

## ***6<sup>th</sup> Grade Intro to Pre-Algebra***

NAME: Kristi Shelton

COURSE/SUBJECT/TITLES: 6<sup>th</sup> Grade Intro to Pre-Algebra

ROOM: MS 113

E-MAIL: sheltonk@trinityvalleyschool.org

PHONE NUMBER: 817-321-0100 (ext. 317)

### **OBJECTIVES:**

- Provide students with a strong foundation of beginning algebra concepts
- Build abilities and confidence to solve complex problems
- Increase speed of basic computation and continue to improve number sense
- Develop a conceptual understanding of mathematical concepts through the use of manipulatives and hands-on activities

### **SCOPE AND SEQUENCE (Year Outline):**

In grade 6<sup>th</sup> mathematics, students will be given the mathematical tools, skills, and thinking processes necessary for the successful completion of Pre-Algebra or Algebra. We will begin the year with a study of expressions and patterns, including exponents and square roots. Our number system will be introduced, and we will perform operations with rational numbers and integers. Next we will student proportional relationships and use proportions to solve problems involving similar figures and percentages. The remaining half of the year will be focused with the concepts of probability, statistics, geometry, and measurement.

### **GRADING:**

50% Tests, Quizzes, and Projects

50% Classwork and Homework

### **TEXTBOOK:**

Glencoe McGraw-Hill Math Connects, Course 2

### **OTHER PERTINENT DETAILS:**

While accomplishing the objectives, it is my hope students discover math is more than a set of procedures, rules, and routines. It's a universal language and helps us make innovative advancements in our society. I want to make math enjoyable and foster a love for mathematics in each one of my students. I'm here to help. Please encourage your child to seek me out when he/she needs additional support, and I encourage you to utilize me as a resource as well.

## **6<sup>th</sup> Grade Pre-Algebra**

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ROOM: MS 113  
E-MAIL: sheltonk@trinityvalleyschool.org  
PHONE NUMBER: 817-321-0100 (ext. 317)

### **OBJECTIVES:**

- Study patterns and relationships and begin working with functions
- Use algebraic symbols and graphs to represent and analyze mathematical situations in order to understand quantitative relationships
- Build abilities and confidence to solve complex problems
- Define and use basic algebraic terminology in order to be successful in future math courses and when working with others

### **SCOPE AND SEQUENCE (YEAR OUTLINE)**

#### **Rational Number and Equations**

- Operations with Rational Numbers and Integers
- Expression and Equations
- Multi-step Equations and Inequalities

#### **Proportions and Similarity**

- Ratios, Proportions, and Similar Figures
- Percent

### **SCOPE AND SEQUENCE (CON'T)**

#### **Linear and Nonlinear Functions**

- Linear Functions and Graphing
- Powers and Nonlinear Functions

#### **Two-Dimensional Space**

- Real Numbers and Right Triangles
- Distance of Angles

#### **Statistics and Probability**

#### **Looking Ahead to Algebra 1**

- Polynomials and Factoring

### **TEXTBOOK:**

Glencoe McGraw-Hill Pre-Algebra (2012)

### **OTHER PERTINENT DETAILS**

While algebra is defined as a branch of mathematics that uses symbols, it is my hope students discover algebra is more than simply manipulating symbols and following rules and procedures. It's a universal language, and helps us make innovative advancements in our society. Throughout this course, I want to make math enjoyable and continue to foster their love for numbers. I'm here to help. Please encourage your student to seek me out when he/she needs additional support, and I encourage you to utilize me as a resource as well.

## *6<sup>TH</sup> Grade Life Science*

NAME: Julie Frey  
COURSE/SUBJECT/TITLE: Sixth Grade Life Science  
ROOM: MS 112  
E-MAIL: freyj@trinityvalleyschool.org  
PHONE NUMBER: 817-321-0100 (ext. 325)

### OBJECTIVE

Life science is an amazing opportunity to slow down and take a closer look at the living organisms on our planet. Living matter is built on different levels of organization; from cells to systems to relationships. The discoveries that can be made along the journey are endless. We will be living our lessons through labs, small group activities, inquiry work and long term experiments that involve the scientific process. I hope to inspire the children to respect the delicate balance of the environment and ecosystems. I believe that every child can be a scientist; be confident, successful, and inquisitive about all living organisms!

### SCOPE AND SEQUENCE (YEAR OUTLINE)

Discover taxonomy and how characteristics define the classification of living organisms  
History of the microscope and preparing of slides  
Understanding the structure and processes of cells  
Organizing the classifications of six kingdoms: Archaea, Eubacteria, Protist, Plant, Fungi and Animal  
Understanding the structure and reproduction of living organisms  
Inquiry of the scientific process  
Understanding the systems, lifecycles, anatomy, reproduction and adaptations of single celled organisms, plant processes, fungi, arthropods, worms, cnidarians, sponges, mollusks, echinoderms, cephalopods and vertebrates.  
Understanding the characteristics, adaptations, and diversity of living organisms

### GRADING

50% - Tests, projects

50%- Lab work, daily work

### OTHER PERTINENT DETAILS

The students will be keeping their science notebook in lab throughout the year. This will become an accumulation of data, anatomies, observing and conclusions that will show the progression of the year. Keeping the notebook up to date and organized will be independent work for the student. The labs and activities will be daily grades. There will be semester grades over the organization and overall pride of their science notebook. It will be an amazing look at living organisms and I hope to inspire future scientists!

## *6<sup>th</sup> Grade Global Studies*

NAME: Ryan Churchward  
COURSE/SUBJECT/TITLE: 6<sup>TH</sup> Grade Global Studies  
ROOM: MS 111  
E-MAIL: churchwardr@trinityvalleyschool.org  
PHONE NUMBER: 817-321-0100 (ext. 316)

### OBJECTIVE

The main object of this course is to turn our students into product, knowledgeable global citizens. The students, our future leaders, must be knowledgeable about the physical world around them and must also understand the social aspects that mold these landscapes. In addition to this, students will be encouraged to understand the interconnected world that they live in.

### SCOPE AND SEQUENCE (YEAR OUTLINE)

This course is a study of people, places and environments from a physical and cultural perspective. Through a variety of classroom activities, including multiple projects, films, case studies, cultural interactions, and simulations, students will gain an appreciation and understanding of the interdependent world in which they live. Students will also use skills and information learned in class to analyze global geographic problems and potential solutions. Throughout the year, units of study will revolve around: Map Skills, Global Awareness, USA/Canada, Europe, the Middle East, Asia, Africa, and Latin America.

### GRADING

50% Classwork, Daily work, Homework  
50% Tests, Quizzes, Projects, Essays

### RESOURCES

Students will use an array of online and offline resources for our class. They include but are not limited to: Nearpod, Kahoot, Aurasma, Quizizz, Prezi, Microsoft 365 Suite, Google Earth, Skype, Dropbox, Thinglink, Canvas, Big History, Teaching Population, EdPuzzle, and more.

### OTHER PERTINENT DETAILS

Students will be using research, contact with international students, current events, and each other to develop an understanding of diverse perspectives both locally and globally. Students should expect multiple projects utilizing these resources throughout the school year.

## *6<sup>th</sup> Grade English*

NAME: Stacie Adams  
COURSE/SUBJECT/TITLES: 6<sup>th</sup> Grade English  
ROOM: MS 114  
E-MAIL: adamss@trinityvalleyschool.org  
PHONE NUMBER: 817-321-0100 (ext. 324)

### OBJECTIVES

- to provide in-depth study of various reading strategies, story elements, and literary devices to improve understanding of texts
- to write arguments that support claims with clear reasons and relevant evidence
- to learn and use the Six Traits of Writing in students' own writing
- to provide opportunities for students to be involved with technology and research

Sixth grade English consists of grammar, literature, composition, and vocabulary. Students will be encouraged to think critically and analytically about their own writing as well as in their contributions to discussions of literature. The grammatical, mechanical skills of language are taught within the meaningful context of the writing process.

### GRADING

- 50%- Classwork, homework, daily work
- 50%- Quizzes, tests, projects

### TEXTBOOK:

*The Language of Literature* by McDougall Littell  
*Language Network* by McDougall Littell  
*Wordly Wise 3000 Third Edition Book 7*

### NOVELS

*The Cay* by Theodore Taylor  
*Iqbal* by Francesco D'Adamo  
*The River* by Gary Paulsen

## *6<sup>th</sup> Grade Art*

COURSE/SUBJECT/TITLES: Art  
ROOM: Art Building 110  
E-MAIL: buckb@trinityvalleyschool.org  
PHONE NUMBER: 817-321-0100 (ext. 441)

### **OBJECTIVES:**

- A. Learn by doing.
- B. Self-expression through creativity.
- C. Build confidence by celebrating individuality.
- D. Increase conceptual thinking, through refined technical skills and execution.
- E. Understanding the principles of all forms of art and how it reflects the globe on which we live.

### **SCOPE AND SEQUENCE (YEAR OUTLINE):**

#### **1. Creative Expression (Making artworks)**

- a. Developing and applying the elements and principles of design.
- b. Mastery of a variety of art media, including but not limited to drawing, painting, printmaking and sculpture.
- c. Demonstrate safety and proper use of tools, materials, and equipment.

#### **2. Criticism (Responding to and making judgments about artworks)**

- a. Analyze the use of elements and principles of design in their own artworks as well as in works of others.
- b. Analyze and interpret meanings in works of art.
- c. Apply judgment to and make informed choices about art.
- d. Exhibit and evaluate their work.

#### **3. Aesthetic Perception (Defining beauty)**

- a. Requires talking not about the object itself but about how it makes us feel.
- b. Involves objects (the art), makers, viewers, and context.

#### **4. Art History**

- a. Students will look at a variety of artworks, artists and movements through the ages. This includes but is not limited to Impressionism, Cubism, Surrealism, and Pop art.
- b. Students will recognize how the following have affected and are reflected in art specific to time and place:
  - Religion • Politics • Technology • Wars • Pop Culture • Electronic Media

This class is designed to help each student succeed, no matter how good he or she is at creating art. We will look at several famous artworks, learn art history, vocabulary, and theories as well as produce a variety of artworks (not just drawing!).

## *6<sup>th</sup> Grade Music*

NAME: Ashley Owen

COURSE/SUBJECT/TITLES: 6<sup>th</sup> Grade Music

ROOM: MS25

E-MAIL: owena@trinityvalleyschool.org

PHONE NUMBER: 817-321-0100 (Ext. 326)

### OBJECTIVES

- to explore music in different ways in order to gain an understanding and appreciation of it
- to become musically literate in regards to both pitch and rhythm notation
- to gain experiences with performing in front of audiences
- to find the connection between the great musical artists from the past and the creative artists of the present

### SCOPE AND SEQUENCE (YEAR OUTLINE)

- A. Singing, reading music, dancing, drumming, playing instruments (including Recorder), listening to great works, composing, and improvising
- B. Singing rounds and Partner Songs with an emphasis on solfege, American Folk Music, holiday music, music from Black American History, music history from 1st Century to 21st Century, Study of music from around the world, and instrumental selections on Orff instruments and Recorder
- C. Study of a musical
- D. Projects include doing a report on a style of music (Jazz, Rock 'N Roll, etc.)
- E. Visiting Bass Hall for a concert
- F. Giving a music program in the spring

### GRADING

Classroom Participation	60%
Projects and Tests	30%
Quizzes and Class Assignments	10%

## ***6<sup>th</sup> Grade Mandarin Chinese I***

NAME: Rachel Davidsaver  
COURSE/SUBJECT/TITLES: Mandarin Chinese I  
ROOM: MS 012  
PHONE NUMBER: 817-321-0100 (ext. 315)  
E-MAIL: [davidsaverr@trinityvalleyschool.org](mailto:davidsaverr@trinityvalleyschool.org)

### **OBJECTIVE**

This course is designed to develop Chinese listening, speaking, reading, writing, and typing skills with an emphasis on conversations.

### **FALL AND SPRING SEMESTERS**

Topics such as but not limited to Greetings and Manners, Nationalities, School, Family, Direction, Date and Time, Classroom, and Food will be covered.

### **GRADING**

15% Quizzes	Quizzes will be announced at least 2 days in advance.
40 % Tests	Tests will be announced at least 5 days in advance. There are usually 2-3 tests per quarter.
45% Daily Work	This category includes homework, on-line learning as well as class work. Late work automatically loses 20%. I will not take work after 3 days late.

### **TEXTBOOK**

*My First Chinese Reader* Simplified Chinese, Fourth Edition, 2010, Published by Better World. Ltd.

### **OTHER PERTINENT DETAILS**

This year we will be using *My First Chinese Reader* textbook as well as workbooks A&B as our main learning tool. Each student also has their own account for on-line learning; this on-line learning center which coordinates with their textbook, provides a hands-on personal learning experience for each individual student.

NAME: Bill Buck



## *6<sup>th</sup> Grade Spanish*

NAME: Connie Hooker

COURSE/SUBJECT/TITLES: 6<sup>th</sup> Grade Spanish

ROOM: MS 116

E-MAIL: hookerc@trinityvalleyschool.org

PHONE NUMBER: 817-321-0100 (ext.323)

### OBJECTIVE

Students will increase their conversational Spanish language skills while gaining greater cultural understanding of the Spanish-speaking world. Our end goal is for students to be able to confidently express themselves and comment about the world in Spanish.

### CLASSROOM ACTIVITIES

The Spanish classroom will be fun and interactive, primarily revolving around stories – creating stories, reading stories, translating stories, and acting out stories. Classes will also include games, conversation, skits, class discussions, cultural projects, at least one novel, mini-lessons on the iPad, and a variety of assessments. In an effort to establish Spanish as a viable second language, grammar and vocabulary will be presented in the context of meaningful and memorable stories and activities revolving around established story lines and characters.

### TOPICS COVERED DURING THE YEAR

Basic Conversation

Personal Expression

Present Tense Verbs

Adjectives and Vocabulary related to:

Home and family; school and friends; clothes and shopping; food, drinks, and eating in a restaurant; sports and activities.

### GRADING

40% - Classwork & Participation

20% - Quizzes & In-class Assessments

15% - Homework (Mostly completion grades)

25% - Tests and Projects

### ADDITIONAL INFORMATION

We are not using a textbook this year. Instead, we will use a binder and a spiral notebook, in which we will keep all vocabulary, classroom notes, in-class activities and homework. Each student has a red binder and a red spiral notebook for Spanish class.