

Bible

The sixth grade Bible course is a sequential overview of the Old Testament from Genesis through Ruth, emphasizing the major figures and God's saving acts in each chronological period. Oral and written narrations are key approaches to help students retain knowledge of important Biblical events and persons. Using maps of the ancient Near East, students learn the geographical contexts for many of the Bible stories. Basic theological concepts regarding God and man's relation to Him are woven into classroom discussion. Memory work includes Exodus 17:1-20, Romans 12 and other New Testament passages chosen to emphasize the continuity between the Old and New Testaments.

TEXT

The Student Bible, New International Version.

Language Arts

Literature/Vocabulary

The sixth grade literature program is designed to provide students with a wide array of reading experiences. The course, anchored by an anthology, introduces the students to a variety of genres, including fiction and non-fiction, short stories and novels, plays, and poetry. Throughout the year, the students read several full-length novels and plays, which allow them to participate in ongoing discussions, dramatic readings, play acting, and other creative outlets.

Composition

The sixth grade writing program allows the students a chance to hone their composition skills in a safe, encouraging atmosphere. Using the paragraph as their building block, students write daily in a wide variety of contexts and for different audiences. Pre-writing techniques, such as clustering, webbing, outlining, and story telling, help to guide the young writers and to jog their creativity. The students engage in formal and informal writing exercises, but always with a purpose and sense of adventure.

Grammar and Spelling

This course focuses on the rules and conventions of our language, which must be heeded by writers and speakers. The students engage in a formal study of grammatical principles, including the eight parts of speech, and several of the major sentence parts (subject, predicate, direct and indirect object, predicate noun, and prepositional phrases.) The study of sentence mechanics requires further mastery of the rules in spelling, capitalization, and punctuation.

TEXTS

Carus. *Awake to Worlds Unfolding, The RISE Program*. Open Court Publishing, 1981.

Hodkinson, Kenneth and Joseph Ornato. *Worldly Wise*, EPS, 1999.

Osborne, Mary Pope. *Favorite Medieval Tales*. Scholastic Inc., 1998.

Pyle, Howard. *The Merry Adventures of Robin Hood: Of Great Renown in Nottinghamshire*.

New American Library.

Pyle, Howard. *Otto of the Silver Hand*. Dover Publications.

Yep, Laurence. *Dragonurings*, Cornerstone Books, 1975.

Spelling lists based on several spelling programs, including those of Kottmeyer-Claus, McGraw Hill, and McDougal Littell.

Warriner, John E. *English Composition and Grammar*. Harcourt Brace Jovanovich, 1988.

Math

The sixth grade math curriculum combines a comprehensive review of concepts introduced in fifth grade with a basic introduction to the abstract thinking necessary in pre-algebra. Students review the concepts of fractions and percents, decimals and mixed numbers, areas of geometric shapes, and place values of whole numbers and decimals. They also become proficient and confident in computing multi-operational problems and self-correcting through logical examination of solutions. Some the new concepts introduced are: signed numbers, exponents, square roots, and ratios. These concepts are taught through the following methods: facts practice, mental math, problem solving, daily lessons, and cumulative tests. The students are also challenged by the “Problem of the Week,” which incorporates abstract thinking together with problems solving skills and newly learned math concepts.

TEXT

Bellman, Allan; Bragg, Sadie; Charles, Randall; Handlin, William Sr.; Kennedy. *Prentice Hall Mathematics: Course 1*. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2004.

History

Sixth graders at Trinity continue their study of ancient Greek and Roman history that was begun in the fifth grade. Following a brief consideration of the fall of the Roman Empire, the sixth graders learn about the resulting Byzantine Empire, noting the development and expansion of early Islam and the Medieval kingdoms of West Africa. These studies are followed by an in-depth analysis of the Middle Ages in Western Europe, the Protestant Reformation, and the Italian Renaissance. Students are introduced to new events and historic figures through a historical reader text. Outlining and retelling of selections ensure comprehension and retention by students and develop further narrative writing skills. Students gain an appreciation for the sequence of historical events as well as for the development of parallel cultures by creating a comprehensive timeline that illustrates the relative position and chronology of major events.

TEXTS

Hillyer, Virgil. A. *Child's History of the World*. Buccaneer Books.

Jewett, Eleanor M. *Hidden Treasure of Glaston*. Bethlehem Books, 1946.

Prum, Deborah and John Holdren, ed. *Rats, Bulls, and Flying Machines: A History of the Renaissance and Reformation*. Core Knowledge Foundation.

Seredy, Kate. *The White Stag*. Puffin Books, 1979.

Willard, Barbara. *Son of Charlemagne*. Bethlehem Books, 1959.

Science

Sixth graders at Trinity study earth science with a primary goal being to lay the foundation in organization, approach, and analytical thinking necessary for students to succeed in high school

science courses. Emphasis is on content and science skills at the Logic level of the Trivium, including hypothesizing, analysis, data organization, graphing, measuring, inferring, classifying, and modelling. Areas of study include the scientific method, Earth's surface and layers, earthquakes, volcanoes, rocks, minerals, erosion, soil, water, atmosphere, weather, the Solar System, and stars. The students are provided with opportunities for hands-on experimentation, presentation of research reports and projects, and debate of controversial issues. This course is taught from a biblical perspective, honoring the Lord as Creator and Sustainer of the universe.

TEXT

Diaz, Dispezio. *Science Insights: Exploring Earth and Space*. Prentice Hall.

Music

The overarching goal is to impart a love of music and to equip students for worship through familiarity and understanding of great music and through skills development. Sixth graders participate in a 45-minute music class twice a week. The curriculum includes movement/dancing and elocution, but theory, singing and history/listening receive major emphasis.

The rudiments of music theory are reviewed and reinforced at this grade level through sight singing, beginning melodic and rhythmic dictations, and simple composition. Concomitantly, students use worksheets and instruments for theory drill work. The students are continually encouraged to sing in order to increase their vocal skills and to learn a large repertoire of songs. Sixth graders concentrate on the music of the Middle Ages and the Renaissance, which correlates with their history curriculum. The music presented in the NC Symphony program is also studied. Most of the listening is guided by teacher suggestions to help the students develop active listening skills. In-depth hymn studies are also continued in sixth grade.

TEXTS

Beard, Katherine. *The Beard Worksheets for Understanding Music. Set II*. Cincinnati: The Willis Music Company.

Comeau, Giles, and Rosemary Covert. *An Illustrated History of Music for Young Musicians: The Middle Ages and the Renaissance*. Warner Brothers Publications.

Elledge, Chuck, Jane Yarbrough, and Bruce Pearson. *Standard of Excellence Books 1, 2 and 3, Music Theory and History Workbook*. Kjos Music Company.

Glencoe/McGraw-Hill. *Choral Connections, Mixed Voices, Levels 1, 2, and 3*.
Glencoe/McGraw-Hill.

Physical Education

Students in grades 6-8 are in the advanced stages of skill and physical development. The curriculum for PE at this grade level is designed to maximize that skill and physical development. Through the use of group and individual activities, the students are challenged to develop and to improve their physical condition, stamina, strength, and motor skills. Through game and sport play, the students gain knowledge of skills, tactics, and the emotional aspects of various sport activities. The students also participate in simulated game situations to demonstrate their knowledge and understanding of each sport. The students at this level play soccer,

basketball, kickball, two-hand tag football, battle ball, volleyball, dodge ball, and capture the flag both on foot and on scooters.

TEXTS

Carpenter, Jeff. *P. E. Teachers Complete Fitness and Skills Development Activities Program*. Parker Publishing.

Zuidema, Marvin A. *Physical Education 6 – 8*. Christian Schools International.

Latin

The sixth grade Latin program utilizes a textbook that introduces our students to a specified sequence of Latin grammar forms, syntax, and vocabulary. Students develop both a linguistic and philosophical understanding of the language and literature of the Romans by reading selections of ancient authors. Students discuss the writing styles and the content of authors such as Cicero, Pliny the Younger, and Julius Caesar in order to achieve proficiency in reading Latin passages and to gain an understanding of Roman life, customs, and literature. In addition, students frequently compare the Latin way of expressing concepts to the English way. The increased study of derivatives (English words from Latin roots) helps build vocabulary in both languages.

TEXTS

Groton, Anne H. and James M. May. *Latin Stories*. 5th edition. Wauconda, Illinois: Bolchazy-Carducci Publishers, Inc., 1995.

Wheelock, Frederic M. Richard A. LaFleur, Ed. *Wheelock's Latin*. 6th edition. New York: Harper Resource, 2000.

Art

In sixth grade students are encouraged to become self-sufficient learners. Emphasis is placed upon personal exploration of materials, techniques, ideas, and art interests. Art media include, but are not limited to, the use of acrylic and watercolor paint, pen and ink, drawing with shading and paper-making. Students study art of the Medieval period to correspond with the sixth grade history curriculum. Gothic architecture, stained glass, textiles, illuminated manuscripts, and paintings from the period allow students to understand more effectively the depth and intensity of Christianity during the period. Students begin to address some of the deeper questions about art. Questions include whether or not a Primitive piece of art is as valuable as a famous Renaissance piece of art. These discussions allow students to bring together their knowledge of aesthetics, criticism, and art production.

TEXTS

Cazelles, Raymond, and Johannes Rathofer. *The Limbourg Brothers: Illuminations of Heaven and Earth. The Glories of the Tres Riches Heures Du Duc Deberry*. Harry N. Abrams.
The Book of Kells: An Illustrated Introduction to the Manuscript in Trinity College Dublin. Trinity College Press.

Charlotte Mason Studies

Charlotte Mason (1842-1923) was an English educator who over the course of a long career established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for home and school. She advocated a rich, high-quality, interesting curriculum for all children, not merely to "educate" them, but also to guide them in the development of character and cultivate in them a lifelong love of learning. At Trinity School we seek to implement many of Mason's insights and ideas.

Nature Studies

The sixth grade nature studies continue the Mason philosophy of inquiry, observation, journaling, and painting. Nature studies are correlated with unit studies, memory work, and seasonal opportunities. Fundamentals of dry brush watercolor painting are reviewed.

Picture Studies

Students in sixth grade continue the Mason picture studies. Observation skills, attention to detail, and narration skills are developed by requiring students to reproduce works of art. The sixth grade focus is on the art of Rembrandt, Matisse, Bruegel, and Van Eyck.

Narration

Narration continues to be an important tool for learning in the sixth grade. Comprehension and retention of content are reinforced through narration of readings in history, Bible, and language arts. The writing skills of students at this age are beginning to show signs of consistency in grammar as well as individual style. Incorporation of the practice of narration into many areas of the greater curriculum serves to nurture the development and confidence of the young writers. Together, with the objectives of the language arts curriculum, the students are given opportunities to appreciate the many genres of literature and to learn to identify key information through having to summarize from a variety of readings. All of this serves to achieve the goals of the Charlotte Mason approach to education, which is to teach the children how to learn in an enjoyable and efficient manner.

Music Studies

In the sixth grade there is a focus on the music of composers whose work spans four centuries and which represents music from different cultures. The students are exposed repeatedly to the different works, either while they are engaged in other hands-on activities, or during times when they are asked to listen attentively. These sessions are often followed by discussion periods in which the students are asked to share their impressions and feelings about the music. Information about the composer and the time period during which the work was composed is also discussed, especially as it may relate to studies in other subjects.

Handel (1685-1759) *Water Music Suite; Music for the Royal Fireworks; Messiah*; English anthems

Richard Strauss (1864-1949) *Till Eulenspiegel's Merry Pranks; Sprach Zarathustra*

Bernstein (1918-1990) *Overture to Candide; West Side Story; Chichester Psalms*