

## GRADE 6 ENGLISH

The purpose of the Sixth-Grade English Program is to provide the student with a thorough knowledge of the English language and to lead him/her to appreciate language as a gift. Grammar/usage and composition are the foundation of this curriculum. It also covers word study, poetry, and literature.

### ENGLISH

#### ENGLISH COMPOSITION

##### The Student

- \* narrows a topic to one specific idea, writes a topic sentence that states the specific idea, and writes a creative beginning sentence for a paragraph
- \* uses word maps to organize details then writes supporting sentences
- \* learns about and writes an effective ending sentence
- \* learns about and writes a unified paragraph in which every sentence is related to the topic (paragraph unity)
- \* recognizes “misfit” sentences
- \* writes short, interesting titles that either tell or hint at the specific idea of the paragraph
- \* learns to expand and enliven sentences by adding adjectives, adverbs, and phrases
- \* learns how to use coordinate conjunctions to combine independent clauses that will lengthen and will add variety to a paragraph
- \* learns to avoid and to correct rambling and run-on sentences
- \* recognizes when a word can be replaced with a more colorful or precise synonym to enliven a paragraph
- \* writes more expressively by using similes and metaphors
- \* makes sentences flow more smoothly by using appropriate transition words
- \* writes a narrative paragraph with events in sequential order
- \* learns to distinguish between a narrator that is a character within the story or one that is an observer of the action
- \* uses words that appeal to the senses to improve writing
- \* writes a descriptive paragraph that evokes strong sensory impressions
- \* learns to distinguish between statements of facts and opinions
- \* learns that statements that support an opinion must be convincing, even if they are facts
- \* learns how to plan and write an effective persuasive paragraph
- \* learns to take notes and create an outline as preparation for a written report
- \* writes a factual report from an outline
- \* learns about the story elements from the perspective of a writer, then writes a story
- \* learns the correct form and rules for a social letter and a business letter, then writes effective and informative letters
- \* learns and practices the correct way to address an envelope

## ENGLISH GRAMMAR

### The Student

- \* learns to categorize nouns as proper, common, collective, abstract or concrete and to distinguish between words that can function either as a noun or as a verb, then use these types of nouns in writing
- \* learns to identify the number and gender of a noun, and to apply some basic rules for forming plurals
- \* identifies and uses nouns in the nominative case
- \* identifies and uses nouns in the possessive case and to form the singular and plural possessive of nouns
- \* identifies and uses nouns in the objective case
- \* learns to identify personal pronouns and to determine the person, number and gender of personal pronouns, as well as to identify and use compound personal pronouns correctly
- \* identifies and correctly uses personal pronouns in the nominative case and objective case
- \* identifies and uses possessive pronouns correctly
- \* learns how to use personal pronouns in the formation of contractions, and when to use a contraction and when to use the possessive pronoun
- \* identifies and uses the interrogative pronouns correctly, especially the correct use of who and whom
- \* identifies distributive and indefinite pronouns and recognizes their number
- \* identifies and uses proper and common descriptive adjectives
- \* uses descriptive adjectives in two different positions within a sentence and distinguishes between words that can function as nouns or adjectives
- \* uses the articles *the*, *an*, and *a* correctly
- \* identifies and uses numeral adjectives, demonstrative adjectives, possessive adjectives and interrogative adjectives correctly
- \* learns to form the comparative and superlative degrees of an adjective and how to use the degrees of comparison correctly in a sentence
- \* learns that the verb is an essential element in a sentence and that verb phrases are composed of an auxiliary verb and a principal verb
- \* learns the principal parts of a verb, distinguishes between regular and irregular verbs, and uses the correct form of irregular verbs
- \* learns that a linking verb links the subject to a noun, pronoun, or an adjective
- \* identifies verbs in the present, past, and future tenses and uses those tenses correctly
- \* identifies the present perfect, past perfect, and future perfect tenses and uses those tenses correctly
- \* learns and applies that subject and verb must agree in person and number
- \* learns to choose the correct verb to agree with compound subjects connected by *and*
- \* learns that some words are always singular and that some nouns are the same in both the singular and the plural
- \* identifies and correctly uses adverbs according to time, place, manner, degree, affirmation, and negation
- \* identifies and uses comparative and superlative forms of adverbs correctly

- \* learns how to make a correct choice between an adjective and an adverb following a verb and to distinguish between a word that can be used either as an adjective or as an adverb
- \* identifies the commonly used prepositions and recognizes and uses prepositional phrases.
- \* uses troublesome prepositions correctly and distinguishes between words that can be used either as prepositions or adverbs
- \* learns that coordinate conjunctions are used to connect words, phrases and clauses
- \* identifies an interjection and the emotion it expresses and uses appropriate interjections when writing
- \* recognizes prepositional phrases and recognizes and uses adjectival phrases correctly.
- \* recognizes and uses adverbial phrases correctly
- \* learns the essential elements of a sentence and the difference between a complete thought and an incomplete thought
- \* identifies the complete subject and the complete predicate, compound elements, inverted and natural order in sentences
- \* classifies sentences according to use and form, identifies clauses within a compound sentence, and uses coordinate conjunctions in the writing of compound sentences

## POETRY

### The Student

- \* learns about cinquains and writes an original cinquain
- \* explores the use of metaphors in poetry and writes an original poem containing a metaphor
- \* learns about Langston Hughes and analyzes some of his poems
- \* learns about free verse and repetition and writes an original poem in free verse that includes a refrain
- \* learns about limericks and the form and writes an original limerick
- \* learns about rhyme and couplets and writes an original couplet
- \* learns about tone and meaning and writes an original poem where the literal words express regret but the descriptive words express joy
- \* learns about haiku poems and writes an original haiku
- \* learns about rhyme scheme (abcb) and writes an original poem using a rhyme scheme

## LITERATURE

### The Student

- \* learns to appreciate modern fantasy using “Lost in the Void” by Madeleine L’Engle, and to identify the mood and setting
- \* learns to appreciate nonfiction as a source of new information using “Brown Fat and the Magic Potion” by Margery Facklam
- \* learns to appreciate biography as a form of literature and to express and substantiate an opinion using “A Style of Her Own” by Elisabeth P. Myers
- \* learns to appreciate realistic fiction and to identify point of view and audience using “First Impressions” by Jamie Gilson

- \* learns to appreciate the myth as a literary form and to express and substantiate an opinion using “Bellerophone and Pegasus” by Nathaniel Hawthorne
- \* learns to appreciate realistic fiction, to recognize the injustice of prejudice, and to express opinions and support them with details using “Rude Awakening” by Ouida Sebestyen
- \* learns to appreciate the short story as a literary form and to gain an understanding of the hardships endured by migrant workers and their families using “The Circuit” by Francisco Jimenez
- \* learns to appreciate classic fiction and to recognize tone using “The Depths of Despair” by L. M. Montgomery

## STUDY SKILLS

### The Student

- \* learns a process for taking notes for fiction (story elements) and non-fiction (main idea and details)
- \* learns how to summarize fiction and non-fiction

## MECHANICS

### The Student

- \* learns the use of the period, comma, question mark, exclamation mark, colon, semicolon, quotation marks, apostrophes, hyphens and capitalization

## WORD STUDY

### The Student

- \* learns that a prefix changes the meaning of a word and uses prefixes to form new words
- \* learns that certain suffixes added to a root create an adjective and uses suffixes to create new words
- \* learns to create new words through a knowledge of roots
- \* distinguishes between words that sound alike but have different spellings and meanings (homophones)
- \* distinguishes between homographs
- \* recognizes commonly misused words and uses them correctly

## **METHODS AND STRATEGIES OF THE ENGLISH CURRICULUM**

- \* Textbook with resource materials
- \* Teacher–led instruction
- \* Practice exercises
- \* Diagramming sentences
- \* Cooperative learning groups
- \* Writing process (plan, draft, revise, proofread, publish)
- \* Peer editing
- \* Oral presentation by students

- \* Games
- \* Homework
- \* Grammar assessments and composition

### **TEXTBOOK FOR THE ENGLISH CURRICULUM**

- \* Voyages in English Loyola Press Copyright 1995
- \* Exercises in English Level F Loyola Press Copyright 2003

### **SUPPLEMENTAL MATERIALS**

- \* Merriam Webster Dictionary
- \* Thesaurus
- \* Composition Aqua Level by Sadlier-Oxford

## **GRADE 6 MATHEMATICS CURRICULUM**

The purpose of the Sixth Grade Mathematics Program is to teach a combination of computation and problem solving skills with a special emphasis on decimals. These skills are taught through the use of manipulatives, drill, practice, cooperative learning, lectures, writing, and real world problem solving. Through these various methods the students learn the necessary content of the sixth grade math program.

### **COMPUTATION**

#### **UNDERSTANDING NUMBERS**

The Student:

- \*Identifies the value of a number to the billions place
- \*Identifies the value of a decimal to the hundred thousandths place
- \*Compares and orders whole numbers, decimals, and fractions
- \*Identifies proportions
- \*Identifies exponents
- \*Identifies repeating decimals
- \*Writes scientific notation

#### **ADDITION**

The Student:

- \*Adds whole numbers with five or more digits
- \*Adds decimals to the hundred thousandths place
- \*Adds fractions and mixed numbers
- \*Estimates sums of whole numbers, decimals, and fractions

#### **SUBTRACTION**

The Student:

- \*Subtracts whole numbers with five or more digits
- \*Subtracts decimals to the hundred thousandths place
- \*Subtract fractions and mixed numbers
- \*Subtracts fractions from a whole number
- \*Estimates differences of whole numbers, decimals, and fractions

## MULTIPLICATION

The Student:

- \*Multiplies up to five digit numbers
- \*Multiplies fractions and mixed numbers
- \*Estimates products for whole numbers, decimals, and fractions

## DIVISION

The Student:

- \*Divides whole numbers up to five digit dividends
- \*Divides decimal dividends up to five digit dividends
- \*Uses reciprocal
- \*Divides fractions by fractions
- \*Divides mixed numbers
- \*Estimates quotients for whole numbers and decimals

## PROBLEM SOLVING

The Student:

- \*Uses number sense to solve word problems
- \*Chooses the correct operation to solve word problems
- \*Identifies extra information in word problems
- \*Uses estimation to solve word problems
- \*Finds needed information to solve a word problem
- \*Solves a multi-step word problem
- \*Uses the guess, check, and revise method to solve a word problem
- \*Identifies patterns to solve a word problem
- \*Works backwards to solve a word problem
- \*Creates a table to solve a word problem
- \*Draws a diagram to solve a word problem
- \*Makes an organized list to solve a word problem

## GEOMETRY

The Student:

- \*Knows the geometric terms
- \*Identifies congruent angles and corresponding sides
- \*Measures area, circumference, and angles of the circle
- \*Measures and bisects triangles
- \*Recognizes polygons and space figures
- \*Measures surface area of pyramids and triangular prisms

## **MEASUREMENT**

The Student:

- \*Measures length in standard and metric forms
- \*Estimates length in standard and metric forms
- \*Calculates area and perimeter of polygons
- \*Determines time and elapsed time

## **PROBABILITY, STATISTICS, AND GRAPHING**

The Student:

- \*Reads and makes double bar and line graphs
- \*Reads and makes scattergrams

## **METHODS AND STRATEGIES OF THE MATH CURRICULUM**

- \*Manipulatives
- \*Practice exercises
- \*Writing mathematical ideas
- \*Teacher presentation
- \*Class discussion
- \*Games
- \*Drill exercises
- \*Written assignment
- \*Co-operative learning
- \*Problem-solving activities

## **TEXTBOOK FOR THE MATHEMATICS CURRICULUM**

Mathematics

Silver Burdett Ginn

Copyright 2001

## **SUPPLEMENTAL MATERIALS**

Daily Review

Silver Burdett Ginn

Copyright 1999

Problem Solving Connection

Charlesbridge Publishing

Copyright 1992

## **GRADE 6 READING CURRICULUM**

The purpose of the Sixth Grade Reading Program is to deliver researched-based reading instruction using literature that motivates that motivates students and develops high levels of reading proficiency. A variety of reading strategies are taught and practiced to develop comprehension and fluency.

### **READING**

#### **READING STRATEGIES**

The Student:

- \*Learns how to predict and infer
- \*Learns how to decode using principles of phonics
- \*Learns and practices how to question
- \*Learns how to summarize and evaluate
- \*Learns and practices how to monitor and clarify

#### **COMPREHENSION**

The Student:

- \*Identifies sequence of events
- \*Learns to note details
- \*Learns to predict outcomes and make judgments
- \*Identifies fact and opinion
- \*Learns to make inferences
- \*Learns to recognize text organization
- \*Learns to make generalizations
- \*Learns to make inferences
- \*Recognizes story structure
- \*Practices problem solving
- \*Identifies authors view point
- \*Identifies cause and effect
- \*Identifies main idea and details
- \*Learns to compare and contrast
- \*Learns to identify propaganda
- \*Learns to draw conclusions
- \*Learns to categorize and classify

#### **DECODING**

The Student:

- \*Identifies base words
- \*Applies syllabication rules
- \*Decodes compound words
- \*Identifies prefixes and suffixes

- \*Identifies plurals
- \*Identifies consonant clusters
- \*Identifies possessives and contractions

## VOCABULARY

### The Student:

- \*Learns to define words by using context
- \*Learns and applies dictionary skills
- \*Learns to identify word families
- \*Identifies homophones, synonyms and antonyms
- \*Learns and applies thesaurus skills
- \*Identifies base words and inflected forms
- \*Learns the positive and negative connotation of words
- \*Learns and practices the use of multiple meaning words
- \*Learns the origins of words and word families
- \*Learns and use a strategy to solve an analogy

## LISTENING/SPEAKING/VIEWING

### The Student:

- \*Learns to compare forms of information
- \*Learns to take notes and summarize

## INFORMATION AND STUDY SKILLS

### The Student:

- \*Learns how to read maps, charts and graphs
- \*Learns to evaluate and compare reference material

## **METHODS AND STRATEGIES**

Oral reading and discussion  
 Small group discussions  
 Vocabulary tests  
 Practice exercises  
 Assessments

## **TEXTBOOK FOR THE READING CURRICULUM**

Reading A Legacy of Literacy Houghton Mifflin copyright 2001

Comprehension in Varied Subject Matter Educator Publishers copyright

## **GRADE 6 RELIGION CURRICULUM**

The purpose of the Sixth Grade Religion Program is to help students deepen their knowledge of Catholic religious beliefs and traditions. They study the roots of faith found in the Old Testament.

## **RELIGION**

### **THE BIBLE**

The Student:

- \*Learns that the old Testament contains the roots of Catholic faith
- \*Learns that the Bible records the experience of God's people
- \*Learns about how the Bible is set up
- \*Learns about Abraham as God's chosen one
- \*Learns God is revealed to us in the Bible

### **TRINITY**

The Student:

- \*Learns about God the creator
- \*Learns God cares for people and interacts with them
- \*Learns Jesus is the strongest sign of God's presence
- \*Learns Jesus is the center of God's plan for the world
- \*Learns that the Holy Sprit inspired the writers of the Bible
- \*Learns that the Holy Spirit gives us special gifts

### **CHURCH**

The Student:

- \*Learns that the church is rooted in the Old Testament
- \*Learns that the early church was a community of the followers of Jesus

### **SACRAMENTS**

The Student

- \*Learns that sacramental actions originated in Jewish rituals
- \*Learns that through the sacraments Christ becomes present to us

### **MORALITY**

The Student:

- \*Learns how to lead a good life through the teaching of Scripture

### **PRAYERS**

The Student:

- \*Prays morning prayer
- \*Prays grace before meals
- \*Prays the Act of Contrition
- \*Learns the Memorare
- \*Learns Hail Holy Queen

### **METHODS AND STRATEGIES OF THE RELIGION CURRICULUM**

Instruction is given in various ways:  
Reading the text and discussing  
Projects  
Video Bible Stories  
Class Liturgies  
Written assessments (Tests and Quizzes)

### **TEXTBOOK FOR THE RELIGION CURRICULUM**

This is Our Faith

Silver Burdett and Ginn

Copyright 1998

## **GRADE 6 SOCIAL STUDIES CURRICULUM**

The purpose of the Sixth Grade Social Studies Program is to build on major understandings and skills acquired and to build on these skills. Students can integrate major understandings, skills and their own experiences. Through various strategies students learn to organize their thinking and develop competencies they will need as citizens in a diverse and changing world.

### **SOCIAL STUDIES**

#### **GEOGRAPHY**

The Student:

- \*Identifies North and South Poles
- \*Identifies equator and prime meridian
- \*Identifies hemispheres
- \*Understands the purpose and use of maps
- \*Identifies location by using lines of latitude and longitude
- \*Understands relief and elevation
- \*Understands cardinal and intermediate directions
- \*Understands map symbols and land forms

#### **HISTORY**

The Student:

- \*Understands time patterns and relationships among events
- \*Understands the importance of individuals and groups in time and place
- \*Understands the importance of events in time and place
- \*Understands the spread of origins and their influence
- \*Understands the connection between past and present

#### **GOVERNMENT**

The Student

- \*Understands patriotic identity
- \*Understands democratic principles and values
- \*Understands the rights freedoms and responsibilities of citizens
- \*Understands the purposes of government
- \*Understands the different types of government
- \*Understands democratic institutions
- \*Understands the democratic process

## ECONOMICS

The Student:

- \*Understands economic choices
- \*Understands dependence and interdependence
- \*Understands productivity and economic growth

## CULTURE

The Student:

- \*Understands cultural identity and diversity
- \*Understands social organizations and institutions
- \*Understands the influence of art and literature

## MAP AND GLOBE SKILLS

The Student”

- \*Identifies equator and prime meridian
- \*Identifies hemispheres
- \*Understands the purpose and use of maps
- \*Understands map symbols
- \*Understands cardinal and intermediate directions
- \*Understands latitude and longitude grids

## **METHODS AND STRATEGIES OF THE SOCIAL STUDIES CURRICULUM**

- \*Teacher presentations
- \*Uses maps to locate
- \*Uses globe to locate
- \*Class discussion
- \*Written assignments
- \*Games
- \*Co-operative learning
- \*Problem solving activities

## **TEXTBOOK FOR GRADE SIX SOCIAL STUDIES CURRICULUM**

The World Harcourt Brace Copyright 2000

## **GRADE 6 SCIENCE CURRICULUM**

The purpose of the Sixth Grade Science Program is to promote skills to learn about our universe, our world, and our lives. The program fosters an attitude of curiosity and a desire for understanding. It stimulates children to channel their curiosity to find answers to the why, the how and what of their world. The students link prior knowledge to build an increasing sense of how scientific information fits together and how it relates to their experiences.

### **LIFE SCIENCE**

#### **LIVING THINGS**

The Student:

- \*Learns about the activities of cells
- \*Defines the life processes
- \*Explains cell reproduction/mitosis
- \*Identifies the two main differences between a plant and animal cell
- \*Learns about the growth and development of plants
- \*Compares photosynthesis and respiration
- \*Identifies six parts of a flower
- \*Learns about life in the ocean
- \*Compares life in the different ocean zones
- \*Learns about how living things change over time
- \*Recognizes extinction and the causes for it

### **PHYSICAL SCIENCE**

#### **MATTER**

The Student:

- \*Learns about elements and compounds
- \*Explain acids and bases
- \*Demonstrates knowledge of the Periodic Table of Elements
- \*Identifies twenty elements by symbol

#### **LIGHT, SOUND AND ELECTRICITY**

The Student:

- \*Learns about the behavior of light
- \*Explains the different types of lenses
- \*Learns about mirrors
- \*Identifies the different types of light
- \*learns about the behavior of sound
- \*learns about electrical energy and circuits

## **EARTH SCIENCE**

### **MOVEMENTS OF THE EARTH**

#### **The Student**

- \*Learns about the origin of the earth
- \*Learns about plate tectonics
- \*Explains mountain building
- \*Understands causes of earthquakes and volcanoes

### **METHODS AND STRATEGIES OF THE SCIENCE CURRICULUM**

- \*Uses lab materials to understand concepts
- \*Teacher presentations
- \*Class discussion
- \*Written assignments
- \*Co-operative learning
- \*Problem-solving activities

### **TEXTBOOK FOR THE SIXTH GRADE SCIENCE CURRICULUM**

Science Horizons

Silver Burdett and Ginn

Copyright 1993

## **GRADE 6 SPELLING CURRICULUM**

The purpose of the Sixth Grade Spelling Program is to focus on the structural conventions of spelling. This is done through examining prefixes, suffixes and words that are related by spelling pattern and meaning. As a result the focus is on comparing words and on discovering structural patterns and relationships among words.

### **SPELLING**

#### **SPELLING AND PHONICS**

The Student:

- \*Learns beginning and ending sounds
- \*Learns short vowel sounds
- \*Learns long vowel sounds
- \*Learns vowel digraphs and diphthongs

#### **SPELLING AND THINKING**

The Student:

- \*Learns consonant clusters
- \*Learns homophones
- \*Learns unstressed endings
- \*Learns special spellings
- \*Learns structural patterns(contractions compounds possessives prefixes roots)

#### **SPELLING AND VOCABULARY**

The Student:

- \*Learns word meanings
- \*Learns word structure
- \*Learns word clues
- \*Learns related meanings and words with similar meanings
- \*Learns synonyms and antonyms

#### **SPELLING AND READING**

The Student:

- \*Learns to find context clue
- \*Learns to solve analogies
- \*Writes spelling words to complete a series of related words
- \*Identifies spelling words that can replace phrases

## METHODS AND STRATEGIES OF THE SPELLING CURRICULUM

- \*Teacher-led instruction
- \*Practice exercises
- \*Games
- \*Homework
- \*Weekly Assessments
- \*Textbook with resource materials for practice exercises, dictionary, and thesaurus

## TEXTBOOK FOR THE SPELLING CURRICULUM

Spelling Connections

Zaner-Bloser

Copyright 2000