

## GRADE 6 COURSE OUTLINES

- ENGLISH LANGUAGE ARTS
- BIBLE
- SOCIAL STUDIES

TEACHER: Ms. LYDIA MORALES

The courses outlined are based on the North American Division (NAD) of Seventh –day Adventists Education Curriculum in correlation with NY State Standards.

### **ENGLISH LANGUAGE ARTS**

A carefully developed integrated language arts curriculum, exemplifying Seventh-day Adventist standards, will ensure that all students are literate and can successfully communicate.

Throughout the school year we will focus on the five target areas listed below, using the essential elements – **viewing, listening, reading, speaking, visual representations and writing** to achieve the required standards.

A variety of fiction, non-fiction materials and mixed media will be used to demonstrate/ emphasize the language arts outcomes. Students will also have opportunities to select some reading materials.

### **Target Areas**

- Extended Reading /Writing
- Comprehension, study skills, note taking and evaluating ideas

- Reference Skills
- Word Study
- Sentence Skills

**Text:** *Miracles and Milestones* (Selected Stories and Poems)

*Skilpak* (selected pages)

*Worldview periodical - Pathways*

*Epic e-books/ book club*

Selected websites: GetEpic.com; IXL; readworks.org, education.org; commonlit.com  
 Supplementary Material as needed

Selected Literature:

*Amos Fortune: Free Man & If You Lived Here* - 1st Quarter

*First Flight & The Book of Jonah*- 2<sup>nd</sup> Quarter

*Door in the Wall & Volcano*-- 3<sup>rd</sup> Quarter

*Dr. Rabbit, Esperanza Rising & The Door in the Wall* - 4<sup>th</sup> Quarter

**Expectations:**

**Check class supplies list**

**Two book reports due on the 15<sup>th</sup> & 30<sup>th</sup> of each month**

**See Reading Books List**

**Behavior**

**Reverence** for God and Life

**Responsible**- come to class prepared and open to learning

**Respectful** to all students and staff

**Assessment**

Assessment is a key component of learning. It benefits both students and teachers. Students will be assessed on established criteria stated below.

Formative Assessment: Information gathered from conferences, observations, reading logs, and assignments will provide ongoing feedback and or guide each student based on: goals, strengths, instruction and support needed.

Summative Assessment: Report Cards based on the following:

- Tests and quizzes
- Performance assessments and work samples
  - Two book reports are due each month. (15<sup>th</sup> & 30<sup>th</sup>)
  - Research reports
  - Writing pieces (narratives, expository, informative, persuasive, descriptive, poems}

Weekly Reading Comprehension Quiz

Weekly Spelling Quiz, workbook activities

**Grading Policy:**

**Homework: 10%**

**Projects: 20%**

**Class work: 20%**

**Quizzes: 5%**

**Exams/Tests: 40%**

**Miscellaneous: 5%**

**Total: 100%**

Note: Late work will be subject to a 5% deduction in grade. Grading policy weights may be adjusted based on class performance

**Grade 6- Reading/ Spelling Outline**

**1<sup>st</sup> Quarter**

## **Spelling Text: Spelling Workout Level G**

Spelling Workout Workbook- Lessons 1-7

Target Skills: Vocabulary development; dictionary skills, word analysis, word application, puzzles, proofreading, writing a description, bonus words

## **Selected Literature: (Theme books)**

### **Amos Fortune: Free Man & If You Lived Here**

Selected websites: GetEpic.com; IXL; readworks.org, education.org; commonlit.com

### **Target Skills-**

- Uses writing processes: Prewrites, drafts, revises, edits, and publishes
- Writes from a Christian- centered perspective
- Uses library references including electronic media
- Identifies different kinds of sentences: declarative, interrogative, imperative, and exclamatory
- Writes different kinds of sentences: declarative, interrogative, imperative, and exclamatory
- Sequences events through timelines
- Writes paragraphs with main ideas and detail
- Uses library references, including electronic media
- Reads, spells, and writes words with silent letters
- Reads, spells, and writes grade-appropriate sight words
- Recognizes and edits: commas, abbreviations, quotations, titles, compound sentences, appositives
- Recognizes and edits proper nouns

## **2<sup>nd</sup> Quarter:**

## **Spelling Text: Spelling Workout Level G**

## Spelling Workout Workbook- Lessons 8-14

Target Skills: Vocabulary development; dictionary skills, word analysis, word application, puzzles, proofreading, writing a description, bonus words

### **Selected Literature: First Flight & Book of Jonah**

#### Target Skills

Organizes final drafts logically; writes from an outline

Writes paragraphs with main ideas and details

Analyzes author's craft as found in written and visual media

Correctly spells grade-appropriate and subject-area words

Reads, spells, and writes multisyllabic words

Uses library references, including electronic media Recognizes and uses possessive nouns Edits for capitalization

Edits for punctuation. Meets teacher/student set goals for reading at home

Reads to obtain information

Reads silently for pleasure

Decodes words in isolation and in context

Writes expository papers which include an introduction, a body, and a conclusion

Recognizes and reads grade-appropriate sight words

Writes sentences, paragraphs and stories

Determines meaning of unfamiliar words and phrases by using context clues or resource materials

Sequences events. Retells or takes notes on narratives

Applies listening skills in group settings

Uses reference resources, including electronic media

Reads, spells, and writes multi-syllabic words

Identifies and uses verbs o Identifies and uses action and helping verbs

Identifies and uses irregular, linking, auxiliary, and verb phrases

Identifies and uses perfect tenses

### **3<sup>rd</sup> Quarter:**

#### **Spelling Text: Spelling Workout Level G**

Spelling Workout Workbook- Lessons 15-24

Target Skills: Vocabulary development; dictionary skills, word analysis, word application, puzzles, proofreading, writing a description, bonus words

#### **Selected Texts: The Door In the Wall & Volcano**

##### Target Skills:

Uses reference resources, including electronic media for reports

Develops two and three-column notes and charts

Evaluates through opinion-proof notes and persuasive paragraphs

Analyzes author's craft

Analyzes story elements

Uses reference resources, including electronic media for reports

Reads, spells, and writes multi-syllabic words

Correctly spells grade-appropriate and subject area words Identifies and uses grade-appropriate punctuation

Identifies and uses proper nouns and proper adjectives

Writes sentences, paragraphs, and stories

## 4<sup>th</sup> Quarter

### Spelling Text: Spelling Workout Level G

Spelling Workout Workbook- Lessons 25-36

Target Skills: Vocabulary development; dictionary skills, word analysis, word application, puzzles, proofreading,

writing a description, bonus words

**Selected Texts:** Song of the Trail; A Long Walk to Water; Esperanza Rising

### Target Skills

- Writes using a variety of genres appropriate to grade level: letters, journal, job, description, advertisement

- Writes expository papers which include an introduction, body, and conclusion

Writes summaries - Sequences events

Writes using a variety of genres: letters

Determines the meaning of unfamiliar words and phrases by using context clues or resource materials

- Develops two-column notes and charts

- Writes summaries

- Develops discriminatory skills: i.e., cause-effect, fact-opinion, problem-solution

- Synthesizes information from multiple, reliable resources

- Uses reference resources, including electronic media

- Reads, spells, writes, and defines words from other cultures

- Reads, spells, writes, and defines easily confused words
- Identifies and uses prepositional phrases
- Identifies and uses adverbial phrases



# Grade 6 Language Arts/Handwriting Course Outline

**Text:** *Language Arts Today*

*Common Core ELA Practice Books*

*Weekly handwriting practice sheets*

*DOL (Daily Oral Language) Practice*

Supplementary Material – Computer software and Practice books

## **General Goals**

English Language Arts education enables students to develop their writing, reading, listening and speaking abilities in order that they may communicate with a variety of audiences and for different purposes. The program is designed to develop students' skills in punctuation, spelling and grammar through the use of a variety of writing strategies. The Handwriting program is designed to develop the penmanship skill of cursive writing.

## **Grade 6 Writing Assignments**

**SEPTEMBER**      Theme: Heroes

Unit 1: Sentences

Narrative writing

Writing Process

Two writing pieces-

1) Narrative essay- My autobiography

2) Poem -Diamante

Two book reports (due on the 15<sup>th</sup> and the 30<sup>th</sup>)

**OCTOBER**      Theme: My World

Units 2 & 3: Writing Personal Narratives

Nouns

Narrative Essay writing continues

Two writing pieces

1)Memoir

2)Poem- Acrostic

Two book reports (due on the 15<sup>th</sup> and the 30<sup>th</sup>)

**NOVEMBER** Theme: Living Things

Units 3 & 4: Nouns continued

Writing stories

Two writing pieces

1)Story- story elements must be evident e.g. Plot, setting, characters etc.

2)Poem - Monologue

Two book reports (due on the 15<sup>th</sup> and the 30<sup>th</sup>)

**DECEMBER / JANUARY** Theme: Spiritual Journey

Units 5 & 6: Writing Explanations

Writing Process (repeat)

Verbs

Informative writing

Two writing pieces

1)Expository Writing essay – Violence Prevention/ Steps in Abuse prevention

2) Poem – 1 cinquain & 1 Haiku

Two book reports (due on the 15<sup>th</sup> and the 30<sup>th</sup>)

**FEBRUARY** Theme: Friends & Family

Unit 7: Pronouns

Informative writing

Two writing pieces

1) Poem- “ If I were a Slave”

2) Research paper on America in the 1800’s

Two book reports (due on the 15<sup>th</sup> and the 30<sup>th</sup>)

**MARCH** Theme: Environment

Unit 8: Writing business letters

Informative writing

Two writing pieces

1)Business Letter

2)Friendly Letter

Two book reports (due on the 15<sup>th</sup> and the 30<sup>th</sup>)

**APRIL** Theme: Personal Feelings & Growth

Units 9 & 10: Adjectives

Writing descriptions

Two writing pieces

1)Descriptive essay – “An Unusual Place/My Most Awkward Moment”

2)PowerPoint- “The Most Exciting Country on Earth”

Two book reports (due on the 15<sup>th</sup> and the 30<sup>th</sup>)

**MAY** Theme: Yesterday

Units 11 & 12: Adverbs

Writing Persuasive Paragraphs

Two writing pieces

1)Persuasive essay- Debate

2)Group Project – Play Writing

Two book reports (due on the 15<sup>th</sup> and the 30<sup>th</sup>)

**JUNE** Theme: Social Issues

Units 13 & 14: Prepositions, Conjunctions, and Interjections

Writing Research reports

One writing piece

Literacy – “Are Americans literate”

One book report (due two days before the last day of school)

**BASIC RUBRIC FOR WRITING ASSIGNMENTS:**

**CLASS AND TESTS**

<b>Score: 4</b>	<b>Score: 3</b>
<ul style="list-style-type: none"><li>• Writing is strongly connected to the question.</li><li>• Strong, clear main idea identifies the theme.</li><li>• Well-developed writing with well-organized ideas, examples, sequences, and conclusions.</li><li>• Written in a lively voice with varied vocabulary and clear, complete sentences.</li><li>• Few (1-2) or no errors in spelling, grammar, usage, capitalization, or punctuation.</li></ul>	<ul style="list-style-type: none"><li>• Writing clearly responds to the question.</li><li>• Reader can easily identify the main idea.</li><li>• Writing is mostly well organized; may include some unimportant ideas. Examples, ideas, sequences, and conclusions make sense.</li><li>• Written mostly in clear and complete sentences with a good choice of words.</li><li>• Some errors (3-4) in spelling, grammar, usage, capitalization, or punctuation.</li></ul>

Score: 2	Score: 1
<ul style="list-style-type: none"> <li>• Writing is connected to the question only in a general way.</li> <li>• The main idea is not clearly presented.</li> <li>• Writing is poorly organized. Ideas are incomplete and examples are not clearly connected; many unimportant details.</li> <li>• Sentences use a limited vocabulary; may not be complete or may run together.</li> <li>• Many errors in spelling, grammar, usage, capitalization, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing does not seem connected to the question at all.</li> <li>• There is no main idea.</li> <li>• Little or no planning or organization; few if any ideas presented; no connection between ideas and examples.</li> <li>• Sentences make little or no sense, with poor choice of words.</li> <li>• Errors in spelling, grammar, and so on make the writing unreadable.</li> </ul>

**NB: Common Core practice work will be done each week using a test preparation book provided by the school. Two chapters will be done each week to prepare the students for the ELA state test in April.**

# SOCIAL STUDIES

---

Social studies is an intrinsic part of Seventh-day Adventist education and serves to amplify and enrich the curriculum through presenting an awareness of God’s hand in the affairs of men and of man’s obligations to serve others.

The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts emerge from a biblical worldview that can be used as a lens for curriculum development, as well as informing the essential questions and big ideas of any content area: Creation (What is God’s intention?), Fall (How has God’s purpose been distorted?), Redemption (How does God help us to respond?), and Re-creation (How can we be restored in the image of God?)

... “The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” Sixth grade will study the development of the Global world, current events, civics, geography. Economics and cultures.

## **NATIONAL COUNCIL FOR THE SOCIAL STUDIES TEN MAJOR THEMES/ STANDARDS**

- 1.Culture
- 2.Time, Continuity, and Change
- 3.People, Places, and Environments
4. Individual Development and Identity
- 5.Individuals, Groups, and Institutions
- 6.Power, Authority, and Governance
- 7.Production
- 8.Science, Technology, and Society
- 9.Global Connections

10.Civic Ideals and Practices

Text: *Discovering Our Past: A History of The World, Early Ages E-Book*

*Discovering Our Past: A History of The World, Early Ages Work Book*

Supplementary Material: Junior Event Scholastic Magazine

## **SEPTEMBER**

**Unit topic:** What Does a Historian Do?

1. What is history?
2. How does a historian work?
3. Researching history

## **OCTOBER**

**Unit topics:** Studying Geography, Economics, and citizenship & Early Humans and the Agricultural Revolution

4. Studying Geography
5. Exploring Economics
6. Practicing Citizenship
7. Hunter-Gatherers & the Agricultural revolution

## **NOVEMBER**

**Unit topic:** Mesopotamia

8. The Sumerians
9. Mesopotamian Empires

## **DECEMBER**

**Unit topic:** Ancient Egypt and Kush

10. The Nile River & Life in Egypt
11. Egypt's Empire & The kingdom of Kush

## **JANUARY**

**Unit topic:** The Israelites

12. Beginnings & The Israelite Kingdom

13. The development of Judaism & The Jews in the Mediterranean World

## **FEBRUARY**

**Unit topic:** The ancient Greeks & Greek Civilization

14. The rise of Greek civilization, Sparta and Athens: City-State Rivals, Greece and Persia, Glory, War and Decline

15. Greek culture, The Greek mind, Alexander's Empire, Hellenistic culture

## **MARCH**

**Unit topics:** Ancient India & Early China

16. Early civilizations, Religions of Ancient India, three Mauryan Empire,

17. The birth of Chinese civilization, Society and culture in Ancient China, the Qin and Han Dynasties

## **APRIL**

**Unit topics:** Rome: Republic to Empire & Roman Civilization

18. The founding of Rome, Rome as a republic, The end of the republic, Rome builds an Empire, The Roman way of life

## **MAY**

**Unit topics:** Roman Civilization continued & The Rise of Christianity

19. Rome's Decline, The Byzantine Empire, Early Christianity, The early church

20. A Christian Europe

## **JUNE**

**Review Final Test**



## CLASS ENRICHMENT ACTIVITIES

1. Class debate – (topics to be determined)  
There will be two debating teams. These teams will be judged based on content, presentation of material, posture while presenting, time, etc.
2. Chorale speaking competition – All students will be required to memorize and recite assigned Psalms during the school year.  
The class will also be divided into three groups, and the Chorale speaking competition will be judged based on pre-defined criteria.
3. Community outreach activity – Thanksgiving Baskets for the needy, Shoebox Christmas gifts and other activities to be determined.
4. Field trip to the Statue of Liberty (circle line tours), Museum of Natural History, United Nations and Empire State Building.
5. Class will be involved in a humanitarian activity.
6. Poetry Competition
7. Book Club

**Note: These activities are tentative, and are subject to the approval of the administration and parents, where applicable. The exact dates of each activity are yet to be determined; but will most likely occur within two weeks of the end of each marking period.**

## BIBLE

---

“THE TEACHING OF THE BIBLE SHOULD HAVE OUR FRESHEST THOUGHT, OUR BEST METHODS, AND OUR MOST EARNEST EFFORT.” ELLEN G. WHITE, EDUCATION. 1913, p. 186.

The primary purpose of the *Adventist Encounter Curriculum* is for all students to have a solid, deep, and personal knowledge of the truths of the Bible (Seventh-day Adventist Fundamental Beliefs); to respond to Christ’s invitation to live in a lifelong, vibrant relationship with Him; and to be passionate about the salvation of others.

Four distinctive features characterize the *Adventist Encounter Curriculum*:

1. **Biblical Discipleship Focus**—In response to the Great Commission, the program seeks to touch the heart as well as the mind. Not only will students learn about the truths of the Bible; they will be given the opportunity to develop a lifelong friendship with Jesus.
2. **Topics**—All content relates to the Personhood of God—for Scripture testifies of Him. The teaching units have a central biblical narrative focus and are thematically linked to help build students’ faith and reveal God’s character of love.
3. **Higher Order Thinking**—The curriculum rigorously pursues what Ellen White exhorted us to do decades ago: “to train thinkers and not mere reflectors of other men’s thoughts” (*Education*, p. 17). To pursue such a goal, there is a move away from a textbook orientation; the Bible is the main textbook students will use. Teaching units and resource materials are provided for teachers that outline a broad range of learning activities intended to encourage critical, reflective, and creative thinking in each student. Opportunities for adapting learning experiences to cater for varying students’ abilities are embedded in this interactive program.
4. **Assessment**—The aim of assessment tasks is for students to understand and grapple with the topics explored in class and to be able to apply, analyze, and create personal and practical applications as a result of their learning—with the goal of transformation foremost in mind.

The goal of the Adventist Encounter Curriculum, then, is to develop a classroom context where every student’s relationship with Christ is nurtured, based on developing a solid knowledge of scripture, so that they can be challenged to make an eternal difference in our world.

---

**GRADE 6- GOD IS FAITHFUL**

---

<b>UNIT</b>	<b>TITLE</b>	<b>FOCUS</b>
6.1	Salvation (Extreme Makeover)	The experience of transformation
6.2	The Prophets (True to His Words)	The calling and role of a prophet Jeremiah; Ellen G White
6.3 Daniel	Daniel and his friends	Nebuchadnezzar’s dream; fiery furnace writing on the wall; the lion’s den; Daniel 7-1
6.4 The Exiles Return	(True to His Promise)	Zerubbabel; Nehemiah; restoration; obedience; consequences; the Sabbath
6.5 Queen Esther	(True to His Sovereignty)	Esther; Jews in Persia, God’s supremacy; Faithfulness
6.6 Christmas	(Welcoming Jesus: Our Ultimate Hope)	Welcoming Jesus in Bethlehem and welcoming Him into our hearts
6.7 Jesus’ Sacrifice	(True to His Purpose)	Mary washing Jesus’ feet; triumphal entry; last supper; betrayal; trial; Gethsemane; crucifixion;

resurrection

---

6.8 A Church Is Born (Flames of Hope)	Ascension of Jesus; Great Commission; Pentecost; apostles healing; Peter; Peter raises Tabitha
6.9 The Church Together (Havens of Love)	Love expressed in the early church; Peter's miraculous delivery; the stoning of Stephen; Dorcas Holy Spirit power; fruits of the Spirit
6.10 The Church Grows (Sharers of Faith)	The spread of the gospel; miracle stories in Peter's and Paul's ministries
6.11 The Adventist Church (Carriers of Hope)	The development and ministries of the Adventist Church; the work of William Miller, Joseph Bates, James and Ellen White; the Great Disappointment
6.12 The Bible (Translated to Give Hope) the Tyndale;	The translation of the Bible so we can understand it; history of the Bible; the Protestant Reformation; the Waldenses; Luther; importance of Bible study

---

**1st Marking Period**  
**UNITS 6.1- 6.3**

**3<sup>RD</sup> MARKING PERIOD**  
**UNITS: 6.8 -6.10**

**2ND MARKING PERIOD**  
**UNITS 6.4-6.7**

**4TH MARKING PERIOD**  
**UNITS 6.11 – 6.12**

