

## Second Semester Contents and Objectives 6<sup>th</sup> Basico

### ENGLISH

TEXT LEVEL: Argument/discursive writing  
Narrative  
Poetry  
Book reviews

SENTENCE LEVEL:

revise the language conventions and grammatical features of different types of text  
revise work on contracting sentences  
investigate conditionals - *if, then, might, would, could* etc  
secure knowledge of complex sentences  
to understand features of formal official language  
to revise formal styles of writing

WORD LEVEL: build a bank of useful terms and phrases for argument - *similarly, whereas, however*, etc  
revise and consolidate spelling rules from previous three semesters  
invent words using known roots, prefixes and suffixes  
experiment with language - creating new words, similes, metaphors  
practise and extend vocabulary through inventing word games, puns, riddles, crosswords

### MATHEMATICS

#### **NÚMEROS:**

1. Comprende el significado de potencias de base y exponente natural y las aplica en situaciones diversas.
2. Identifica regularidades y verifica procedimientos en la multiplicación y en la división por potencias.
3. Representa situaciones numéricas y geométricas mediante expresiones algebraicas.
4. Utiliza estrategias para resolver ecuaciones de primer grado con una incógnita en el ámbito de los números naturales y verifica sus soluciones.
5. Trabaja en equipo y muestra iniciativa personal en la resolución de problemas en contextos diversos.

#### **Datos y Azar:**

1. Resuelve problemas que impliquen interpretar información presentada en gráficos circulares.
2. Representa datos obtenidos desde diversas fuentes, en gráficos circulares utilizando herramientas tecnológicas o en forma manual.
3. Distingue los conceptos de población y muestra, y argumenta acerca de la necesidad de tomar muestras en la realización de estudios o encuestas que involucran un gran número de casos.
4. Interpreta y discute la información que entregan diferentes medidas de tendencia central en diversos contextos, considerando el tipo de datos.
5. Calcula medidas de tendencia central en diversas situaciones y discute acerca de la pertinencia de su cálculo según el tipo de datos.
6. Estima la probabilidad de ocurrencia de eventos, mediante la identificación de patrones en el comportamiento de resultados de experimentos aleatorios en contextos lúdicos.
7. Respeta ideas distintas a las propias.
8. Muestra rigor, perseverancia, flexibilidad y creatividad al resolver problemas matemáticos.

### LENGUAJE y COMUNICACIÓN

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- Considerar de la importancia de los textos argumentativos, informativos, normativos y para la vida diaria.
- Aplicar diversas estrategias para comprender mejor lo leído.
- Producir y corregir diversos tipos de textos.
- Aplicar conocimientos gramaticales en contexto.
- Aplicar conocimientos de ortografía puntual, literal y acentual en el proceso de escritura y lectura.
- Ampliar el vocabulario con énfasis en el contexto.

### **NATURAL SCIENCE**

- Cells
- Elements of Food
- Digestive System
- Circulatory System
- Urinary System
- Systems
- Earth

### **SOCIAL SCIENCE**

- 1) Caracterizar los grandes períodos políticos del siglo XX en Chile. (República Parlamentaria, República Presidencial, Gobierno Militar, Gobiernos de la Concertación)
- 2) Identificar el territorio nacional.
- 3) Distinguir cómo se organiza política y administrativamente el territorio nacional.
- 4) Identificar las regiones administrativas de Chile.
- 5) Describir relieve y clima de Chile.

### **P.S.H.E.**

#### WORKING WITH TELETON

- Learn about disability: what is it and what does it mean to be disabled?
- Promote tolerance to differences
- Promote empathy in our students
- Learn about Teleton: what is *Instituto Teleton*? What do they do?
- Promote inclusion: how can we help?

#### PREVENTION – RESISTING PEER PRESURE

- Help the students recognize situations that can be dangerous or complicated
- Help the students learn skills and how to use them to avoid getting involved in risky situations and/or early experimenting
- Develop strategies to resist peer pressure and learn to say “no”
- Reflect on preventing risky behaviour

### **RELIGION**

#### **Católica**

- Historia de la Iglesia
- La oración Cristiana
- María del Apocalipsis
- Proyecto inter-religioso
- Navidad. Nueva Creación

#### **Protestant**

- Kings of Israel
- Psalms

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- The temple
- Parables
- Communion
- Inter-religious and philosophical project

#### **Jewish**

- Hashaná
- Tashlij
- Iom Kipur
- Sucot
- Simjat Torá
- Januca

#### **Philosophy**

The Greek virtues of wisdom, prudence, justice, courage and temperance

The value of law and justice in Rome

The value of happiness in Greek, Jewish, Muslim, Buddhist, Hindi and Christian thought

The philosophical truth

The common good

#### **MUSIC**

##### **Unit/concept**

Chilean National Anthem

Compound Time

Music from the British Isles

Playing and singing melodies in 6/8

Folk Instruments

20th Century Pop Music

Keyboard Skills Chords I, II, IV, V, VI

Arranging

Kodaly sol fege skills

##### **Objectives – to be able to:**

(Chilean National Anthem)

- Cantar Himno Nacional, aplicando técnica vocal; afinación, respiración, emisión de sonidos y palabras
- Compose a compound melody in 6/8
- Aurally identify traditional Irish folk instruments
- Listen to jigs, reels and waltzes and be able to identify structures and time signatures
- Use Dorian and Aeolian mode to compose a melody
- Use chords to accompany a variety of songs
- Compose a piece using primary and secondary chords
- Add chords to a composed melody
- Discriminate between and discuss a variety of popular styles of music
- Develop keyboard skills
- Consolidate Kodaly sol fege with hand sings - sol, mi, la, re, doh, fa and ti. Rhythms – ti-ro-la

#### **P.E.**

##### **Outdoors (27/7 – 27/8)**

- To develop cooperation skills in a non-competitive environment
- To encourage working together to achieve a common goal
- To improve communication skills
- To trust others
- To make decisions
- To learn to listen and understand others

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- To appreciate individual differences
- To use orienteering skills to journey around local environment

#### Chilean Dance (30/8 – 10/9)

- Students learn a National Chilean Dance as part of their culture and the bicentenary celebrations
- Students are able to remember and repeat a sequence of basic dancing patterns with control and coordination

#### Athletics (20/9 – 22/10)

- Develop techniques in the different disciplines:
  - Drive and speed
  - Developing rhythm in running and running over obstacles
  - Sprinting style
  - Throwing – over arm throw (use of cricket ball and javelin)
  - Jumping combinations with fluency
  - Official long and high jump
  - Relay take-over: 'down sweep'
- Using a range of equipment and techniques when throwing; jumping with focus on good run ups; developing rhythm, techniques and speed when running different distances
- Working with a partner and small group to count, measure, time and give peer-assessment
- Working co-operatively in teams to engage in relays, challenges and competitive situations
- Watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements

#### Gymnastics (25/10 – 26/11)

- Increase their range of gymnastics skills and abilities with precision and control using vaulting and bars
  - *Jumps*: (1) leap frog over partner (2) through vault with springboard (3) side vault with springboard straight into trampoline, followed by through vault (4) jump from trampoline on mat (straight, tuck, pike jump or superman)
  - *Bars*: (1) different methods of how to come up (2) different movement (3) different methods of how to come out
- Understand that all gymnastic skills need body control and perfection
- Adapt, refine and improve specific gymnastic skills using this knowledge
- Make use of speed and body control in order to improve performances
- Use space and apparatus safely and know the principles of safe sitting
- Use information and basic criteria to evaluate their own and others' work
- Accept advice and use it in a reflective way to improve the quality of their work

#### ART

Understand & explore the elements of art & principles of design  
Experiment with a variety of techniques, material & tools  
Communicate ideas, thoughts & feelings through different visual expressions  
Critique own & others artworks by applying concepts presented  
Develop a project together with Spanish for the Bicentennial  
Understand basic concepts of Art History

- Draw from observation
- Explore different graphite pencils
- Understand simple mechanisms through designing & making simple machines
- Explore the working characteristics of materials

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- Measure, mark out, cut & shape a range of materials
- Assemble, join & combine materials & components
- Explore the conversion of a 2D shape into a 3D form
- Explore modelling techniques & relief
- Produce creative & visually attractive designs

### **DRAMA**

#### **Develop Internal and External Personal Resources**

##### ***Develop personal creativity***

- Create original dialogue
- Create stories from musical and movement sources, and from other sensory information
- Create complex dramatic forms, involving movement, sound and text
- Write original short plays
- Write letters and other artifacts for role drama

#### **Develop Interpersonal Skills and Awareness**

##### ***Join with and respond to others in group dramatic activities***

- Improvise group scenes and dialogue
- Observe and criticize one another's work

##### ***Cooperate in teams to solve problems***

- Interact within dramatizations
- Plan and execute complex scenes

#### ***Create Theatre through Artistic Collaboration***

##### **Create/WRITE scripts**

- Plan and record improvisations based on personal experience, imagination, literature and history
- Collaborate to select and create characters, situations and environments
- Improvise dialogue
- Improvise monologue
- Formalize improvisations by writing or otherwise recording the dialogue, stage directions etc
- Create situations involving tension and dramatic action

##### **ACT/role play**

- Assume roles and interact in improvisations
- Perform theatrical literature
- Imagine and clearly describe characters
- Make clear choices in creating and presenting characters and actions
- Use variations in movement and voice for different characters
- Remain in role while contributing to the development of a story

##### **DIRECT classroom theatre**

- Collaboratively plan and prepare improvisations and other classroom dramatizations
- Direct a partner in monologue performances
- Organize rehearsals and performances independently

##### **DESIGN environments for theatre**

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- Collaborate to create playing spaces for classroom theatre
- Organize materials for costumes, sets and props
- Make aesthetic choices in selecting movement, music and other sound, and visual elements to enhance the mood of dramatizations

#### **I.C.T.**

##### **Clait Exam**

The children will finish off the learning and take the ICT exam

##### **Wiki Project**

I can...find information about a famous person who has made a positive impact on the world in the last 200 years

I can...work together with my group and create a wiki (Wikipedia style website)