

# SIXTH GRADE – Schaumburg Christian School

## LANGUAGE ARTS

- ◆ *Reading and Literature*
  - Oral reading
  - Reading comprehension
  - Speed reading
  - Vocabulary building
  - Dictionary skills
- ◆ *Penmanship*
  - Review of cursive writing formation
  - Practice penmanship through creative writing and word exercises
  - Learn calligraphy
- ◆ *Spelling*
  - Weekly word lists by prefixes, suffixes, and root words (approx. 25 words)
  - Vocabulary study from the word lists
  - Reinforcement activities
  - Dictionary skills
- ◆ *Writing Process*
  - Writing, comparison/contrasts, poetry, outlines, library research paper, narration, editorial
  - Sentences and sentence parts
  - Fragments and run-ons
  - Punctuation and capitalization rules
  - Library skills
- ◆ *Grammar*
  - Recognizing and using all eight parts of speech
  - Sentence structure
  - Memorizing commonly used prepositions
  - Diagramming sentences

## HISTORY AND GEOGRAPHY

- Studying ancient history and customs of other countries such as Egypt, India, China, Japan, Israel, Rome, Greece, Africa, and South America
- Establishment of empires, rulers, wars, events, religions, and archeological findings
- Then and now, location; climate; topography; natural resources; cultural influences

## SCIENCE

- Earth Science; emphasis on earthquakes, volcanoes, weathering, soil, erosion, and natural resources
- Space Technology: stars and solar system
- Life Science studying cells and classification, animal classification, plant classification, reproduction (plant and animal), and genetics
- Human Body: Nervous system and immune system
- Physical Science: Motion and machines
- Energy: Study of electricity
- Matter: Study of chemistry

## BIBLE

- Introduces students to the parts of a worldview: the big story of the world: the beliefs and values that come from the big story; and the resulting actions of both individuals and cultures.
- Uses the Bible to answer worldview questions: Where did I come from? Why am I here? Where am I headed?
- Encourages students to evaluate non-biblical worldviews in light of the scripture.
- Helps students understand their identity in Gods big story-created in the image of God, fallen in Adam, and redeemable in Christ.
- Bible verse memorization

## ARITHMETIC (at level and accelerated)

- Addition, subtraction, multiplication, and division with whole numbers, fractions, decimals, and percents
- Multiple step word problems
- Measurements, clocks, scales, graphs, squares and square roots, ratios, money, rational numbers
- Polygons, area, perimeter, radius, diameter, circumference
- Percents and fractions
- Data analysis and probability

## **PHYSICAL EDUCATION**

Two, thirty-minute periods weekly; begin teaching basic fundamentals for sports such as volleyball, basketball, soccer, and softball; encourage development of individual skills as well as team building skills, encourage a habit of daily activity for overall fitness

## **STEM / COMPUTER**

One-hour class every other week with project-oriented lessons. Students will learn techniques in the areas of word processing, image editing, web design, animation and programming. They will learn principles of the physical sciences that make computer techniques they use possible. They will also learn proper ethics and conduct with technology as well as discussing device and internet usage from a Christian worldview. They will learn interface concepts and will navigate the organizational framework of standard computers.

## **MUSIC**

Two, thirty-minute periods weekly; introduce dotted eighth note rhythms; sing 2, 3, and 4-part harmony; identify all major intervals by visually and aurally; identify chords; sight-read music at a middle school level; learn to sing with good choral tone and diction; explore a variety of repertoire from the different eras of music; perform canons and rounds; improvise instrumental solos within the context of a song; sing in major, minor, and modal tonalities; learn folk and ethnic songs; identify and perform various articulations and styles in music; distinguish between triple and duple meter; create movements to music spontaneously and planned; analyze and discuss song lyrics; identify composers from different musical eras and famous musical works; learn the ukulele; sing in a competition choir; perform in the annual 5<sup>th</sup>-6<sup>th</sup> grade spring music program.

## **ART**

One-hour class every other week with themes associated with artistic, academic units and seasonal-related projects. The purpose of the class is to have fun and experience different mediums such as drawing, painting, crafts, sculptures, and woodworking.

## **FOREIGN LANGUAGE**

### Spanish

An overview of elementary Spanish with vocabulary and basic grammar as well as some practice with usage and reading; encourages an awareness of the Hispanic community and introduces them to fundamental concepts of learning Spanish as a second language.

## **FIELD TRIPS**

May vary from year to year but may include the Field Museum, Adler Planetarium, the Chicago Symphony Orchestra, and picnic/field day

## **OTHER**

Academic competition among Illinois Association of Christian Schools in the areas of Bible, Bible quiz, math, reading, English, spelling, choir, musical solos, and art.

## **BEGINNING AND ELEMENTARY BAND (optional)**

**Beginning Band:** SCHOOL GRADE: 4-6  
**PLAYING YEARS:** 1

**TEXT:** *Accent on Achievement* (Book 1)

**BASIC SKILLS:** Students can begin instruction on a band instrument of their choice. Instruction begins in grade 4 and continues for 1 year. Students will demonstrate proper care of the instrument, and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, and fingerings, and will count, read, and perform the beginning level of music being studied. It is expected that students learning a new instrument at the beginning of fourth grade should master book 1 by the end of their 1st year of playing. Appropriate accommodations to the timeline should be made for students beginning after their 4th grade year.

**PERFORMANCE AND PRODUCTION:** The student will demonstrate proper posture, embouchure, hand position, and playing position using method book for guidance. The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch. The student will adjust intonation while playing an instrument. The student will demonstrate a steady tempo while performing materials being studied. The student will use contrasting articulation. The student will perform one-octave major scales, ascending and descending with instrument-specific range accommodations. The student will use dynamic contrast as a means of expression. The student will demonstrate ensemble skills:  
1. Blend instrumental timbres. 2. Match dynamic levels. 3. Respond to basic conducting gestures. The Student will participate in concerts, and demonstrate concert etiquette as a performer and listener.

**Elementary Band:** SCHOOL GRADE: 5-6

**PLAYING YEARS:** 2-3

Developing basic musicianship skills continues to be a priority for the student. Students will begin to use more articulations, perform scales and music in more difficult key signatures, and perform music at early intermediate level of difficulty. Students will describe concepts common to music and other disciplines.

**PERFORMANCE AND PRODUCTION:**

The student will demonstrate proper posture, embouchure, hand position, and playing position. The student will produce a characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.

The student will adjust intonation and match pitches.

BI.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied. The student will demonstrate a variety of articulations. 1. Play staccato, legato tongue, accent, marcato, and tenuto on wind instruments. The student will learn major scales, ascending and descending, in quarter-eighth eighth rhythm. E, A, D, G, C, F, B-flat, E-flat, and A-flat scales on wind and mallet instruments. The student will learn a chromatic scale, ascending and descending. The student will use dynamic contrast and technical skills as means of expression. The student will demonstrate ensemble skills. The student will demonstrate increased learning through a variety of music activities. Participate in concerts and performances. Demonstrate concert etiquette as a performer and listener.