and natural gas.

Lesson 4: Nonrenewable Energy: Nuclear
Describe the process of nuclear fission.

Compare boiling-water reactors and pressurized-water reactors, the two types of nuclear reactors that are used in the United States.

Describe the basic functions of a nuclear fission reactor: fuel, control rods, and water used to transfer the heat from the reactor to the generator.

Explain the main environmental concerns and safeguards associated with radioactive materials in nuclear fission plants.

Describe how radioactive uranium atoms spontaneously release particles and energy.

**Lesson 5: Consuming Fossil Fuels**

Analyze production and consumption trends in energy, particularly those of oil and coal.

Choose and support possible options for addressing the trends of coal and oil usage.

Record scientific data using charts, graphs, and/or written descriptions.

Identify sources of information used in scientific research.

**Lesson 6: Your Choice**

Explore knowledge and skills taught in this course.

**Lesson 7: Renewable Energy: Hydroelectric Power**

Explain the steps and components involved in the generation of electricity in hydroelectric power plants.

Sequence the energy changes that take place during the generation of electricity at a hydroelectric power plant.

Describe the similarities in the generation of electricity and potential pollution among coal-fired, nuclear, and hydroelectric plants.

**Lesson 8: Renewable Energy: Alternate Energy Resources**

Compare passive solar heating systems with active solar heating systems.

State that the major use of solar thermal energy is to provide heat and hot water to homes.

Explain how a photovoltaic cell converts the energy of the sun to electricity.

Explain why wind farms can capture wind energy to efficiently generate electricity.

State that geothermal energy is derived from internal heat of the Earth and describe the process by which geothermal energy can be collected and used to make electricity.
Name the sources of biomass energy, such as wood, manure, garbage, and agricultural wastes, and describe how they are used to generate heat energy and electricity.

Describe the workings of a fuel cell and the role of hydrogen as a renewable energy source.

**Lesson 9: Energy from Wind**

Experiment to determine the effect of blade length on the efficiency of a windmill to lift a mass.

Recognize the advantages and disadvantages of using wind as an alternative energy resource.

Identify independent variables, dependent variables, constants, and controls.

Measure and report results in metric units.

Record scientific data using charts, graphs, and/or written descriptions.

Draw conclusions about the relationship between hypotheses and results in an investigation.

**Lesson 10: Energy Resources: Unit Review**

Name and distinguish between renewable and nonrenewable resources.

Recognize and describe some of the ways that people use renewable and nonrenewable resources for energy production.

Define a fossil fuel and compare how the three fossil fuels (coal, oil, and natural gas) form.

Compare major energy resources in terms of safety, usage, abundance, pollution, waste disposal, and aesthetic considerations.

Explain how each of the major energy resources is used to generate electricity, heat, and other types of energy.

Describe and compare methods to locate underground oil reservoirs, coal deposits, and natural gas and the processes by which we extract them.

Explain how energy is released in the process of nuclear fission and describe the basic functions of a nuclear fission reactor.

**Lesson 11: Unit Assessment**

Name and distinguish between renewable and nonrenewable resources.

Recognize and describe some of the ways that people use renewable and nonrenewable resources for energy production.

Define a fossil fuel and compare how the three fossil fuels (coal, oil, and natural gas) form.

Compare major energy resources in terms of safety, usage, abundance, pollution, waste disposal, and aesthetic considerations.
Explain how each of the major energy resources is used to generate electricity, heat, and other types of energy.

Describe and compare methods to locate underground oil reservoirs, coal deposits, and natural gas and the processes by which we extract them.

Explain how energy is released in the process of nuclear fission and describe the basic functions of a nuclear fission reactor.

Unit 13: Our Place in the Universe Summary

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.

Lesson 1: Origin of the Solar System

Describe how the predominant view of the solar system and universe has changed from the time of Ptolemy, Copernicus, Kepler, Galileo, and Newton.

State that Newton's universal law of gravitation explains how the planets of the solar system maintain orbits around the sun.

Explain the current theory that the solar system formed from gas and dust around the sun.

Define a nebula as a cloud of dust and gas in space.

Lesson 2: Star Qualities

Define a spectrograph as an instrument that separates light into wavelengths that make it up and records the results.

Explain that each element has its own characteristic spectrum.

Identify a continuous spectrum, a bright-line spectrum, and a dark-line spectrum and the materials that can produce them.

Compare the chemical makeup of the main elements of the Earth, sun, and stars.

Lesson 3: Sun-Fusion

Define nuclear fusion as a nuclear reaction in which atomic nuclei join together.

Recognize that energy of stars, including the sun, comes from nuclear fusion, mainly involving hydrogen.

Recognize that nuclear fusion is different from burning of fuels.

Lesson 4: Planets of the Solar System

Describe unique properties of each of the inner, terrestrial planets.
Describe unique properties of each of the outer planets: the four gas giants.

**Lesson 5: Stars**

Recognize that luminosity is the rate of energy output of a light source.

Recognize that apparent magnitude is an expression of brightness that depends on both luminosity and distance of a light source.

Recognize that absolute magnitude is an expression of luminosity of a light source, which does not depend on its distance.

Recognize that the color of a star depends on its surface temperature.

Describe the life cycle of stars of various sizes in terms of changes in size, surface temperature, and luminosity.

**Lesson 6: Expanding Universe**

Recognize that heavier elements form in stars and supernovae and are scattered into space by supernovae.

Recognize that an observer will see a shift in the wavelengths of light coming from a star or galaxy moving toward or away from the observer, to a degree that indicates how fast the star or galaxy is moving.

Recognize that the observation of galaxies moving away from us, the farther ones moving faster, indicates to scientists an expanding universe resulting from a big bang.

Recognize how scientists consider the big bang theory to describe the origin of the universe as it expanded from a small dense space into its current form.

Recognize that gravity holds together groups of celestial bodies including stars with their planets, asteroids, and other orbiting bodies, stars grouped in galaxies, and galaxies grouped in clusters.

**Lesson 7: Earth Seasons, Moon Phases, and Eclipses**

Demonstrate how the seasons are caused by the tilt of the Earth's axis as the Earth revolves around the sun, due to variation both in intensity of radiant energy and in the amount of time the sun shines during a day.

Explain the meaning of and tell the dates at or close to the summer and winter solstices and the spring and fall equinoxes.

Demonstrate how the phases of the moon are due to its position relative to the sun and Earth.

Recognize that the same side of the moon always faces the Earth because the moon's rotational period is the same as its period of revolution around the Earth.

Demonstrate how solar and lunar eclipses are due to the relative positions of the Earth, sun, and moon.

**Lesson 8: Unit Review**
Recognize the main features of the big bang theory, which most scientists accept as a description of the origin of the universe.

Explain nuclear fusion and recognize that it releases energy in stars, including the sun, as it creates heavier elements from hydrogen.

Recognize that nuclear fusion reactions that release energy in stars are different from burning of fuels.

Explain the most current, most widely accepted theory of the origin of the solar system and, more generally, the main features of life cycles of stars of various sizes.

Describe the main elements making up stars and Earth's sun; the relative locations of the orbits of the planets; a unique property of each planet; and the relative sizes and masses of the sun and the planets.

Recognize that Newton's universal law of gravitation explains the nature of the orbits of the planets and other objects in the solar system around the sun.

Explain how the phases of the moon and how lunar and solar eclipses depend on the relative positions of the moon, Earth, and sun.

Recognize that the moon's rotational period is the same as its period of revolution around the Earth, so that the same side of the moon continually faces the Earth.

Explain how the tilt of the Earth's axis of rotation with respect to its orbit around the sun causes the seasons.

State a date at or close to each of the summer and winter solstices and the spring and fall equinoxes and demonstrate the position of the Earth in its orbit at each of these times.

Explain how spectrographic analysis of the light coming from a star can reveal elements making up the star and the temperature of the star.

Recognize the meanings of apparent and absolute magnitudes.

Recognize that gravity holds together groups of celestial bodies including stars with their planets, asteroids, and other orbiting bodies, stars grouped in galaxies, and galaxies grouped in clusters.

Describe how the predominant view of the solar system and universe has changed from the time of Ptolemy, Copernicus, Kepler, Galileo, and Newton.

**Lesson 9: Unit Assessment**

Recognize the main features of the big bang theory, which most scientists accept as a description of the origin of the universe.

Explain nuclear fusion and recognize that it releases energy in stars, including the sun, as it creates heavier elements from hydrogen.

Recognize that nuclear fusion reactions that release energy in stars are different from burning of fuels.

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Explain how the phases of the moon and how lunar and solar eclipses depend on the relative positions of the moon, Earth, and sun.

Recognize that the moon's rotational period is the same as its period of revolution around the Earth, so that the same side of the moon continually faces the Earth.

Explain how the tilt of the Earth’s axis of rotation with respect to its orbit around the sun causes the seasons.

State a date at or close to each of the summer and winter solstices and the spring and fall equinoxes and demonstrate the position of the Earth in its orbit at each of these times.

Explain how spectrographic analysis of the light coming from a star can reveal elements making up the star and the temperature of the star.

Recognize the meanings of apparent and absolute magnitudes.

Recognize that gravity holds together groups of celestial bodies including stars with their planets, asteroids, and other orbiting bodies, stars grouped in galaxies, and galaxies grouped in clusters.

Describe how the predominant view of the solar system and universe has changed from the time of Ptolemy, Copernicus, Kepler, Galileo, and Newton.

Unit 14: Exploring Space

Lesson 1: Space Exploration and Travel

Investigate the history of space travel.

Explore the problems that humans face during space travel.

Understand basic aspects of how different spacecraft travel through space.

Explore some ideas about space travel in the future.

Unit 15: Physics

Lesson 1: Atoms, Elements, and Compounds, Part 1

Identify what matter is made of.

Identify what atoms are made of and what holds them together.
Learn about molecules.
Classify compounds as acids or bases.
Define what makes a compound.
Describe some uses of acids and bases.

Lesson 2: Atoms, Elements, and Compounds, Part 2

Identify what matter is made of.
Identify what atoms are made of and what holds them together.
Learn about molecules.
Classify compounds as acids or bases.
Define what makes a compound.
Describe some uses of acids and bases.

Lesson 3: Energy, Part 1

Determine how potential energy and kinetic energy are related.
Identify how thermal energy moves between substances.
Learn how chemical energy is stored in the bonds of molecules and compounds.
Describe how chemical energy can be used.
Describe how chemical and nuclear reactions can be used to produce electricity.

Lesson 4: Energy, Part 2

Determine how potential energy and kinetic energy are related.
Identify how thermal energy moves between substances.
Learn how chemical energy is stored in the bonds of molecules and compounds.
Describe how chemical energy can be used.
Describe how chemical and nuclear reactions can be used to produce electricity.

Lesson 5: Forces and Motion, Part 1
Learn how to measure gravity.
Learn what a force is.
Learn how gravity is related to mass and distance.
Learn how to describe and measure motion.
Explain how force affects motion.
Describe the three laws of motion.
Explain how the force of friction opposes motion.
Identify the results of balanced and unbalanced forces.

Lesson 6: Forces and Motion, Part 2

Learn how to measure gravity.
Learn what a force is.
Learn how gravity is related to mass and distance.
Learn how to describe and measure motion.
Explain how force affects motion.
Describe the three laws of motion.
Explain how the force of friction opposes motion.
Identify the results of balanced and unbalanced forces.

Unit 16: Chemistry Summary
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.

Lesson 1: Atoms and Elements

Recognize that atoms of each element are exactly alike.

Identify the three main parts of atoms as protons, electrons, and neutrons, and that protons have a positive charge, electrons a negative charge, and neutrons have no charge at all.

Describe the current model of the atom as a positively charged nucleus containing the protons and neutrons surrounded by electrons moving in certain regions within an electron "cloud."

State that atoms of different elements have different masses depending on the number of protons, electrons, and neutrons, but
that most of the mass comes from the protons and neutrons.

**Lesson 2: The Periodic Table of Elements**

Explain that all the elements are organized in the Periodic Table of the Elements according to their chemical properties.

Describe the common properties of metals (for example, they have luster, are bendable, and are good conductors of heat and electricity).

Describe the common properties of nonmetals (for example, they are dull, brittle, and are poor conductors of heat and electricity).

Find the number of protons, electrons, and neutrons in an atom using its atomic number (the number of protons) and mass number (the number of protons and neutrons).

**Lesson 3: Compounds and Molecules**

Define a compound as a substance made of two or more elements.

Explain that the properties of a compound differ from those of the elements that make up the compound.

Recognize that elements combine in certain specific proportions to form compounds.

Use the chemical formula of a compound to identify the elements from which it is composed, and determine the number of each type of atom in the compound.

**Lesson 4: Chemical Reactions**

Identify the reactants and products in a chemical equation.

Match chemical equations to word equations.

Recognize that in chemical reactions the original atoms rearrange themselves into new combinations, and that the resulting products have properties differing from those of the reacting compounds.

Recognize that for every chemical reaction the number of atoms of each element must be the same for both the reactants and the products.

**Lesson 5: Acids and Bases**

Describe properties of acids (for example, acids taste sour, are corrosive, and contain the element hydrogen).

Describe properties of bases (for example, bases taste bitter and feel slippery when dissolved in water).

Use the pH Scale to determine whether a solution is acidic or basic.

Demonstrate mastery of the skills taught in this lesson.
Lesson 6: Identification of Compounds

Name four types of evidence of a chemical reaction: Change in temperature, color change, release of a gas, and the formation of a precipitate.
Describe one method of identifying a compound or element in a product of a chemical reaction.

Lesson 7: Molecules of Life

Define organic compounds as carbon-based, such as those produced by living things and certain others produced in chemistry laboratories.

Define inorganic compounds as those that do not usually contain the element carbon.

Recognize that living organisms are composed of mainly just a few elements: carbon, hydrogen, oxygen, and nitrogen.

Describe the functions of proteins, lipids, and carbohydrates in human nutrition.

Lesson 8: Reaction Rates

Explain that all chemical reactions require a certain amount of energy in order to break existing bonds in the reactants and form new bonds in the products.

Identify four ways to increase the rate of some kinds of chemical reactions (increase the temperature, surface area, concentration, and add a catalyst).

Recognize that enzymes can act as catalysts to speed up chemical reactions in the human body.

Lesson 9: Unit Review and Assessment

Demonstrate mastery of the skills taught in this unit.

Recognize that the atoms of an element are exactly alike and that each element is made of only one kind of atom.

Identify the three main parts of atoms as protons, electrons, and neutrons, and that protons have a positive charge, electrons a negative charge, and neutrons have no charge at all.

Describe the current model of the atom as a positively charged nucleus containing the protons and neutrons surrounded by electrons moving in certain regions within an "electron cloud."

Explain that all the elements are organized in the Periodic Table of the Elements according to their chemical properties.

Describe the common properties of metals and nonmetals.

Identify some common elements and compounds by both their chemical symbols and their formulas.

Describe a compound as a substance made of two or more elements. Explain that the properties of a compound differ from those of the elements that make up the compound.
Recognize that in chemical reactions the original atoms rearrange themselves into new combinations, and that these new combinations have properties differing from those of the reacting compounds.

Write chemical equations to show what happens in a chemical reaction.

Use the pH scale to determine whether a solution is acidic or basic.

Explain that all chemical reactions require energy.

Describe how reaction rates increase with temperature, surface area, concentration, and in the presence of a catalyst.

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

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.

**Lesson 1: Semester Two Review**

Review specific skills and concepts outlined in the objectives for each of these lessons to prepare for the semester exam.

Locate Semester Two Lesson Objectives under Unit Resources, Reference tab.

**Lesson 2: Semester Two Assessment**

Define weathering as all the mechanical and chemical processes that break up rock.

Explain that mass wasting, moving water, ice, and winds are agents that erode, transport, and deposit weathered materials, shaping and reshaping earth's surface.

Compare valley glaciers to continental glaciers in terms of their locations, shapes, and directions of movement.

Describe evidence that supports the theory of continental drift: complementary shapes of the earth's coastlines, similar fossils found on different continents, similar geologic makeup of rock structures in land now separated by oceans, and patterns of ancient climates and glaciers.

Identify bathymetric features on the ocean floor, such as continental shelves, continental slopes, continental rises, abyssal plains, guyots, deep-sea trenches, mid-ocean ridges, seamounts, and submarine canyons.

Explain that scientists think that the mechanism for movement of plates involves convection in the mantle and gravity acting on the edges of the plate.

State that the boundaries of plates on the earth's surface are best defined by the occurrence of frequent earthquakes, along with volcanoes, mountain systems, deep-sea trenches, and mid-ocean ridges.

Explain that at convergent boundaries, mountains are built when two continental plates collide.

Identify and describe the parts of a watershed.
Describe how natural processes and human activities affect water quality in watersheds.

Identify contour lines and use them to determine elevation.

Interpret symbols on a topographic map.

Interpret a graph and make conclusions about nonrenewable and renewable energy use in the United States.

Define a fossil fuel as a nonrenewable energy source that formed millions of years ago from the remains of decayed plants and animals.

Explain why wind farms can capture wind energy to efficiently generate electricity.

Explain the current theory that the solar system formed from gas and dust around the sun.

Describe unique properties of each of the inner, terrestrial planets.

Describe unique properties of each of the outer planets: the four gas giants.

Demonstrate how the seasons are caused by the tilt of the earth's axis as the earth revolves around the sun, due to variation both in intensity of radiant energy and in the amount of time the sun shines during a day.

Identify what atoms are made of and what holds them together.

Identify the three main parts of atoms as protons, electrons, and neutrons, and that protons have a positive charge, electrons have a negative charge, and neutrons have no charge at all.

Describe some uses of acids and bases.

Classify compounds as acids or bases.

Learn how gravity is related to mass and distance.

Describe the three laws of motion.

Explain that all the elements are organized in the periodic table of the elements according to their chemical properties.

Identify the reactants and products in a chemical equation.

Recognize that in chemical reactions the original atoms rearrange themselves into new combinations, and that the resulting products have properties differing from those of the reacting compounds.
Syllabus

Texas Social Studies – Grade 6

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course 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.

Prerequisite Requirements: Course completion or grade placement.

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

Monitoring Student Progress: Each social studies lesson concludes with 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

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

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail:

Unit 1 Summary: Studying the World

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.

Lesson 1: Introduction
Demonstrate familiarity with the text and good reading strategies.

Identify five fields of study that make up social studies.

Recognize the characteristics that form culture regions.

Lesson 2: The Study of Geography
Identify and describe the five themes of geography.

Use latitude and longitude to locate places on maps.

Use scale to measure distances on maps.

Lesson 3: Tools of Geography
Recognize characteristics of maps and globes.

Identify types of maps.
Explain that different map projections have different areas of distortion.
Identify the purpose of charts and graphs.

**Lesson 4: You Be the Geographer**
Demonstrate knowledge gained in previous lessons.
Recognize hemispheres.

**Lesson 5: Review and Assessment**
Demonstrate knowledge gained in previous lessons.
Identify five fields of study that make up social studies.
Recognize the characteristics that form culture regions.
Identify and describe the five themes of geography.
Use latitude and longitude to locate places on maps.
Use scale to measure distances on maps.
Recognize characteristics of maps and globes.
Identify types of maps.
Explain that different map projections have different areas of distortion.
Identify the purpose of charts and graphs.

**Unit 2 Summary: The United States and Canada**

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.

**Lesson 1: Geography of the Region**
Recognize physical regions of the United States and Canada.
Explain the effects of geographic isolation on the land area of the region.

**Lesson 2: Land and Climate**
Define *landform* and describe the landforms of the United States and Canada.
Identify physical processes that shape the land.
Distinguish between weather and climate.
Identify vegetation zones in the United States and Canada.

**Lesson 3: Looking at the Land**
Review landforms of the United States and Canada.
Use maps to identify directions and boundaries in North America.

**Lesson 4: The United States: The People**
Recognize that immigration plays a significant role in U.S. culture.
Describe the contributions of various groups of Americans.
Give examples of the rights and responsibilities of citizens in the United States.

**Lesson 5: The United States: The Constitution**
Identify the Constitution as the framework or plan for government in the United States.
Identify basic rights guaranteed by the Bill of Rights.
Describe federalism as the division of powers between a central and state governments.

**Lesson 6: The United States: Three Branches of Government**
Identify the three branches of U.S. government and their roles.
Recognize Washington, D.C., as the capital of the United States.

**Lesson 7: The United States: Economy**
Recognize major factors in the production of goods.
Explain the basic structure of the free enterprise system.
Identify characteristics of a global economy.

**Lesson 8: The United States: Culture**
Identify values that help define U.S. culture.
Give examples of ways in which other cultures influence culture in the United States.
Explain globalization of culture.
Recognize positive and negative effects of technological advances.

**Lesson 9: Canada: An Immigrant Nation**
Identify major groups that have formed Canada's population.
Describe the history of immigration in Canada.
Define multiculturalism and explain Canada's policy toward cultures.
Explain why most of Canada's population lives near its southern border.

**Lesson 10: Canada: Government**
Explain the organization of the government of Canada.
Identify on a map the provinces and territories of Canada.
Identify on a map the capital of Canada.

**Lesson 11: Canada: Multiculturalism**
Describe the policy of multiculturalism and its origins and purpose.
Describe the conflict between separatists in Quebec and the federal government.
Give examples of ways in which the Canadian government has attempted to maintain unity in Canada.

**Lesson 12: Canada: Economy and Culture**
Identify major resources in Canada.
Describe the role of trade in Canada's economy.
Give examples of industries important to Canada's economy.
Describe the challenges of cultural diversity and national identity in Canada.

**Lesson 13: Alike and Different**
Compare and contrast the geography of the United States and Canada.
Compare and contrast the populations of the United States and Canada.
Compare and contrast the governments of the United States and Canada.
Compare and contrast the economies of the United States and Canada.

**Lesson 14: Review**
Demonstrate knowledge gained in previous lessons.

**Lesson 15: Unit Assessment**
Describe major physical features of the United States and Canada and their effects on the region.
Recognize the role of immigration in U.S. and Canadian history and culture.
Identify basic features of U.S. and Canadian governments.
Locate on a map the capitals of the United States and Canada.

Recognize major factors in the production of goods.

Explain the basic structure of the free enterprise system.

Identify characteristics of a global economy.

Give examples of resources and trade in the United States and Canada.

Recognize major economic and cultural challenges in the United States and Canada today.

Compare and contrast the United States and Canada in terms of geography, population, government, economy, and culture.

**Unit 3 Summary: Latin America, Part I**

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.

**Lesson 1: Latin America: Land and Climate**

Identify reasons for considering Latin America a region.

Identify the culture region of Latin America.

Describe the challenges Mexico faces as a result of its physical geography.

Identify on a map Central America and the Caribbean Islands.

Describe major physical features of Latin America.

Explain the reasons for the variations in climates in Latin America.

**Lesson 2: Latin America: Ancient Civilizations**

Identify the ancient civilizations of Latin America and what each is known for.

Describe the effects of the Spanish conquest of Latin America.

**Lesson 3: Visiting the Past**

Describe the accomplishments, economy, and architecture of an ancient American civilization.

**Lesson 4: Mexico: Roots**

Describe the Spanish conquest of Mexico.

Identify major people and events in Mexican history during Spanish rule.
Summarize the events that led to Mexican independence and the current borders of Mexico.

**Lesson 5: Mexico: Government**
Describe the issues that led to reform movements in Mexico.
Summarize the causes and results of the Mexican Revolution.
Identify major features of Mexican government today.

**Lesson 6: Mexico: Economy**
Describe three areas or sectors of Mexico's economy.
Explain the difference between privately owned farms and businesses and government or nationalized businesses.
Identify major resources in Mexico's economy.

**Lesson 7: Mexico Today**
Recognize the major cultures that form modern Mexican culture.
Explain the growth of Mexican cities and their challenges.
Describe rural life in Mexico.
Identify major Mexican holidays and their significance.

**Lesson 8: Central America and the Caribbean**
Describe the climate and landforms of the Caribbean Islands.
Describe the role of colonization on the region.
Summarize the major events in the move from colonies to independent nations in Central America and the Caribbean.
Identify major ethnic groups in the region.
Recognize the influence of the United States on the region.

**Lesson 9: Central America and the Caribbean: Economies and Cultures**
Describe historic economic patterns and challenges in the region.
Explain the advantages of a diversified economy and give examples of diversification in the region.
Recognize influences on languages, religions, and music in the Caribbean and languages, religions, and arts and crafts in Central America.

**Lesson 10: The Caribbean: Cuba**
Summarize major events in Cuba's history since 1890.
Describe Cuba's transition to communism and the reasons for it.
Recognize the effects of communism on Cuba's economy and way of life.

Lesson 11: Central America: Guatemala
Summarize Guatemala's political history from 1821 to the present.
Give examples of diversification in Guatemala's economy today.
Describe urban and rural life in Guatemala and the cultures in those areas.

Lesson 12: Traveling
Conduct research on one country in Central America or in the Caribbean.
Summarize research findings in a visual.

Lesson 13: Review
Demonstrate knowledge gained in previous lessons.

Lesson 14: Unit Assessment
Identify reasons for considering Latin America a region.
Identify the culture region of Latin America.
Identify on a map Central America and the Caribbean Islands.
Describe major physical features of Latin America.
Identify the ancient civilizations of Latin America and what each is known for.
Describe the effects of the Spanish conquest of Latin America.
Recognize major historical, political, economic, and cultural features of Mexico.
Summarize the major events in the move from colonies to independent nations in Central America and the Caribbean.
Identify major ethnic groups in the region.
Recognize the influence of the United States on the region.
Explain the advantages of a diversified economy and give examples of diversification in the region.
Recognize influences on languages, religions, and music in the Caribbean and languages, religions, and arts and crafts in Central America.
Identify Cuba as a communist country in the Caribbean and Puerto Rico as a U.S. territory.

Unit 4 Summary: Latin America, Part II
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?

**Lesson 1: South America: Independence and Beyond**
- Describe the impact of European settlement on South America.
- Identify major events and individuals in the fight for independence.
- Explain the reasons for unlimited governments in South America after independence and the recent changes there.
- Recognize the diversity of South America's population.

**Lesson 2: South America: Economies and Cultures**
- Give examples of the relationship between geography and economic activity.
- Identify major resources and industries in South America.
- Describe the effects of urbanization on South America.
- Recognize artistic achievements in the region.

**Lesson 3: South America: Brazil**
- Recognize Brazil as the largest and richest country in South America.
- Describe major industries in Brazil.
- Explain the relationship between geography and population distribution.
- Identify major features of Brazilian culture.

**Lesson 4: South America: Peru**
- Identify major landforms in Peru.
- Recognize the relationship between political stability and strong economies.
- Describe major features of Peruvian culture.

**Lesson 5: Latin America: A Closer Look**
- Compare and contrast nations of Latin America today.

**Lesson 6: Assessment**
- Identify major events and individuals in the fight for independence in South America.
- Explain the reasons for unlimited governments in South America after independence and the recent changes there.
- Recognize the diversity of South America's population.
- Identify major resources and industries in South America.
Describe the effects of urbanization on South America.

Recognize Brazil as the largest and richest country in South America.

Describe major features of Brazilian and Peruvian culture.

Give examples of the relationship between geography and economic activity in South America.

Compare and contrast nations of Latin America today.

**Unit 5 Summary: Western Europe: Geography and History**

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.

**Lesson 1: Europe: Geography**

Recognize major factors that determine climate in a region.

Explain why Western Europe has a warmer climate than most other regions at the same latitude.

Recognize the relationship between climate and economy.

**Lesson 2: Europe: Riches of the Land**

Recognize Europe's major geographic features.

Identify major natural resources in Europe.

Describe the relationship between resources and economy.

**Lesson 3: Ancient Greece**

Describe the influence of geography on the development of city-states and colonies in Greece.

Recognize major achievements of the ancient Greeks.

Explain how Greek culture spread outside the Greek Peninsula.

**Lesson 4: Ancient Rome**

Describe the structure and expansion of the Roman Republic.

Explain how Rome became an empire.

Recognize the influence of the Roman Empire.

Explain how Christianity spread and became the official religion of the Roman Empire.

**Lesson 5: The European Middle Ages**
Recognize the effects of the fall of Rome on life in Europe.
Describe the role and importance of the Christian Church in medieval Europe.
Explain the structure and purpose of feudalism and manorialism.
Describe the changes that took place as towns grew in the later Middle Ages.

Lesson 6: The European Renaissance
Describe the time known as the Renaissance and the factors that led to it and helped it spread.
Give examples of Renaissance art and literature in Italy and in Northern Europe.

Lesson 7: The Reformation
Identify key ideas and individuals of the Protestant Reformation.
Recognize the significance of the printing press in the Renaissance and Reformation.

Lesson 8: Age of Exploration
Review knowledge gained in previous lessons.
Recognize reasons for European exploration in the fifteenth and sixteenth centuries.
Identify major explorers, their countries, and their routes.
Describe the effects of European exploration on the Americas.

Lesson 9: Revolutions
Recognize changes that resulted from the Scientific and Industrial Revolutions.
Describe the effects of the Industrial Revolution on workers in Europe.
Identify key causes, events, and results of the French Revolution.

Lesson 10: Russia
Recognize key accomplishments and failings of Ivan IV, Peter the Great, and Catherine the Great.
Describe the social structure of Russia and the issues that caused dissatisfaction among its people.

Lesson 11: Review
Demonstrate knowledge gained in previous lessons.

Lesson 12: Assessment
Recognize major factors that determine climate in a region.
Recognize Europe's major geographic features.
Identify major accomplishments of ancient Greece and Rome.

Describe life in Europe during the Middle Ages.

Describe the time known as the Renaissance and the factors that led to it and helped it spread.

Identify key ideas and individuals of the Protestant Reformation.

Explain the causes, major events, and effects of European exploration.

Recognize changes that resulted from the Scientific and Industrial Revolutions.

Identify key causes, events, and results of the French Revolution.

Describe Russia's geography.

Recognize key leaders and issues in the history of Russia before 1900.

Identify on a map ancient Greece, the Roman Empire, Italy, France, and Russia.

**Unit 6 Summary: Europe: From Wars to Unions**

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.

**Lesson 1: Empires**

Describe major causes and results of nationalism in Europe in the late nineteenth and early twentieth centuries.

Explain the importance of colonies to European countries.

Recognize that boundaries and governments in Europe have changed over time.

**Lesson 2: Wars**

Identify the major causes of World War I.

Describe the changes in Europe as a result of the war.

Identify the important factors that led to World War II.

**Lesson 3: Cartooning**

Recognize the purpose of political cartoons.

Interpret political cartoons to gain information.

**Lesson 4: The Soviet Union**
Recognize major events in the establishment of the Soviet Union.

Describe the role of the Soviet Union in Eastern Europe after World War II and the reasons for it.

Identify the methods Stalin used to control the economy and society of the Soviet Union.

Explain the meaning of the term Cold War.

**Lesson 5: Communism in Eastern Europe**

Describe the lives of most citizens in the Soviet Union.

Explain how the Soviet economy was organized.

Describe the attempts to change the government and economy of the Soviet Union.

**Lesson 6: After Communism**

Recognize changes in Russia and Eastern Europe after the USSR fell apart.

Explain the causes and results of the war on the Balkan Peninsula.

Identify characteristics of life in Russia since the end of communism there.

**Lesson 7: The European Union**

Describe the purpose and structure of the European Union.

Recognize means by which the European Union is attempting to meet its goals.

Explain ways in which European Union nations maintain their own identities.

**Lesson 8: The United Kingdom**

Review information gained in previous lessons.

Identify the four political regions of the United Kingdom.

Give examples of the cultural heritage of the United Kingdom.

Recognize features of the British economy.

**Lesson 9: Sweden**

Describe key characteristics of Sweden's government, economy, and society.

Identify environmental issues in Sweden.

**Lesson 10: France**

Describe key characteristics of France's government, economy, and cultural heritage.

**Lesson 11: Germany**
Explain Germany's division and reunification.
Recognize examples of German culture.

**Lesson 12: Poland**
Describe Poland's transition from communism to democracy.
Recognize elements of Poland's economy and culture.

**Lesson 13: Visiting Europe**
Analyze statistics to gain information.

**Lesson 14: Review**
Demonstrate knowledge gained in previous lessons.

**Lesson 15: Assessment**
Describe major causes and results of nationalism in Europe in the late nineteenth and early twentieth centuries.
Recognize that boundaries and governments in Europe have changed over time.
Identify major causes and results of World War I and World War II.
Recognize major events in the establishment of the Soviet Union.
Describe the role of the Soviet Union in Eastern Europe after World War II and the reasons for it.
Describe characteristics of life in communist and noncommunist countries in Europe.
Recognize changes in Russia and Eastern Europe after the USSR broke apart.
Describe the purpose, structure, and characteristics of the European Union.
Recognize characteristics of government, economy, and culture in selected European countries.
Analyze statistical data and political cartoons to gain information.

**Unit 7 Summary: Semester Review and Assessment**
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.

**Lesson 1: Semester Review, Part 1**
Demonstrate mastery of important knowledge and skills taught in the Introduction unit.
Demonstrate mastery of important knowledge and skills taught in the United States and Canada unit.
Demonstrate mastery of important knowledge and skills taught in the Latin America, Part I unit.
Demonstrate mastery of important knowledge and skills taught in the Latin America, Part II unit.

Lesson 2: Semester Review, Part 2
Demonstrate mastery of important knowledge and skills taught in the Western Europe: Geography and History unit.
Demonstrate mastery of important knowledge and skills taught in the Europe: From Wars to Unions unit.

Lesson 3: Semester Assessment
Demonstrate mastery of important knowledge and skills taught in the Introduction unit.
Demonstrate mastery of important knowledge and skills taught in the United States and Canada unit.
Demonstrate mastery of important knowledge and skills taught in the Latin America, Part I unit.
Demonstrate mastery of important knowledge and skills taught in the Latin America, Part II unit.
Demonstrate mastery of important knowledge and skills taught in the Western Europe: Geography and History unit.

Unit 8 Summary: North Africa and Southwest Asia

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.

Lesson 1: Regional Geography
Locate on a map major physical features of the region.
Analyze maps to gain information on the climate of the region.
Describe the ethnic and religious makeup of the region.

Lesson 2: The Rivers
Explain the influence of the Tigris, Euphrates, and Nile Rivers on the region.
Describe the ways in which early peoples of the region used the surrounding seas.

Lesson 3: The Land Between the Rivers
Describe the structure of Sumerian government and society.
Identify cuneiform as one of the first systems of writing.
Lesson 4: The Gift of the Nile
Explain why ancient Egypt is called the Gift of the Nile.
Describe the purpose and building of the pyramids.
Identify characteristics of daily life and religion in ancient Egypt.

Lesson 5: Islamic Empires
Identify the Five Pillars of Islam.
Describe the spread of Islam.
Identify major events in the rise and fall of the Ottoman Empire.

Lesson 6: Difficult Years
Review information gained in previous lessons.
Explain the origins of the current problems in the region.
Recognize the causes of two modern wars in the region.

Lesson 7: Three Religions
Describe the origins of Judaism, Christianity, and Islam.
Locate on a map the holy cities of the three religions.

Lesson 8: Economy and Culture
Explain the role of oil in the economies of the region.
Identify ways in which religion affects daily life.

Lesson 9: Modern Egypt
Summarize the major power shifts in Egypt's modern history.
Describe the economy and society of modern Egypt.
Use map scales to measure distances in Egypt.

Lesson 10: Modern Israel
Identify major events in the origins of Israel as a modern nation.
Describe the major groups of people who make up the Israeli population.
Describe modern Israel's economy.

Lesson 11: Review
Demonstrate knowledge gained in previous lessons.

**Lesson 12: Assessment**

- Locate on a map major physical features of the region.
- Analyze maps to gain information on the climate of the region.
- Describe the ethnic and religious make-up of the region.
- Explain the influence of the Tigris, Euphrates, and Nile Rivers on the region.
- Describe Sumerian society.
- Describe ancient Egyptian society.
- Describe the origins of Judaism, Christianity, and Islam.
- Describe the spread of Islam and major events in the rise and fall of the Ottoman Empire.
- Explain the origins of the current problems in the region.
- Explain the role of oil in the economies of the region.
- Describe the economy and society of modern Egypt.
- Describe the economy and society of modern Israel.

**Unit 9 Summary: Sub-Saharan Africa**

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 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.

**Lesson 1: Geography South of the Sahara**

- Identify major landforms and waterways of Sub-Saharan Africa.
- Describe the climate regions of Sub-Saharan Africa.
- Describe resources found in the region.
- Use maps to gain information.

**Lesson 2: Culture and Empire**

- Describe the importance of archaeological finds in Africa.
- Explain the trade systems of early African kingdoms.
- Identify three empires of Africa.
Lesson 3: Colonialism in Africa
Describe the effects of European trade on slavery and society in Africa.

Explain the reasons for and results of European colonialism in Africa.

Lesson 4: Journey Toward Independence
Describe the factors that led to independence in African nations.

Recognize problems in Nigeria after independence.

Trace changes in South Africa after independence.

Lesson 5: Changes in Western and Central Africa
Explain how European nations divided western and central Africa during colonialism.

Describe the governments of the Democratic Republic of the Congo and Ghana.

Recognize attempts of African nations to better the continent.

Lesson 6: Cultures of Western and Central Africa
Review information gained in previous lessons.

Describe examples of African contributions to the arts and culture.

Lesson 7: Modern Nigeria
Describe the peoples of modern Nigeria.

Recognize major events in modern Nigerian history.

Describe the resources in Nigeria's economy.

Lesson 8: Eastern and Southern Africa: History
Recognize trade empires of Eastern and Southern Africa.

Describe governments in Somalia and Rwanda.

Lesson 9: Eastern and Southern Africa: Geography
Compare and contrast three geographic regions in Eastern and Southern Africa.

Lesson 10: Modern South Africa
Describe the geography and resources of South Africa.

Recognize key events in the history of South Africa.

Lesson 11: Review
Demonstrate knowledge gained in previous lessons.

**Lesson 12: Assessment**

Identify major landforms and waterways of sub-Saharan Africa.

Describe the climate regions of sub-Saharan Africa.

Describe resources found in the region.

Identify three empires of Africa.

Describe the effects of European trade on slavery and society in Africa.

Explain the reasons for and results of European colonialism in Africa.

Describe the factors that led to independence in African nations.

Explain how European nations divided western and central Africa during colonialism.

Describe examples of African contributions to the arts and culture.

Recognize key events in the histories of selected African countries.

**Unit 10 Summary: Southern Asia**

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?

**Lesson 1: Southern Asia: Geography**

Identify South Asia and Southeast Asia as regions of Southern Asia.

Describe major physical features of South and Southeast Asia.

Identify climate characteristics of South and Southeast Asia.

**Lesson 2: India: Ancient History and Culture**

Identify characteristics of the Indus River valley civilization.

Describe the origins of Hinduism and its influence on Indian society and life.

Recognize key accomplishments of the Gupta and Mauryan Dynasties.

**Lesson 3: Southeast Asia: Crossroads of Culture**

Explain why Southeast Asia was a crossroads.

Describe the origins of Buddhism and its influence on Southeast Asia.
Lesson 4: India: History Continues
Describe the origins and influence of Islam in India.
Recognize the effects of British control of India.
Identify key events in the independence movement in India.

Lesson 5: South Asia: Governments
Recognize the different forms of government in South Asian countries.
Describe the influence of independence and democracy on life in India.

Lesson 6: India's Culture
Identify key characteristics of Indian culture.
Recognize the diversity of languages in India.
Describe the role of religion and family in India.

Lesson 7: Pakistan
Recognize key events in Pakistan's history.
Identify major religions and languages of Pakistan.
Describe current conflicts between Pakistan and India.

Lesson 8: Southeast Asia: History
Review information gained in previous lessons.
Describe the influence of India and China on the cultures of Southeast Asia.
Recognize the effects of European colonialism on the region.
Explain the results of independence in the region.

Lesson 9: Southeast Asia: Culture and Economy
Identify key features of the economy in Southeast Asia.
Recognize the diversity of cultures in Southeast Asia.

Lesson 10: Modern Vietnam
Recognize key events in the history of Vietnam.
Identify the causes of the war in Vietnam and the United States' involvement there.
Describe the current government and economy of Vietnam.

Lesson 11: Review
Demonstrate knowledge gained in previous lessons.

**Lesson 12: Assessment**

Identify South Asia and Southeast Asia as regions of Southern Asia.
Describe major physical features of South and Southeast Asia.
Identify climate characteristics of South and Southeast Asia.
Recognize key events in Indian history.
Identify key characteristics of Indian culture.
Recognize the different forms of government in South Asian countries.
Identify key events in the history and cultural development of Southeast Asia.
Describe the origins of Hinduism and Buddhism.
Recognize key events in the history of Vietnam.
Identify the causes of the war in Vietnam and the United States' involvement there.
Describe the current government and economy of Vietnam.

**Unit 11 Summary: East Asia**

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.

**Lesson 1: East Asia: Geography**

Identify the countries of East Asia, Australia, and the Pacific islands.
Identify major features of China's physical geography.
Describe the physical geography of Japan and the Korean peninsula.
Describe the physical geography of Australia and the Pacific islands.

**Lesson 2: China: History**

Identify China as having the longest-lasting civilization in the world.
Recognize major dynasties in China's history.
Identify major achievements of ancient China.
Lesson 3: Japan: History
Describe the early history of Japan and the outside influences on its development.

Explain the reasons for the development of Japan's feudal system.

Recognize reasons for Japan's decision to isolate itself from outside influence.

Lesson 4: China: The Modern Era
Describe the problems that led to the fall of China's last dynasty.

Identify Sun Yat-sen, Chiang Kai-shek, and Mao Zedong and what they are known for.

Recognize attempted reforms and methods used to maintain government power under communism.

Lesson 5: East Asia: Governments
Define communism.

Explain the reasons for human rights abuse in communist China.

Identify the kinds of governments found in North Korea, South Korea, Japan, Mongolia, and Taiwan.

Lesson 6: East Asia: Economies
Describe the economies of East Asian countries.

Lesson 7: East Asia: Cultures
List examples of cultural exchange among the peoples of East Asia.

Recognize the traditional arts of East Asian cultures.

Describe the effects of communism on culture in China.

Lesson 8: Japan: The Modern Era
Describe political and economic changes in Japan in the last century.

Recognize the roles of traditional Japanese values and of the United States in rebuilding Japan's economy after WWII.

Contrast elements of Japanese culture with U.S. culture.

Lesson 9: Review
Demonstrate knowledge gained in previous lessons.

Lesson 10: Assessment
Identify the countries of East Asia, Australia, and the Pacific islands.

Identify major features of China's physical geography.

Describe the physical geography of Japan and the Korean peninsula.
Identify major achievements of ancient China.

Explain the reasons for the development of Japan's feudal system.

Recognize reasons for Japan's decision to isolate itself from outside influence.

Identify Sun Yat-sen, Chiang Kai-shek, and Mao Zedong and what they are known for.

Recognize attempted reforms and methods used to maintain government power under communism.

Identify the kinds of governments and economies found in North Korea, South Korea, and Japan.

Recognize the roles of traditional Japanese values and of the United States in rebuilding Japan's economy after World War II.

Contrast elements of Japanese culture with U.S. culture.

Recognize the traditional arts of East Asian cultures.

**Unit 12 Summary: Year End Review and Assessment**

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

**Lesson 1: Year-End Review, Part I**

Demonstrate mastery of important knowledge and skills taught in the United States and Canada unit.

Demonstrate mastery of important knowledge and skills taught in the North Africa and Southwest Asia unit.

**Lesson 2: Year-End Review, Part II**

Demonstrate mastery of important knowledge and skills taught in the Latin America, Part I unit.

Demonstrate mastery of important knowledge and skills taught in the Latin America, Part II unit.

Demonstrate mastery of important knowledge and skills taught in the Sub-Saharan Africa unit.

Demonstrate mastery of important knowledge and skills taught in the Southern Asia unit.

**Lesson 3: Year-End Review, Part III**

Demonstrate mastery of important knowledge and skills taught in the Western Europe: Geography and History unit.

Demonstrate mastery of important knowledge and skills taught in the Europe: From Wars to Unions unit.

Demonstrate mastery of important knowledge and skills taught in the East Asia unit.

**Lesson 4: Year-End Assessment**

Demonstrate mastery of knowledge and skills presented in this course.
Syllabus

Texas Health – Grade 6

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: In the Grade 6 Health program, students focus on important skills such as staying healthy, personal fitness, safety and preparedness, diseases, legal and illegal drugs, harmful substances, relationships, and the family unit. The curriculum is designed around topics and situations that engage student discussion and motivate students to analyze internal and external influences on their health-related decisions. The course helps students build the skills they need to protect, enhance, and promote their own health and the health of others.

Prerequisite Requirements: Course completion or grade placement.

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 facts.

Monitoring Student Progress: Each health lesson concludes with 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:

Health Notebook
Harcourt Horizons: Health and Fitness
Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail:

Unit 1: The Human Body

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

Unit 2: Staying Healthy and Wise

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

Unit 3: Healthy Foods: Fuel for the Body

- Nutrition and Diet
- The USDA Food Guide Pyramid
- Foods of Many Lands
- What’s for Dinner?
- Food Safety

Unit 4: Personal Fitness

- Personal Fitness
- Fitness, Safety, and You

Unit 5: Safety: The Best Policy

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

Unit 6: Emergency Preparedness
• Emergencies: Being Prepared
• First Aid
• First-Aid Strategies for More Serious Situations

Unit 7: Communicable and Noncommunicable Diseases

• 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 That Help
• Drugs: The Human Body’s Response
• Medicine Abuse

Unit 9: Other Harmful Substances: Alcohol and Tobacco

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

Unit 10: Self-Concept and Relationships

• All About You
• Coping with Feelings
• Relationships

Unit 11: The Family Unit

• Being Part of a Family
• Communication is Key
• Families Change
Syllabus

Texas Physical Education – Grade 6

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: Healthy, active adults started out as active children. It is important for children to engage in daily physical activity. The old saying, “Strong minds, strong bodies,” still holds true. To get fit and stay fit, children need to exercise regularly. It’s work—but it’s also fun!
This program is designed to engage students in activities that reinforce basic physical skills and improve overall fitness levels. Each lesson provides a schedule of instructions for five days of activities.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Most lesson content is delivered online. Each lesson provides a link to a Fitness Log sheet, which you can print as needed. In this log, the student will keep track of the kind of exercise he or she does, and how: for example, how far the student walks or runs, how many sit-ups he or she does, and the like. Keep all Fitness Logs in the Physical Education notebook.

Monitoring Student Progress:
Each daily activity is divided into three parts:
• Warm-Up and Stretching
• Physical Activity (Aerobic or Muscular Strength)
• Cool Down
At the end of each lesson, the student will enter the required information into the Fitness Log. Logs are submitted to the teacher for monitoring that each lesson has been completed. Learning coaches should monitor the actual activity for safety. 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
- Pedometer, jump rope, and playground ball

Materials the student must gather:
- Physical Education Notebook – a three ring binder in which to store the printout of Get Fit! And the Fitness Logs
- Six empty 2-liter soda bottles with caps, to be used as markers and targets
- 12 feet of ½ inch elastic
- CD player for lively music

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail: Unit 1: Physical Fitness Program Summary

The old saying, "Strong minds, strong bodies," still holds true. To get fit and stay fit, you need to exercise regularly. It's work—but it's also fun!

Lesson 1: Baseline Fitness Testing and Pedometer Use

Determine baseline fitness levels.
Become familiar with how to use and care for a pedometer.

Lesson 2: Pedometer Practice and Strength Training

Increase awareness of average daily physical activity.
Improve overall muscular strength and flexibility.

Lesson 3: Ball-Handling Skills / Improving Strength and Flexibility

Improve ball ball-handling skills.
Practice basketball dribbling techniques.
Exercise for strength and flexibility.

Lesson 4: Jumping Rope for Fitness Fun

Practice the basic skills of jumping rope.
Practice challenging jump-rope skills.
Practice jumping rope for fitness using a pedometer.
Use a jump rope to complete strength and endurance exercises.

**Lesson 5: Locomotor Movements for Fitness Fun**

Practice basic locomotor skills using suggested movement patterns.
Move forward, backward, in a curve, and in a zigzag.
Demonstrate smooth combinations of locomotor movements.

**Lesson 6: Heart Rate and Physical Activity**

Find the carotid and radial pulse points.
Take and calculate a 6-second heart rate.
Practice taking a heart rate while exercising.

**Lesson 7: Principles of Exercise and More Pedometer Activities**

Apply principles of exercise to strength training exercises.
Estimate, walk, and power walk specific pedometer distances.
Learn to use the clock function of the pedometer.

**Lesson 8: Fitness Testing and Power Walking**

Compare fitness testing scores to determine whether fitness levels have increased or stayed the same.
Learn how to test fitness levels.
Power walk for aerobic fitness.

**Lesson 9: Playground Games**

Learn games to play alone or with friends.
Improve physical fitness through participation in games.
Use pedometer to count steps while exercising.
Lesson 10: Choice Week

Choose among alternative fitness activities.
Use the local environment for fitness activity choices.
Repeat activities from previous lessons.

Lesson 11: Soccer Skills / Strength Training Exercises

Practice soccer skills, including ball control, trapping, dribbling, and passing back and forth with a partner.
Practice kicking a ball at a target.
Continue to increase the number of exercises performed.

Lesson 12: More Jump Rope Fun

Review the basic skills of jumping rope.
Practice new and challenging jump rope skills.
Combine jump rope skills into a jump rope routine set to music.
Use a jump rope to complete strength and endurance exercises.

Lesson 13: Pedometer Power / New Strength Training Exercises

Use a pedometer to keep track of the number of steps taken each day.
Increase activity levels as needed to reach the goal of 10,000 steps.
Learn new strength training exercises.

Lesson 14: Aerobic vs. Anaerobic Exercise

Define aerobic activity and anaerobic activity.
Distinguish between aerobic and anaerobic exercise activities.
Continue to improve muscular strength.

Lesson 15: Fitness Fun with Locomotor Movements

Practice basic locomotor skills using suggested movement patterns.
Move forward, backward, in a curve, and in a zigzag.
Demonstrate smooth combinations of locomotor movements.

**Lesson 16: Indoor Games**

Learn games to play alone or with friends.
Improve physical fitness through participation in games.
Use pedometer to count steps while exercising.

**Lesson 17: Coordination, Strength, and Flexibility**

Improve ball handling skills.
Practice basketball dribbling techniques.
Exercise for strength and flexibility.

**Lesson 18: Jumping Rope for Fun and Fitness**

Review the basic skills of jumping rope.
Practice new and challenging jump rope skills.
Combine jump rope skills into a jump rope routine set to music.
Use a jump rope to complete strength and endurance exercises.

**Lesson 19: Choice Week**

Choose among alternative fitness activities.
Use the local environment for fitness activity choices.
Repeat activities from previous lessons.

**Lesson 20: Comparing Fitness Tests and Power Walking**

Determine baseline fitness levels.
Become familiar with how to use and care for a pedometer.

**Lesson 21: Stepping it up / Building Strength**
Increase awareness of average daily physical activity.
Improve overall muscular strength and flexibility.

**Lesson 22: Aerobic and Anaerobic Exercise**

Define *aerobic activity* and *anaerobic activity*.
Distinguish between aerobic and anaerobic exercise activities.
Continue to improve muscular strength.

**Lesson 23: Fitness Fun**

Practice basic locomotor skills using suggested movement patterns.
Move forward, backward, in a curve, and in a zigzag.
Demonstrate smooth combinations of locomotor movements.

**Lesson 24: Playing Games**

Learn games to play alone or with friends.
Improve physical fitness through participation in games.
Use pedometer to count steps while exercising.

**Lesson 25: Practicing Soccer Skills / Strength Training**

Practice soccer skills, including ball control, trapping, dribbling, and passing.
Practice kicking a ball at a target.
Continue to increase the number of exercises performed.

**Lesson 26: Jumping Rope for Fitness**

Review the basic skills of jumping rope.
Practice new and challenging jump rope skills.
Combine jump rope skills into a jump rope routine set to music.
Use a jump rope to complete strength and endurance exercises.
Lesson 27: Choice Week

Choose among alternative fitness activities.
Use the local environment for fitness activity choices.
Repeat activities from previous lessons.

Lesson 28: More Fitness Testing and Power Walking

Compare fitness testing scores to determine whether fitness levels have increased.
Learn how to test fitness levels.
Power walk for aerobic fitness.

Lesson 29: Surpassing Your Best

Apply principles of exercise to strength training exercises.
Estimate, walk, and power walk specific pedometer distances.
Learn to use the clock function of the pedometer.

Lesson 30: Anaerobic and Aerobic Exercises

Define aerobic activity and anaerobic activity.
Distinguish between aerobic and anaerobic exercise activities.
Continue to improve muscular strength.

Lesson 31: Fitness Fun and Movement

Practice basic locomotor skills using suggested movement patterns.
Move forward, backward, in a curve, and in a zigzag.
Demonstrate smooth combinations of locomotor movements.

Lesson 32: Games

Learn games to play alone or with friends.
Improve physical fitness through participation in games.
Use pedometer to count steps while exercising.

**Lesson 33: Building Fitness Skills**

- Improve ball handling skills.
- Practice basketball dribbling techniques.
- Exercise for strength and flexibility.

**Lesson 34: Fitness and Jumping Rope**

- Review the basic skills of jumping rope.
- Practice new and challenging jump rope skills.
- Combine jump rope skills into a jump rope routine set to music.
- Use a jump rope to complete strength and endurance exercises.

**Lesson 35: Choice Week**

- Choose among alternative fitness activities.
- Use the local environment for fitness activity choices.
- Repeat activities from previous lessons.

**Lesson 36: Final Fitness Testing**

- Compare current fitness levels with baseline fitness levels.
Syllabus

Music Concepts A

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: In the Music Concepts A program, students learn the fundamentals of music as they relate to the piano key and a study of a select group of composers and their music. Students will complete lessons using Music Ace CD-ROM, student guides, and listening CDs.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Students will complete lessons using Music Ace CD-ROM, student guides, and listening CDs. The lesson content is not online.

Monitoring Student Progress: Each music lesson will be marked complete once the student completes the offline lesson. 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 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:

Music Ace CD
Beethoven CD
Mendelssohn CD
Mozart CD
Vivaldi and Corelli CD

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail:

Unit 1: The Staff and the Keyboard
- Introduction to the Staff
- Introduction to the Piano Keyboard
- Playing with Pitch
- The ABC’s of the Piano Keyboard
- The ABC’s of the Staff
- The ABS’s of the Treble Staff
- Corelli: The Father of Modern Violin Music
- Vivaldi and the Four Seasons
- Baroque Music

Unit 2: Extending the Staff
- Keyboard Review
- Below the Treble Staff
- Above the Treble Staff
- Loud and Soft, Same Pitch
- The ABC’s of the Bass Staff
- Above the Bass Staff
- Below the Bass Staff
- Same Pitch, Different Timbres
- The ABC’s of the Grand Staff
- Treble and Bass Staff Review
- Mozart: The Boy Genius
- Beethoven: The Tragic Genius
- The Classical Period

Unit 3: Flats, Sharps, and Scales
- Half Steps and Whole Steps
- More ABC's of the Grand Staff
- Sharps and Flats
- Sharps and Flats on the Staff
- The Key Signature
- Introduction to Major Scales
- Key Signature and Scale Review
- Mendelssohn: The Young Romantic
Syllabus
Music Concepts B

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description: Music Concepts B is the second course in the Music Concept Series. This is a traditional music course teaching the fundamentals of music as they relate to the piano key and a study of a select group of composers and their music. Students will complete lessons using Music Ace CD-ROM, student guides and listening CDs.

Prerequisite Requirements: Course completion or grade placement.

Online Importance: Students will complete lessons using Music Ace CD-ROM, student guides, and listening CDs. The lesson content is not online.

Monitoring Student Progress: Each music lesson will be marked complete once the student completes the offline lesson. 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 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:

Music Ace CD
Sousa CD
Chopin CD
Schumann & Grieg CD
Verdi CD

Technical Requirements can be found at: http://www.k12.com/faqs/Technical/

Unit and Lesson Detail:

Unit 1: The Elements of Rhythm and Melody
- Beat and Tempo
- Hearing Rhythms
- Note Names
- Sharps and Flats
- Basic Rhythm Notation
- The Quarter Rest
- Key Signatures & Major Scales
- Melody
- Elements of Rhythm and Melody
- Schumann: The German Romantic
- Chopin: The Poet of the Piano
- Grieg: The Chopin of the North

Unit 2: Rhythms, Rests, and Keys
- The Measure
- Sharp Key Signatures
- Notes Longer Than a Beat
- Dotted Quarter Notes
- Flar Key Signatures
- Rests
- Rhythms, Rests, and Keys
- Viva Verdi!
- Sousa: The March King
- The Romantic Period

Unit 3: Minor Scales, Syncopation, and Harmony
- Syncopation
- Sixteenth Notes
- Minor Scales
- Three Sounds Per Beat
• The Time Signature
• Intervals
• The 6/8 Time Signature
• Introduction to Harmony
• Minor Scales, Syncopation, and Harmony
• Introduction to Jazz
Syllabus

MS: French I

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description:

Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various French-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Number of Lessons and Scheduling

45 minutes

Total Lessons: 180

Prerequisite Requirements: Course completion or grade placement.

Monitoring Student Progress: Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students 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:

*Powerspeak Course*

Standard Curriculum Items

French-English dictionary is recommended

Technical Requirements can be found at: [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)

Unit and Lesson Detail:

**SEMESTER ONE**

Unit 1

- Greetings
- Parts of Speech
- Nouns, definite articles & gender
- Definite articles
- *Tuvs. Vous*
- *Puzzle Sentences*
- France

Unit 2
School

Alphabet

Guide to French Rhythm & Accents

Indefinite Articles

Thinking en Français

France

Unit 3

Descriptions

Colors

French subject pronouns

The Broken Window

France

Unit 4

Countries and Nationalities

Numbers 0-30

Present tense of the 3 major verb groups

Points, Lines, and Figures

Monaco

Unit 5

Common verbs #1

Making compound sentences

Toward Fluency
Monaco

Unit 6

Common verbs #2
Telling Time
The Imperative

*The Key of the Key's Kingdom*

Switzerland

Unit 7

Common verbs #3
Conjunctions
Simple negative *ne...pas*

*Chatter at a Royal Ball*

Switzerland

Unit 8

Days, Months, and Seasons
Numbers 30-100
Expressions with *Avoir*

*Toward Fluency*

Rwanda

SEMESTER TWO

Unit 1

Hobbies
Asking questions

Focus on the Language 1-8

Rwanda

Unit 2

Food (part 1)

"de" and "à" and their contractions

Points, Lines, and Figures

French Polynesia

Unit 3

Food (part 2)

Faire versus jouer

From Word to Discourse

French Polynesia

Unit 4

Family

Selected adverbs

Chatter at a Royal Ball

Canada

Unit 5

Places

C'est versus Il est...

Focus on the Language 9-14
Canada

Unit 6

Animals
Comparatives/Superlatives

Creating Your Own Mini-Story Plots

Mali

Unit 7

Shopping
Expressions with faire

Stringing Together Your Own Narratives

Mali

Unit 8

Weather Expressions
Forms of quel and lequel

Chatter at a Royal Ball

Chad
Syllabus

MS: French II

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description:

Students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various French-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Number of Lessons and Scheduling

45 minutes

Total Lessons: 180

Prerequisite Requirements: Course completion or grade placement.

Monitoring Student Progress: Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students 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:

*Powerspeak Course*

**Standard Curriculum Items**

French-English dictionary is recommended

Technical Requirements can be found at: [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)

Unit and Lesson Detail:

**SEMESTER ONE**

**Unit 1**

Professions

Ordinal Numbers

The verb *Etre*

*Points, Lines, and Figures*

Burundi

**Unit 2**

Clothing
Adjectives: Agreement & Placement (#1)

*Une Mère Parle à Son Bébé*

Burundi

Unit 3

At Home

Possessive Adjectives

*From Word to Discourse*

Guinea

Unit 4

The Body

The near future tense

*In the Classroom: A French Lesson*

Guinea

Unit 5

Reflexive Verb List

*Ily a ...*

*Lecture on Geography*

Haiti

Unit 6

Cognates

Numbers 1- 1 million

*Etre* Nationality
More on Numbers

Haiti

Unit 7

On Vacation

Partitive Articles

Thinking en Français

Belgium

Unit 8

Telephone

Expressions with Avoir

L'Alphabet Romain

Belgium

SEMESTER TWO

Unit 1

Directions

Adjectives: Agreement & Placement (#2)

Chatter at a Royal Ball

Madagascar

Unit 2

Transportation

Demonstrative Articles
Focus on the Language 15-23

Madagascar

Unit 3

Medical Terms

Sickness & avoir expressions

Ma Première Visite au Québec

Martinique

Unit 4

Sports

Demonstrative Particles

The Key of the King's Kingdom 2

Martinique

Unit 5

Outdoor Activities

Direct Object Pronouns

Communication With Limited Means

New Caledonia

Unit 6

Travel

Yand En

Focus on the Language 24-28

New Caledonia
Unit 7

Computers (part 1)

Passed tense with Avoir (*passé composé*)

*Stringing Together Your Own Narratives*

Luxembourg

Unit 8

Computers (part 2)

Passed tense with *Etre* (*passé composé*)

*Points, Lines, and Figures*

Luxembourg
Syllabus

Course Description:

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (American Council on the Teaching of Foreign Languages).

In this course you will explore the Spanish language through stories, songs, puzzles, lectures, vocabulary sets, videos, and more. You will also explore cultures of Spanish-speaking countries through videos, Culture Grams, and more.

You will be responsible for completing all of the following important activities and tasks.

- Vocabulary Sets: Learn to quickly recognize and pronounce a wide range of useful vocabulary sets in a variety of contexts.
- Patterns: Learn how Spanish grammar works.
- Stretch Activities: Learn to comprehend, perform, and create sentences, stories, conversations and narratives.
- Games and Activities: Practice and reinforce your new Spanish material.
- CultureGrams™ and Videos: Read through the CultureGrams™ and watch the culture videos to learn important information about various Spanish-speaking countries.
- Listening, speaking, reading, and writing assignments: You will have the opportunity to put your new knowledge into practice by actually producing the language.
- Diglot Weave Stories: Listen to these fun stories to hear language in context.
- Quizzes and Tests: Assessments will evaluate how you are progressing in the course. Be sure to study!
- Other Activities: Further your Spanish acquisition by practicing and learning other interesting Spanish concepts.
You should plan to spend at least 30-45 minutes reading, studying, and practicing the information presented on each calendar day. Repeat the activities and study the information until you are confident with all the material. Your best effort will bring about incredible leaps in learning Spanish.

**Number of Lessons and Scheduling**

45 minutes

Total Lessons: 180

**Prerequisite Requirements:** Course completion or grade placement.

**Monitoring Student Progress:** Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students 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:
*Powerspeak Course*

**Standard Curriculum Items**

*Vox Everyday Spanish and English Dictionary*

**Technical Requirements can be found at:** [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)
Unit and Lesson Detail:

SEMESTER ONE

Unit 1

Greetings

Alphabet

Parts of Speech

Subject Pronouns

Tú vs. Ud.

Ditties

Mexico

Unit 2

School

Nouns (singular and plural, gender, agreement)

Definite Articles

Indefinite Articles

Points, Lines, and Figures

Mexico

Unit 3

Descriptions

Colors

Adjectives (usage and placement)

The Broken Window Diglot Weave™ story
Mexico

**Unit 4**

Countries and Nationalities
Numbers 0-30

*Ser and Estar*

*El Alfabeto Romano*

Mexico

**Unit 5**

Common -ar Verbs
Adverbs of Frequency
Verbs (-ar)
Negative Sentences

Spain

**Unit 6**

Common -er Verbs
Telling Time
Verbs (-er)

*Chatter at a Royal Ball*

Spain

**Unit 7**

Common -ir Verbs
Coordinating Conjunctions
Prepositions

Verbs (-ir)

*The Key of the King’s Kingdom*

Spain

**Unit 8**

Days, Months, and Seasons

Numbers 30-100

Question Formation

Giving Dates

*Speed Learning*

Spain

**SEMESTER TWO**

**Unit 1**

Hobbies

*Gustar*

Thinking *en Español*

Guatemala

**Unit 2**

Food (part 1)

Possessive Adjectives

Possession Using "de"
Toward Fluency 1 & 2
Guatemala

Unit 3
Food (part 2)
Demonstrative Adjectives
Demonstration Lecture 1
Guatemala

Unit 4
Family
Two-Verb Combinations
Stringing Together Your Own Narratives
Guatemala

Unit 5
Places
Ir + a + infinitive
Acabar de
Contractions
Chatter at a Royal Ball
Honduras

Unit 6
Animals
Stem-Changing Verbs
The Puzzle
Honduras

Unit 7
Shopping
Irregular Present Tense in the "yo" Form
Honduras

Unit 8
Weather Expressions
"Hay" and "Tener" Expressions
Stringing Together Your Own Narratives
Honduras
Syllabus

MS: Spanish II

Teacher Contact Information
Name: Homeroom teacher:
Class Connect teacher:
Kmail:
Phone number:
Study Hall time:
Study Hall Link:
Class Connect Link: See Daily Class Connects in your OLS
Class Connect Times:
Homeroom teacher Skype Name:
Class Connect teacher Skype Name:

Course Description:

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Students master common vocabulary terms and phrases; comprehend a wide range of grammar patterns; instigate and continue simple conversations, and respond appropriately to basic conversational prompts; generate language incorporating basic vocabulary and a limited range of grammar patterns; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

The course has been carefully aligned to national standards as set forth by ACTFL (American Council on the Teaching of Foreign Languages).

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- Patterns: Learn how Spanish grammar works.
- Stretch Activities: Learn to comprehend, perform, and create sentences, stories, conversations, and narratives.
- Games and Activities: Practice and reinforce your new Spanish material throughout the unit.
- CultureGrams™ and Videos: Read through the CultureGrams™ and watch the culture videos to learn important information about various Spanish-speaking countries.
- Listening, speaking, reading, and writing assignments: You will have the opportunity to put your new knowledge into practice by actually producing the language.
- Diglot Weave Stories: Listen to these fun stories to hear language in context.
- Quizzes and Tests: Unit Quizzes will evaluate how you are progressing in the course. Be sure to study!
- Other Activities: Further your Spanish acquisition by practicing and learning other interesting Spanish concepts.
You should plan to spend at least 30-45 minutes reading, studying, and practicing the information presented on each calendar day. Repeat the activities and study the information until you are confident with all the material. Your best effort will bring about incredible leaps in learning Spanish.

**Number of Lessons and Scheduling:**

45 minutes
Total Lessons: 180

**Prerequisite Requirements:** Course completion or grade placement.

**Monitoring Student Progress:** Each lesson concludes with an online or offline assessment. The assessments consist of weekly reviews, quizzes, speaking quizzes, and writing practice. Each semester concludes with a comprehensive semester review and assessment. Students 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.

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**Required Instructional Materials:**

Materials K¹² provides:
*Powerspeak Course*

**Standard Curriculum Items**

*Vox Everyday Spanish and English Dictionary*

**Technical Requirements can be found at:** [http://www.k12.com/faqs/Technical/](http://www.k12.com/faqs/Technical/)
Unit and Lesson Detail:

**SEMESTER ONE**

Unit 1

Professions

Ordinal Numbers

*Points, Lines, and Figures*

Nicaragua

Unit 2

Clothing

Similar Verbs

*Speed Learning*

Nicaragua

Unit 3

At Home

Comparatives

*A Lesson in Spanish*

Nicaragua

Unit 4

Body

Adverbs

Nicaragua
Unit 5

Reflexive Verb List

Reflexive Verbs

Chile

Unit 6

Cognates

Numbers 1-1000

Affirmative and Negative words

More on the Alphabet

Chile

Unit 7

On Vacation

Personal "a"

A Geography Lesson

Chile

Unit 8

Telephone

Object Pronouns

Focus on the Language

Chile

SEMESTER TWO
Unit 1

Directions

Commands – Affirmative

*Communication with Limited Means*

Paraguay

Unit 2

Transportation

Commands – Negative tú

*Chatter at a Royal Ball*

Paraguay

Unit 3

Medical Words

Commands – Pronoun Placement

*Mi Primera Visita a México*

Paraguay

Unit 4

Sports

Present Progressive

Paraguay

Unit 5

Outdoor Activities

Present Progressive with Direct/Indirect Object Pronouns
Points, Lines, and Figures

Venezuela

Unit 6

Travel

Preterite ar verbs

The Keys of Rome

Venezuela

Unit 7

Computers (part 1)

Preterite er verbs

Una Lección de Geografía

Venezuela

Unit 8

Computers (part 2)

Preterite ir verbs

Una Lección de Español

Venezuela