

First Semester Objectives 2010

6th Basico

ENGLISH

TEXT LEVEL: poetry
journalistic writing
Shakespeare focus
biography/autobiography
narrative

SENTENCE

LEVEL: revise word classes
word order
standard English; adapting texts
colon; semi-colon
parenthesis, dashes and brackets
investigation of active and passive sentences
complex sentences

WORD LEVEL: doubling last letter

dropping the 'e'
plurals for words ending in 'y'
words and expressions that have changed over time
root words, prefixes and suffixes
meanings and spellings of connectives
research the origins of proper names, meanings and origins of proverbs

MATHS

Unidades, contenidos y distribución temporal

NÚMEROS:

1. Cálculo escrito, mental y aproximado de multiplicaciones y divisiones de fracciones positivas y de números decimales positivos, operaciones combinadas con estos números y aplicación en contextos cotidianos y empleo de la calculadora u otras herramientas tecnológicas para el estudio de regularidades en la multiplicación y división de fracciones y números decimales.
2. Interpretación de información proveniente de diversos contextos y de medios de comunicación expresada como razón y porcentaje.
3. Establecimiento de la relación entre porcentaje y su expresión como fracción o número decimal, y resolución de problemas que involucren razones y porcentajes en diferentes contextos.
4. Formulación y verificación de conjeturas, a través de casos particulares, respecto a situaciones o fenómenos de la vida cotidiana que involucren cálculo de porcentajes y de variaciones porcentuales (aumentos y disminuciones).

GEOMETRÍA:

5. Medición de ángulos con transportador o herramientas tecnológicas y empleo del grado sexagesimal como unidad de medida.

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6. Identificación de ángulos opuestos por el vértice en rectas que se cortan en el plano, de los ángulos que se forman al cortar rectas paralelas por una transversal y verificación de las igualdades de medida que se dan en estos casos.

7. Formulación y verificación de conjeturas, en algunos casos, referidas a la suma de las medidas de los ángulos interiores y exteriores de polígonos.

8. Resolución de problemas en situaciones variadas relativas al cálculo de la medida de ángulos interiores y exteriores en polígonos.

CASTELLANO

- Comprender diferentes tipos de textos, tanto literarios como no literarios, aplicando habilidades específicas
- Leer en forma oral con expresividad, velocidad y fluidez
- Escribir diferentes textos, aplicando los pasos de la escritura con una correcta ortografía
- Consultar y contrastar información en forma digital, aplicando técnicas de comprensión de lectura
- Sintetizar información, relacionado con un tema medioambiental para publicarla en Blog personal, creado en ICT
- Reconocer y aplicar conceptos relacionados con manejo de la lengua, en el área de gramática y ortografía
- Declamar poemas con expresividad y fluidez
- Escuchar y comentar cuentos clásicos y contemporáneos

NATURAL SCIENCE

Content:

- Bunsen Burner (parts, how to use it and types of flames)
- Matter: states of matter; properties of liquids; solids and gases; properties of matter
- Solution and separation techniques
- Electricity
- Matter and energy transfer
- Level of organization
- Nutrition

Skills:

- Developing laboratory skills: following instructions, time management, independent work, appropriate pair work and handling materials
- Observation skills

SOCIAL STUDIES

- Identificar el territorio nacional, su localización y su situación en el mundo. Distinguir cómo se organiza política y administrativamente el territorio nacional.
- Identificar las regiones administrativas de Chile. Utilizar información presentada en diversas fuentes.
- Identificar y describir las grandes unidades naturales de Chile.
- Describir los rasgos físicos del país: relieve, clima, hidrografía, riesgos naturales.
- Identificar los recursos naturales y las actividades económicas nacionales.
- Describir rasgos de la población chilena y usar información demográfica.

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- Comprender la información entre medio natural y población.
- Reconocer riesgos naturales e impacto ambiental.
- Comprender cómo se organizó la República bajo un régimen conservador.
- Identificar los cambios políticos de mediados del siglo XIX hacia una República liberal.
- Conocer los procesos de desarrollo económico, social y territorial de Chile a lo largo del siglo XIX.
- Identificar y entender causas de la crisis política de fines del siglo XIX.
- Comprender cómo organizó Chile su República.
- Reconocer las transformaciones económicas que trajo la república conservadora.
- Identificar características de la sociedad durante la República conservadora.
- Comprender cómo se llegó a la república liberal.
- Comprender el proceso a través del cuál Chile consolidó su territorio. La Guerra del pacífico.
- Caracterizar los grandes procesos, reformas y crisis del siglo XX en Chile.
- Ubicar temporalmente procesos y acontecimientos relevantes de la historia de Chile en el siglo XX hasta el presente.
- Valorar la construcción y convivencia democrática en nuestro pasado reciente hasta hoy.
- Utilizar diversas Fuentes de época para obtener o interpretar información información.
- Identificar características de la República Parlamentaria y el desarrollo de la cuestión social.

RELIGION

CATHOLIC: Semana Santa: arte y kerigma en los acontecimientos de la pasión, muerte y resurrección de Jesucristo
Personajes que han cambiado nuestra historia
La Iglesia de la persecución: primeros siglos; Latino América hoy.

JEWISH: 1. Reyes, división de los Reinos; Exilio
2. Conocer las festividades y conmemoraciones judías de acuerdo a los meses judíos
3. Identificar mujeres que han sido influencia importante en los acontecimientos que marcaron las fiestas y conmemoraciones
4. Identificar las diferentes partes del poder ejecutivo y legislativo del estado
5. Reconocer los presidentes y Primeros Ministros mas influyentes en la vida de Israel
6. Identificar y vivenciar los valores de las festividades

PROTESTANT: The conquest of the land; the end of the life of Moses; The Ark of the Covenant; Joshua, Rahab and the spies; Jericho; Gideon; Samson; Ruth – story of loyalty; Hannah – answer to prayer; Samuel listens to God

PHILOSOPHY: 1. The history of philosophy
2. Where does philosophy come from?
3. The origin of philosophy
4. Greek philosophy

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5. Oriental philosophy

ICT

File Management and e-Document Production

This unit is designed to accredit basic competencies in using a computer and its systems software to create, manage and edit files and to format text, layout and document properties. Students will be covering information that they should, by the stage of 6th Basico, already know, but by following the structured and formal teaching of the RSCA Clait Module, they should be ready to take a two and a half hour exam which will lead to a Cambridge Certificate. If successful, we will begin another unit of the Clait certificate after the first.

The reason for this is to prepare the children for life in the Senior School where they will continue with the Clait International Certificates.

The unit is linked with Spanish, in that they will have to apply the skills they have learned to produce a document about Chilean Architecture from 200 years ago, to help celebrate the bicentenary year.

MUSIC

- Perform melodies and countermelodies in a group performance and maintain their own part
- Improvise an 8 bar phrase using the aeolian mode
- Compose over an agreed ground bass and chord sequence and demonstrate layering and variation
- Compose a melody in compound time using Dorian or Aeolian mode
- Aurally identify traditional Irish folk instruments
- Distinguish between simple and compound time signatures
- Sing and play Kodaly sol fege with hand signs - sol, mi, la, re, doh, fa and ti.
Rhythms – ti-ro-la

DRAMA

DEVELOP INTERNAL AND EXTERNAL PERSONAL RESOURCES

Develop personal creativity

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

- Master mirror techniques

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- Interact within dramatizations
- Plan and execute complex scenes

Place self in other contexts: walk in others' shoes

- Draw parallels between drama activities and real life
- Use and understand metaphor
- Use drama as metaphor

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 furtherance of a story

P.E.

Green, Health and Fitness

Improve level of physical fitness of students.

- Students should have improved their ability to run for a period of time without stopping.
- Students should have increased the speed at which they can run.
- Students should have improved their upper and lower body strength, coordination, flexibility.
- Students should have improved their coordination.

Develop understanding of health and fitness and its importance.

- Students should be able to describe what general and specific fitness is, and give examples.
- Students should know the key components of fitness eg strength, endurance, flexibility, balance, body composition. How can we make the body better/more efficient if we can achieve that?
- Students should name the main muscles of our body.
- Know the basics of the importance of the cardiovascular system in exercise and be able to identify clearly the differences in the body when active and when at rest. This related to the monitoring of the heart rate.

Develop understanding of the effects of a healthy lifestyle on the environment.

How can we make the environment greener?

- What is health and what is environmental health?

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- How can a healthy and fit person help to create a nicer environment?
- Renewable energy

Develop social skill through the unit

- Apply the sport rules: maintain self control, fair play, treat all players with respect, enjoy the game, play the spirit of the game.

Independent learning

- Students learn how to use charts
- Students learn how to work independently and correct themselves and each other.

Gymnastics

Children will learn to:

- Travel rhythmically and develop timing with a partner or small group using synchronization and canon.
- Adapt and develop movements and skills and work cooperatively with a partner.
- Extend their understanding and use of levels, speeds and pathways.
- Understand the compositional principles of sequencing and recognize when they are absent.

Children will improve specific gymnastics skills:

- *Taking weight on hands and feet:* (3) moving into and out of a handstand and cartwheel.
- *Rolling:* (1) Moving into or out of a forward and backward roll, (3) different forward and backward rolls.
- *Jumping:* Leap frog over partner, side jump, through jump, free jump from trampoline

Improvement of cognitive and social skills and knowledge:

- Use space and apparatus safely and know the principles of safe sitting.
- Work co-operatively and sympathetically with a partner or small group.
- 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
- Practise drawing skills
- Experiment with line to create the illusion of: shape & form, texture, movement, tone, etc.
- Explore value to create the illusion of: volume & solidity, depth & distance, lights & shadows
- Experiment with colour & values to express or evoke moods & emotions

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- Produce creative & visually attractive designs
- Use of templates to construct simple models
- Measure, mark out, cut & shape a range of materials
- Assemble, join & combine materials & components
- Explore the working characteristics of materials
- Explore modelling techniques & relief

P.S.H.E.

- Help the students meet their new classmates
- Help the students to become a new class
- Stimulate the sense of identity as a new group
- Develop the feeling of belonging in their new group
- Help the students to create new friends
- Develop social skills
- Understand that “virtual friends” are not always real friends: reflect on what “virtual friends” mean.
- Reflect about possible risks about being too “friendly” on the web.
- Appreciate that individuals need to recognize their strengths and weaknesses for the sake of the group
- Develop children understanding about the changes that take place in their bodies as they approach puberty
- Help the students recognise that puberty includes emotional, social, psychological as well as physical changes
- Discuss with the students how to deal with their feelings towards themselves, their families and others in a positive way
- Discuss the importance and promote personal hygiene with the students