



Sixth Grade Core Curriculum

Table of Contents

| | |
|----------------------------------|-----------|
| Bible | 2 |
| Writing Composition | 3 |
| Grammar | 4 |
| Mathematics | 6 |
| Reading | 7 |
| Science..... | 9 |
| Social Studies..... | 11 |
| Spelling | 13 |



BIBLE CURRICULUM

❖ Instructional Goals

Since the Bible is God's authoritative communication to all of mankind, its principles should be the standard by which life's goals should be set, carried out, and evaluated (John 17:17). Our primary objective for sixth grade Bible class is to have students grow in their love and knowledge of Christ and His Word, so that they may be salt and light to the world around them; not only listening to God's Word, but doing what it says (James 1:22).

❖ Instructional Objectives

The students will:

- ◆ Grow in their understanding of how God teaches the church
- ◆ Develop a more consistent Christ-centered life based on Scripture
- ◆ Cultivate a desire to regularly make good choices
- ◆ Begin to examine and defend biblical teaching
- ◆ Prayerfully build their trust and daily worship of Christ
- ◆ Nurture a deeper personal relationship with Jesus Christ
- ◆ Use basic Bible reference tools
- ◆ Share their faith with other people
- ◆ Be able to identify and restate the New Testament key words
- ◆ Recall the Old and New Testament divisions of books of the Bible
- ◆ Describe key reasons to believe that the Bible is a reliable and accurate historical document
- ◆ Perform an inductive Bible study of the book of Philemon and James
- ◆ List the six days of creation and communicate the significant events of creation
- ◆ Recognize biblical truth and create practical and specific application to their daily lives

❖ Units Studied

- ◆ Old Testament Review
- ◆ New Testament Overview
- ◆ Bible Study Tools
- ◆ Inductive Bible Study of Philemon and James
- ◆ Why is the Bible trustworthy?
- ◆ A Living and Active Faith from: 1-2 Peter, 1-3 John, 1-2 Timothy and Titus

❖ Instructional Methods

- ◆ Direct instruction
- ◆ Bible reading and study
- ◆ Discussion



- ◆ Prayer
- ◆ Bible memory verses
- ◆ Videos
- ◆ 145 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily work
- ◆ Attentiveness and participation in class
- ◆ Tests and quizzes

❖ **Text/Resources**

- ◆ Biblical Choices for a New Generation, Standard Publishing, 2001
- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Bible tools
- ◆ Miscellaneous teacher resources

WRITING COMPOSITION CURRICULUM

❖ **Instructional Goals**

God reveals Himself powerfully and thoroughly through the various written genres, techniques, styles, and purposes of the inspired writers of Scripture (1 Peter 1:20-21). Our goal is to have our sixth grade students build on previously learned skills and continue to improve their writing ability. Strong emphasis is placed on clarity, purpose, logic, structure, creativity, and the writing process.

❖ **Instructional Objectives**

The students will:

- ◆ Write with good clarity, orderliness, fluency, and description in the following modes: narrative, expository/informational, and persuasive
- ◆ Write complete sentences using proper capitalization, punctuation, and sentence structure
- ◆ Consistently use basic paragraph form
- ◆ Revise and edit own writing
- ◆ Work with peers in revision groups offering positive comments and constructive suggestions
- ◆ Take notes from various materials
- ◆ Summarize main ideas in sequence
- ◆ Make an outline to be used for a report
- ◆ Write an informational report, children's story, and a persuasive essay
- ◆ Present major written projects



❖ **Units Studied**

- ◆ Writing process
- ◆ Six Traits
- ◆ Dialogue
- ◆ Informational and report writing
- ◆ Plot/parts of a story and narrative writing
- ◆ Persuasive writing

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Demonstration
- ◆ Cooperative learning
- ◆ Guided and independent practice
- ◆ 155 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Attentiveness and participation in class
- ◆ Tests and quizzes
- ◆ Special projects
- ◆ Reports
- ◆ Essays
- ◆ Presentation of written work

❖ **Text/Resources**

- ◆ Daily 6 – Trait Writing Grade 6+, Evan-Moor Corp., 2008
- ◆ Using Picture Books to Teach Writing With the Traits, Scholastic-The Writing Traits Company, 2004
- ◆ Traits of Good Writing Grade 6-8, Creative Teaching Press, Inc., 2004
- ◆ Write Source Grade 6, Great Source Education Group, 2005
- ◆ Write Source 2000, Great Source Education Group, 1999

GRAMMAR CURRICULUM

❖ **Instructional Goals**

Sixth grade students are taught English grammar based upon the sentence: its parts, its form and style, its punctuation, and its capitalization with emphasis on mastering the technical aspects of grammar. Because written language is a powerful and influential tool of communication, we should be knowledgeable in its fundamentals. God's Word indicates that written detail, even in its smallest part, is indeed important (Matthew 5:18).



❖ **Instructional Objectives**

The students will:

- ◆ Recognize and create different types of sentences
- ◆ Know how to choose correct word usage
- ◆ Identify and be comfortable using various parts of speech
- ◆ Analyze the various elements that make up a good sentence
- ◆ Create quality sentences using various elements
- ◆ Punctuate and capitalize correctly

❖ **Units Studied**

- ◆ Sentences, clauses, and phrases
- ◆ Capitalization
- ◆ Punctuation
- ◆ Prepositions
- ◆ Nouns
- ◆ Verbs
- ◆ Adjectives
- ◆ Pronouns
- ◆ Conjunctions
- ◆ Interjections
- ◆ Adverbs

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Guided practice
- ◆ Individual practice
- ◆ 70+ minutes per week

❖ **Evaluation Techniques**

- ◆ Daily work
- ◆ Tests and quizzes

❖ **Text/Resources**

- ◆ Easy Grammar Plus, Wanda C. Phillips, Isha Enterprises, Inc., 1995
- ◆ Easy Writing, Wanda C. Phillips, Isha Enterprises, Inc.
- ◆ Daily Grams Grade 6, Wanda C. Phillips, Isha Enterprises, Inc., 1990
- ◆ Daily Oral Language – Grade Six, McDougal, Littell, 1989



MATHEMATICS CURRICULUM

❖ **Instructional Goals**

This mathematics program is developed to reinforce knowledge and application in the concepts of addition, subtraction, multiplication, and division, which have been introduced in previous grades. It also introduces and develops skills with fractions, decimals, percentage, pre-algebra, geometry and measurement. It approaches these concepts in practical everyday applications while integrating the concepts with one another.

❖ **Instructional Objectives**

The students will cover the following concepts:

- ◆ Scientific notation
- ◆ Write and evaluate mathematical formulas and equations
- ◆ Variables in pre-algebra
- ◆ Addition, subtraction, multiplication, and division of decimals, fractions, and mixed numbers
- ◆ Division with remainders in multiple forms
- ◆ The distributive property and combining like terms in pre-algebra
- ◆ Integer concepts including negative numbers and their properties
- ◆ Prime numbers, reciprocals, square numbers, and exponential notation
- ◆ Greatest common factors, least common multiples, and prime numbers
- ◆ Estimate and measure customary and metric units
- ◆ Geometric skills involving basic polygons, solids, and circles including pi
- ◆ Working with statistical terms such as mean, median, mode, range, and percentile
- ◆ Rounding and estimating whole numbers, fractions, and decimals
- ◆ Place value and money concepts
- ◆ Probability and ratio
- ◆ Problem solving skills

❖ **Units Studied**

- ◆ Graphing
- ◆ Pre-Algebra
- ◆ Decimals
- ◆ Measurement
- ◆ Number Patterns and Theory
- ◆ Adding and Subtracting Fractions
- ◆ Multiplying and Dividing Fractions
- ◆ Geometry of Polygons
- ◆ Integers and the Coordinate Plane
- ◆ Ratio, Proportion, and Percent



- ◆ Solids and Measurement
- ◆ Probability

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Practice
- ◆ Manipulatives
- ◆ Review activities
- ◆ 230 minutes per week

❖ **Evaluation Techniques**

- ◆ Tests and/or quizzes
- ◆ Daily work
- ◆ Math activities
- ◆ Review

❖ **Text/Resources**

- ◆ Math 6 Scott Foresman–Addison Wesley, 1999
 - Practice worksheets, 1999
 - Daily review worksheets, 1999
 - Enrichment worksheets, 1999
 - Reteaching worksheets, 1999
- ◆ Teacher created worksheets and lessons
- ◆ Incentive Publications – Masterminds Riddle Math Series (Middle Grades)
 - Geometry and Graphing, 1995
 - Decimals, Percentages, Metric System, and Consumer Math, 1995
 - Fractions, Ratio, Probability, and Standard Measurement, 1995
- ◆ Instructional Fair Reproducibles – Math Practice (Grades 7-8), Instructional Fair Inc., 1995

READING CURRICULUM

❖ **Instructional Goals**

Seeing that God has given mankind his written Word to understand and apply in daily life (2 Timothy 3:16-17 and Revelation 1:3), it is our goal for our sixth grade students to be able to fluently read and understand written English. The curriculum broadens the scope of the student's reading experience by including a variety of literature types. Critical thinking skills are emphasized along with developing vocabulary and comprehension skills. Students learn to examine literature and evaluate it from a Christian perspective, understanding the usefulness of different types or genres of written communication for pleasure, general knowledge, and personal growth.



❖ **Instructional Objectives**

The students will:

- ◆ List and identify the seven parts of a story in narrative writing
- ◆ Build quality skills for accurate comprehension
- ◆ Identify the main idea or implied main idea
- ◆ Sequence events of a passage or book
- ◆ Recognize cause and effect and predict outcomes
- ◆ Draw conclusions
- ◆ Determine an author's purpose or bias
- ◆ Evaluate character traits
- ◆ Identify and use context clues and inference
- ◆ Identify figurative language and explain personification and idioms
- ◆ Distinguish the mood and tone of a passage
- ◆ Recognize fact, opinion, and generalizations
- ◆ Determine the main ideas to include in a summary of a passage
- ◆ Ask questions of clarification and seek out answers
- ◆ Read orally with good fluency and proper pauses
- ◆ Identify different genres

❖ **Units Studied**

- ◆ Plot/parts of a story
- ◆ My Side of the Mountain
- ◆ Mrs. Frisby and the Rats of NIMH
- ◆ Where the Red Fern Grows
- ◆ Selections from Treasures Grade 6 reading text:
 - Unit 1 – Take Action
 - Unit 2 – Saving the Day
 - Unit 3 – Great Ideas
 - Unit 4 – Achievements
 - Unit 5 – Turning Points
 - Unit 6 – Yesterday, Today, and Tomorrow
- ◆ Book Reports: mystery, historical fiction or fantasy, and biography.

❖ **Instructional Methods**

- ◆ Direct instruction and demonstration
- ◆ Guided and independent practice
- ◆ Cooperative learning
- ◆ Discuss and review



- ◆ Videotape/Multimedia
- ◆ 155 minutes per week

- ❖ **Evaluation Techniques**
 - ◆ Daily work
 - ◆ Tests and quizzes
 - ◆ Special projects
 - ◆ Reports
 - ◆ Vocabulary review
 - ◆ Written summaries

- ❖ **Text/Resources**
 - ◆ My Side of the Mountain, Jean Craighead George, Puffin Books, 1956, 1988
 - ◆ A Teaching Guide to My Side of the Mountain, Garlic Press, 1996
 - ◆ Mrs. Frisby and the Rats of NIMH, Robert C. O'Brien, Aladdin Paperbacks, 1975, 1986
 - ◆ A Teaching Guide to Mrs. Frisby and the Rats of NIMH, Garlic Press, 1996
 - ◆ Where the Red Fern Grows, Wilson Rawls, Random House Children's Books, 1961, 2001
 - ◆ A Teaching Guide to Where the Red Fern Grows, Garlic Press, 1996
 - ◆ Treasures Grade 6 Reading Text – Macmillan/McGraw-Hill
 - ◆ Treasures Grade 6 Teaching Resource packs, Macmillan/McGray-Hill, 2007

SCIENCE CURRICULUM

- ❖ **Instructional Goals**

There is joy in the search for knowledge. However, science students in Christian education involve themselves in more than “the search for knowledge.” One way God has chosen to reveal Himself is through His wonderful creation. By systematically studying scientific concepts from a Christian perspective, students understand nature and its forces in a way that is consistent with biblical principles and perspectives. Sixth grade science brings the students, through discovery methods, to a better understanding and respect for God's creation.

- ❖ **Instructional Objectives**

The students will:

 - ◆ Observe, collect, record, classify, analyze, synthesize, interpret, evaluate, and apply data
 - ◆ Infer, predict, and formulate hypotheses
 - ◆ Identify and control variables
 - ◆ Experiment
 - ◆ Make and use models



- ◆ Generate and communicate ideas
- ◆ Problem solve
- ◆ Consider premises and consequences

❖ **Units Studied**

- ◆ Outdoor School – ecosystems, plants, orienteering, water, fire, balance of creation
- ◆ Cells and Microbes – cell structure and life processes, protists and fungi, bacteria and viruses
- ◆ Earth – plate tectonics, formation of mountains, volcanoes, and earthquakes
- ◆ Matter – physical/chemical properties, elements, compounds, mixtures, physical and chemical changes, acids and bases, atomic structure
- ◆ Life – asexual and sexual reproduction, heredity, past and present, evolution
- ◆ Oceanography – contents and properties of ocean water, features of the ocean floor, currents, waves and tides, ocean resources, and pollution
- ◆ Forces and Motion – describing, measuring, and making motion, gravity, friction, laws of motion
- ◆ Health – human life cycle, immune system, healthy choices

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Cooperative learning
- ◆ Questioning with group discussion
- ◆ Hands on experiments and demonstrations
- ◆ Videos
- ◆ Special speakers
- ◆ Use Technology
- ◆ Lab: 45 minute per week
- ◆ Classroom: 135 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily assignments
- ◆ Tests
- ◆ Projects
- ◆ Experiments

❖ **Text/Resources**

- ◆ Discovery Works Six, Silver Burdett Ginn, 1996
- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Hands-on Science Specialist (see science appendix)



SOCIAL STUDIES/HISTORY CURRICULUM

❖ **Instructional Goals**

The sixth grade study of social studies and history looks at the development of new world geography and history from a Christian perspective. Students are given the opportunity to learn from a godly worldview, and individuals. Discover the role God plays in the people and events from the age of exploration until the present.

❖ **Instructional Objectives**

The students will:

- ◆ Understand that history is the story of people and what they have done with the time God has given them
- ◆ Recognize that God has worked in history
- ◆ Identify basic American political principles
- ◆ Understand patriotism and the greatness of our nation in spite of its problems
- ◆ Discuss current events from a Christian perspective
- ◆ Read and identify various types of maps
- ◆ Recall major physical features of the western hemisphere
- ◆ Explain the United States government system
- ◆ Describe traits of a responsible citizen
- ◆ Recall major events from U.S. history and describe their impact on future events and current events
- ◆ Organize major events in U.S. history in chronological order
- ◆ Identify influential missionaries throughout U.S. history

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Questioning with discussion
- ◆ Instructional Videos
- ◆ Hands on activities and role playing
- ◆ Read historical fiction books and picture books
- ◆ Read excerpts from memoirs and autobiographies
- ◆ 180 minutes per week

❖ **Units Studied**

- ◆ Geography Units:
 - Mapping
 - The First Americans & the Land They Found
 - Cold Land to the North



- Canada, the 2nd Largest Country
- The Eastern United States
- The North American Plains
- ◆ **History Units:**
 - The Colonial Heritage
 - George Washington and the New World's First Republic
 - U.S. Government System
 - Expansion and Evangelism
 - Division and Reunion
 - The Nation Grows and Prospers
 - Into the 20th Century
 - No Substitute for Victory
 - Time for Freedom and Responsibility

- ❖ **Evaluation Techniques**
 - ◆ Discussion
 - ◆ Written work
 - ◆ Tests and quizzes
 - ◆ Map work
 - ◆ Note taking
 - ◆ Projects
 - ◆ History research report

- ❖ **Text/Resources**
 - ◆ New World History & Geography in Christian Perspective, A Beka, Pensacola Christian College, 2001
 - ◆ God's World News weekly magazine, God's World Publications
 - ◆ United States History Video Collection (Origins – WWII) – Schlessinger Video Productions, 1996
 - ◆ What is a Government?, Baron Bedesky, Crabtree Publishing Company, 2009
 - ◆ What are the levels of government?, Baron Bedesky, Crabtree Publishing Company, 2009
 - ◆ The Congress of the United States – Christine Taylor-Butler, Scholastic, 2008
 - ◆ The Supreme Court – Christine Taylor- Butler, Scholastic, 2008
 - ◆ Fight for Freedom: The American Revolutionary War, Benson Bobrick, 2004
 - ◆ Miscellaneous historical fiction picture books



SPELLING CURRICULUM

❖ Instructional Goals

Students learn to spell in order to express their ideas more clearly in writing. This program works on the mastery of phonetic and structural analysis, auditory and visual discrimination, word relationships, context clues, dictionary skills, and other language processes which enable the student to acquire, transfer, practice, and build competency with a special focus on high frequency words.

❖ Instructional Objectives

The students will :

- ◆ Spell words most frequently used and misspelled in writing correctly
- ◆ Have the opportunity to learn words of advanced vocabulary levels and of higher challenge
- ◆ Spell and properly use words that represent current curricular studies
- ◆ Use basic phonics principles and spelling generalizations with special focus on exceptions
- ◆ Apply phonetic and structural analysis to the spoken and written word
- ◆ Develop skill in using content and context clues for vocabulary acquisition
- ◆ Create sentences using correct spelling

❖ Strategies and Concepts Studied

- ◆ Antonyms and synonyms
- ◆ Homophones and homographs
- ◆ Figurative language (metaphors, similes, idioms, etc.)
- ◆ Vowel and consonant spelling patterns and blends
- ◆ Irregular spellings and silent letters
- ◆ Challenging letter groups and double letter words
- ◆ Spelling generalizations, digraphs, and diphthongs
- ◆ Vocabulary development
- ◆ Use of words in context
- ◆ Studies of word origins, foreign spellings, and use of roots
- ◆ Prefixes and suffixes
- ◆ Expanding forms of words, compound words, and multiple meanings
- ◆ Dictation and writing skills
- ◆ Possessives
- ◆ Plurals
- ◆ Contractions



❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Visual demonstrations
- ◆ Guided practice
- ◆ Individual or partner practice
- ◆ Class discussion
- ◆ 70 minutes per week

❖ **Evaluation Techniques**

- ◆ Weekly tests of both spelling and grammatically correct dictation
- ◆ Weekly homework assignments evaluating correct spelling and usage
- ◆ Review of spelling in regular class work in other subject areas

❖ **Text/Resources**

- ◆ Rebecca Sitton's Spelling Sourcebook, Egger Publishing, Inc., 2002