



2015 - 2016
CURRICULUM GUIDE
SIXTH GRADE

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AUGUST 2015

Subject: Religion

Goals: The students will:

1. express knowledge of Jesus Christ.
2. demonstrate knowledge of Old and New Testament stories.
3. identify beliefs of the Catholic Church.
4. show appreciation and respect for all life.
5. define the concepts of Christian morality.
6. participate in the sacramental life of the Church
7. participate in liturgical celebrations.

Essential Content Topics and Concepts:

1. forming the Covenant (Creation, Genesis, Patriarchs of our Faith)
2. building the Covenant Nation (Israelites' Relationship with God, Exodus, Kings)
3. redefining the Covenant People (Solomon, Elijah, Elisha, Prophets, Mary, Elizabeth, John the Baptist)
4. The Covenant Fulfilled in Jesus (New Testament, Jesus' message)
5. liturgy and liturgical seasons
6. prayer
7. saints
8. human sexuality
9. service

Resources: Sadlier *We Believe Series*

Activities: guided reading of textbook lessons, class discussions, viewing content-related videos from the Media Center with follow-up activities; prayer services, singing hymns/songs, art projects, research projects; small-group discussions, bible research/activities.

Assessments: textbook and teacher-made tests, individual and group projects, classroom discussion, competitive/game format reviews, informal observation of student's participation.

Home Activities: use www.webelieveweb.com, help child with assigned research activities, read and discuss specific Bible passages, discuss Sunday's Gospel reading and/or homily with child.

Subject: Art

Goals: The students will be able to:

1. interpret art using appropriate terminology.
2. apply various media and tools to create art.
3. explain and analyze the visual arts in their historical and cultural contexts.
4. relate the visual arts to other subject areas of the curriculum.
5. use higher level thinking skills to create and critique art.
6. recognize the relationship of art in the real world.

Essential Content topics and Concepts: Knowledge/Skills/Values

1. color – Explain and replicate the color wheel/identify primary, secondary, tertiary, complementary, monochromatic, analogous, warm/cool, neutral color relationships. Find examples of above color schemes in the real world. Use color appropriately in projects.
2. line – Identify and use various types of line and texture to create shapes and forms.
3. perspective – Strengthen skills in drawing objects in one and two-point perspective.
4. media techniques – Experiment and manipulate various media like tempera paint, water resist, pastels, printmaking, paper, collage, watercolors, and clay.
5. art history – Identify and repeat styles of art and artists related to the current project. Begin discussing how to talk about artwork and give critiques.
6. figure- In-depth study of “Standard Facial Proportions” through looking at Picasso styled faces, African masks, and realistic faces. Study of hands and how they move and turn in space.
7. principles of design – Define emphasis, balance, contrast, and rhythm, movement, variety, and proportion and identify them in famous artwork and their own artwork.

Resources: “Getting to Know the World’s Greatest Artists” “Arts and Activities” magazine, teacher ideas, internet, Archdiocesan art curriculum.

Activities: participation in art opening 6-8, projects

Assessments: teacher grading of work, effort, skill, and time to complete unit tests, preparation for class, attention to directions, progress, and improvement.

Home Activities: Encourage using the computer to design or practice drawing the things they see around them. Keep a sketchbook.

May 2008

Subject: Computer

Goals: Students will demonstrate

1. knowledge and use of technological materials/equipment.
2. knowledge and use of software to create manipulate and analyze data.
3. access information locally and globally in an organized manner.
4. use technology to achieve cross-curriculum objectives.
5. apply technology to communicate.
6. demonstrate ethical practices with technology, data and information.

Essential Content Topics and Concepts: Knowledge/Skills/Values

1. use a drawing program to supplement documents created in other applications
2. use a word processing program
3. use a spreadsheet program
4. use a publishing program
5. use a database program
6. use a presentation program
7. use a graphic organizing program
8. conduct internet searches
9. evaluation of internet sites
10. keyboarding
11. computer etiquette

Resources: Microsoft Paint application, Microsoft Word application, Microsoft Excel application, Microsoft Publisher application, Microsoft Access application, Microsoft PowerPoint application, Inspiration program, *TechTools for Word, Excel and PowerPoint* (Teacher Created Materials), Teacher Created Materials web site, Kathy Schrock web site

Activities: type and save assignments, manipulate graphics, type data and formulas in spreadsheets then create charts from the spreadsheets, create published newsletters, brochures, flyers, award certificates, cards, postcards, letterheads, create databases, tables, queries and reports, create slideshow presentations with sound, buttons hyperlinks, transitions and special effects, graphically organize topics, use the internet to conduct searches for information, keyboarding

Assessments: assignments, teacher observation, teacher-created tests, teacher-created game reviews

Home Activities: Monitor your child as he/she shows you how to conduct an internet search for specific information. Depending on what is available at home, have your child demonstrate for you what he/she is working on in class.

May 2008

Subject: English

Goals: The students will:

1. recognize, discuss, and write various kinds of writing.
2. demonstrate the proper steps in the writing process.
3. demonstrate the proper use of capitalization and punctuation.
4. recognize and demonstrate the proper use of the parts of speech.
5. demonstrate the uses of test-taking skills and strategies.
6. demonstrate the writing of effective sentences.

Essential Content Topics and Concepts:

- 1 narrative writing-autobiographical incident
2. persuasive writing-supported opinion
3. descriptive writing
4. kinds of sentences
5. subject and predicate, compound subject, compound predicate
6. parts of speech and their complements
7. subject-verb agreement, double negatives
8. test-taking skills and strategies
9. informal letter writing
10. the writing process

Resources: *Elements of Language*, Holt, Rinehart, Winston, 2009, supplemental worksheets, journal writing, reference materials

Activities: worksheets, board work, computer, written reports, oral reading, optional writing contests

Assessments: tests, written work, computer work, oral/speaking activities, journal writing

Home Activities: Encourage your child to keep a diary and express thoughts and feelings. Encourage your child to enter local writing contests that may be advertised in the newspaper. Point out to your child any student sections that are printed in a local newspaper. Encourage your child to write handwritten letters and notes to relatives.

June 2010

Subject: Geography

Goals: The students will:

1. demonstrate knowledge of geographical locations world-wide
2. have an understanding of the cultures, brief histories, and economic, activities of the various countries throughout the world
3. use and understand historical graphs, timelines, charts, and maps
4. use and understand political, thematic, and physical maps
5. develop critical thinking skills by analyzing causes and effects of historical events
6. apply strategies, such as analyzing, evaluating and synthesizing, to construct a response to information found in captions, titles, and historical documents

Essential Content Topics and Concepts:

1. The United States and Canada
2. Latin America
3. Europe
4. Russia and the Eurasian Republics
5. Africa
6. Asia
7. Oceania and Antarctica

Resources: *World Cultures & Geography*, McDougal Littell, 2008;
www.classzone.com Internet site for text

Activities: Drawing, labeling, and coloring of maps, using interactive maps and internet activities, observing various cultures through the use of DVD's, basic note-taking by using guided reading worksheets, review games such as Jingo

Assessments: chapter tests, open notebook quizzes, map labeling test, National Geographic's Geography Bee

Home Activities: National Geographic website quizzes, *classzone home activities, use of maps, atlases, and globes

May 2013

Subject: Literature

Goals: The students will:

1. recognize and discuss story elements.
2. discuss the various genres of literature.
3. apply vocabulary in context form.
4. demonstrate the use of critical reading skills.
5. discuss literary terms.
6. recognize and discuss the elements of a play and teleplay
7. read, and discuss various examples of writing.
8. discuss elements of poetry.
9. demonstrate the steps in the writing process.
10. demonstrate the use of critical thinking skills.

Essential Content Topics and Concepts:

1. story elements
2. various genres: non-fiction, short story, folk tales and myths, poetry, autobiography, biography, essay historical fiction, teleplay
3. figures of speech
4. story analysis
5. alliteration
6. symbolism
7. flashback
8. moral lesson
9. cause and effect
10. irony
11. vocabulary
12. fact and opinion

Resources: *Elements of Literature*, Holt, Rinehart, & Winston, c. 2009, teacher manuals, videos, audiotapes, internet, library

Activities: fieldtrips (plays), whiteboard, computer, drawing, library, AR Tests, oral reading

Assessments: textbook and teacher created tests, internet material, oral reading, Teacher observation

Home Activities: library membership and participation in library's programs, take child to plays and concerts that will expose the child to the fine arts

June 2011

Subject: Mathematics

Goals: The students will:

1. recognize and apply basic operations on rational numbers, making connections to basic algebra.
2. use the language of mathematics to communicate mathematical concepts.
3. collect, organize, display, and analyze data.
4. recognize and apply metric and English units of measure.
5. apply number theory, mathematical reasoning, and geometric concepts.
6. apply problem-solving strategies to real-life situations.

Essential Content Topics and Concepts:

1. algebraic expressions and equations
2. statistics
3. whole numbers, decimals, fractions, integers
4. metric and English systems of measurement
5. number patterns, primes, and composites
6. area, perimeter, volume, surface area
7. lines, line segments, angles, two- and three-dimensional figures
8. congruence, similarity, and symmetry
9. ratio, proportion, and percent
10. probability

Resources: textbook: Larson, Boswell, et al., Math McDougal Littell, 2005.. “Interface” ideas; internet websites; overhead transparencies; manipulatives (base-ten blocks, unifix cubes, etc.); textbook resource books, angle rulers

Activities: whiteboard practice and competitions; memory gimmicks; competitive reviews; games (math-matchup vocabulary, mental math, graphing, dice and spinner); hands-on mini-labs; modeling activities; calculator activities

Assessments: textbook and teacher-made tests; teacher-made vocabulary tests; individual/group projects; classroom observation; daily assignments

Home Activities: Use flash cards or verbal quizzing to review basic facts, search together for good websites that review basic facts, Math Attack, Math Facts in a Flash

June 2010

Subject: Music

Goals: The students will:

1. demonstrate the ability to sing alone and with others a varied repertoire of music.
2. perform on instruments, alone or with others, a varied repertoire of music.
3. improvise melodies, variations, and accompaniments
4. be able to read and notate music.
5. analyze, describe, and evaluate music and music performances.
6. compose and arrange music within specific guidelines.
7. respond to music aesthetically, intellectually, and emotionally.
8. participate in the performance of liturgical music.

Essential Content Topics and Concepts: Knowledge/ Skills/ Values

1. melodic movement: multicultural songs; singing with accuracy, breath control, head voice, chest voice throughout composition either alone or in ensembles; compose original melodies; movement
2. rhythm: sing and play in meters of 2, 3, 4 and 6; syncopation: create accompaniments using various rhythms; ostinati; note values
3. harmony: sing rounds, canons, descants, countermelodies, two and three part singing; compose and improvise ostinati and accompaniments; choral singing;
4. media (tone color): American Musical Theater (*The King and I*, *Seven Brides for Seven Brothers*, *Newsies*); orchestral and folk instruments; classroom percussion instruments, vocal tone colors
5. expression: mood or style of music of Baroque, Classical, and Romantic Periods; correct singing techniques; tempo; dynamics
6. form: American Musical Theater, rondo, in depth study of forms previously introduced; program music
7. composers: Biographical information, listening activities
8. liturgical music: cantors, acclamations, hymns, anthems, descants, harmony, accompaniments on mallet instruments, sign language

Resources: *Share the Music*, MacMillan/ McGraw-Hill, c. 2003; *Music K-8 Magazine*, *World of Music*, Silver, Burdett, and Ginn, c.1991

Activities: videos, listening lessons, CD's, tapes, singing, movement, playing pitched and un-pitched instruments, games, flash cards, worksheets, Archdiocesan Song Festival, Christmas Program

Assessments: written and oral tests, assignments/ folder grade/worksheets, observation of skill development, participation, progress, and effort

Home Activities: model good singing habits by singing at Sunday liturgies; watch musical presentations on PBS or other television channels as A&E, Bravo, etc.; attend performances at the Muny, Fox Theater, Powell Symphony Hall; attend a performance by a local high school choir, band, or orchestra or by a community choral society, orchestra, or municipal band

June 2011

Subject: Physical Education

Goals: The students will:

1. show an appreciation of physical activity as an important aspect of daily living.
2. engage in safe and health-related activities which promote a physically active, positive self- concept.
3. participate in and become proficient with perceptual motor skills.
4. display proficiency with the basic movement/motor skills and combinations thereof .
5. demonstrate competency in gymnastic and rhythmic activities as a means of self-expression.
6. participate in activities to promote an optimal level in the areas of health and physical fitness.
7. display manipulative skills using different objects and equipment.
8. demonstrate increased competency with specific sports-related skills necessary to participate in various games and activities (both team and individual).
9. demonstrate responsible personal and social behavior, safety practices, cooperation, fair play, good sportsmanship, teamwork, and leadership.
10. display knowledge of health principles (body systems, physical and mental health practices, disease control, risk factors, emergency procedures, consumer health.

Essential Content Topics and Concepts: Knowledge/ Skills/ Values

1. movement skills and combinations: Reinforce all movement skills and use when necessary
2. rhythms and dance: Develop and reinforce dance
3. manipulative skills: Develop and reinforce use of rackets, paddles, sticks, etc for use in games
4. fitness: Develop and reinforce physical, mental, personal, and health-related fitness and develop habits which will lead to a healthy lifestyle.
5. games and group activities: Reinforce team play and experience leadership of a team

6. sport skills and participation: Develop new team sport skills for field hockey, lacrosse, team handball, global ball, and eclipse ball, and individual life-time activities of bowling, golf, tennis, orienteering, badminton, and pickle ball
7. health-related issues: Develop knowledge of body systems, mental health, disease/risk behaviors, and consumer health and personal hygiene

Resources: no textbook – Various physical education/activity/specific sport rule reference books, *Hooked on Fitness*, James C. Harrison, Parker Publishing Co., 1993, and internet sites are used

Activities: individual exercise practice, organized small group challenge games, organized large group/whole class games, port games, tournaments

Assessments: teacher observation, The President's Challenge

Home Activities: family exercise time to encourage activity and movement; create an individual exercise program that will lead to a good daily habit, participation in extracurricular sports teams

Subject: Science

Goals: The students will:

1. explain the nature of scientific inquiry
2. explain how scientific hypothesis can be tested through controlled experiments.
3. identify the characteristics all living things share.
4. identify the seven levels of classification and the scientists that developed them.
5. describe the six kingdoms into which all things are grouped.
6. explain the organelles that make up a cell and the function of each.
7. compare animal, plant, and bacterial cells.
8. compare the different types of microscopes developed.
9. describe the characteristics of animal-like, plant-like, and fungus-like protists.
10. name the characteristics that all fungi share and their role in the living world.
11. describe the differences between vertebrates and invertebrates.
12. describe four characteristics that all animals share.
13. describe adaptations that help animals survive and reproduce.
14. recognize bilateral and radial symmetry in animals.
15. identify the main characteristics of cnidarians, sponges, worms, mollusks, arthropods, echinoderms, fishes, amphibians, and reptiles.

Essential Content Topics and Concepts:

1. plant, animal, and bacterial cells
2. characteristics of living organisms
3. scientific inquiry
4. kingdoms and classification levels
5. protists and fungi
6. adaptations used in survival and reproduction
7. vertebrates and invertebrates

Resources: text: *Science Explorer Discoveries in Life, and Physical Science*, Prentice Hall, 2004, transparencies, worksheets, internet, Eyewitness videos, Bill Nye videos

Activities: labs, projects

Assessments: textbook questions, skill assessment, teacher-made and textbook tests, group lab activities, group project presentations

Home Activities: visit the St. Louis Zoo, Science Center, Conservation areas (Busch Wildlife), Aquariums

June 2010

Subject: Spanish

Goals: The students will learn to:

1. say the alphabet, numbers, colors, and months.
2. greet people, introduce themselves, and say where they are from.
3. say which day it is, ask and tell time.
4. describes likes, dislikes, clothing, family, and the weather.
5. communicate age, dates, birthdays, and phone numbers.
6. express possession, preferences, and feelings.
7. describe classes and classroom objects.
8. discuss obligations, talk about schedules.
9. ask questions, request food.
10. say where they are going, describe how they feel.
11. discuss plans, events, clothing and accessories.
12. talk about places and people they know, talk about sports.
13. talk on the phone, extend an invitation.
14. say where they are coming from, say what just happened, say what they know.
15. state an opinion, make comparisons.
16. daily prayers.

Essential Content Topics and Concepts:

Parts of Speech: Nouns: common, proper, singular, plural, pronouns

Verbs: regular, irregular,

Adjectives: common, definite articles, indefinite articles, usage, comparison

Adverbs: identification, comparison, usage

Prepositions: identification, comparison, usage

Resources: McDougal Littell, 2004, Mas practica (workbook), Audioscript/ Audio CD, Grammar and Vocabulary Sing –Along CD, overhead transparencies, worksheets, Internet Tutor: ClassZone.com, Tyler Reynolds Project Lab

Activities: board work, discussions, games, singing, skits, team conversation

Assessments: quizzes, daily work, discussions, teacher-made tests

Home Activities: practice Spanish activities on ClassZone.com, Quizlet.com., for tests, encourage age appropriate movies and games in Spanish

June 2011

Subject: Spelling

Goals: The students will:

1. demonstrate the use of spelling rules.
2. pronounce vocabulary based on phonetic rules.
3. learn and memorize new vocabulary.
4. demonstrate the use of new vocabulary in a written sentence
5. demonstrate the proper use of a dictionary in acquiring word meanings and their parts of speech.

Essential Content Topics and Concepts:

1. short and long vowels
2. contractions
3. compound words
4. prefixes and suffixes
5. simile and metaphors
6. synonyms and antonyms
7. plurals
8. possessives
9. prepositions
10. multiple meanings
11. consonant digraphs
12. analogies

Resources: *Everyday Spelling*, Prentice-Hall copyright. 2000, 2003 copyright dictionary, thesaurus, daily oral language, Sadlier-Oxford Vocabulary Workshop Level A, copyright 2005

Activities: worksheets, games, spelling bees, whiteboard, Scrabble, dictionary

Assessments: written tests, written work, journal writing, oral reading

Home Activities: play Scrabble as a family and encourage as an indoor activity when other children come over to play; purchase “Seek and Find” workbooks that can be used for family trips.