



**Class Syllabus  
Sixth Grade**



The Learning Castle  
&  
La Cañada Preparatory  
4490 Cornishon Avenue  
La Canada, Flintridge, CA 91011

## LANGUAGE ARTS for Sixth Grade

### COURSE DESCRIPTION

This course aims to guide sixth-grade students to proficient or advanced levels of mastery of the Common Core English Language Arts Standards. Throughout the year, we will be exploring new and more advanced concepts in grammar, vocabulary, spelling, speaking and listening, writing, reading and writing poetry, and various literary genres encompassing non-fiction and fiction works from classic and modern literature as well as various current and content-related articles. I anticipate that this rigorous course will not only be rewarding but will prepare you well for your academic future and the upcoming challenges of high school English.

### GOALS AND OBJECTIVES

1. Meet and exceed the Common Core English Language Arts Standards for the sixth grade.
2. Analyze and understand how different literary elements influence each other and the reader.
3. Accurately apply standard English usage, syntax, and mechanics in writing and speaking.
4. Acquire new vocabulary as well as familiarity with classical word roots.
5. Plan, draft, revise, and complete formal academic essays in expository and persuasive genres.

## COURSE OUTLINE

### I. Language Conventions

Gold Class will follow Holt's *Elements of Language* curriculum with lessons, practice exercises, and unit tests. Students will continue their studies in grammar, usage, and mechanics with a curriculum that both reinforces basics and introduces new concepts. Each student will progress through this curriculum at his or her own pace.

#### A. Classwork

All work for the language conventions curriculum will be completed in class. Each student will have a checklist for recording assignments and monitoring progress. Students earn credit by completing chapters, just as they do in their math classes.

#### B. Assessments

Once a student has completed all assignments for a chapter, he or she will take the chapter test in class. With a score of 80% or higher, the student may then progress to the next chapter.

### II. Vocabulary

Students will be assigned vocabulary curriculum from Sadlier-Oxford's *Vocabulary Workshop*. Each vocabulary unit will span one week.

#### A. Homework

For each new unit, students must complete practice worksheets for homework. Students are also assigned a set of synonyms, antonyms, and other relevant words which they must look up and define.

#### B. Classwork

During class, students will read aloud and discuss a passage with their vocabulary words. Class time will also be spent correcting their homework worksheets.

#### C. Assessment

Each vocabulary unit will have one test per rotation. The test will cover spellings and definitions.

### III. Literature

Gold's literary studies will encompass both fiction and nonfiction across a variety of genres. Each unit of study will examine specific literary elements and analyze their influence on one another and effects on the reader.

#### A. Classwork

Within the class meeting, students will be required to read the literature piece, highlight new vocabulary, and thoroughly annotate their books based on the ideas discussed. Students will further analyze the work through individual and group activities. Their contributions to discussions and the work they produce will be graded using the Literary Analysis Rubric.

#### B. Homework

Each week, students will be assigned a portion of the text to analyze. Assignments will vary in content but will always require that students quote and cite parts of the text and then write at least one paragraph of analysis for each quote. All literature homework assignments will be graded using the Literary Analysis Rubric.

#### C. Assessment

A final exam will be administered at the end of each literary unit and will test students' understandings of the concepts covered in that unit. Students will also complete a project that correlates to each literary unit.

#### D. Independent Practice

All students will be assigned a required reading book each term and must submit a book report on that book.

### IV. Writing

Students will investigate and practice the various genres of academic writing in order to prepare for high school and college writing requirements. Writing assignments will correlate to the literature curriculum, and essays may serve as summative assessments for literature units.

A. Classwork

Through lecture, note-taking, and guided practice, students will study specific strategies for effective academic composition. While working on term papers, students will have time in class to plan and draft their essays with the instructor’s guidance. Students will also complete timed “quickwrites” in class. These spontaneous compositions, written in their composition books, will not be graded. Instead, they will serve as an informal measure of each student’s progress in writing and will afford students crucial practice in timed writing.

B. Homework

Portions of the drafting and strategic concepts of writing will be assigned as homework.

C. Assessment

Final drafts of essays will serve as summative assessments. All final drafts must be typed and completed at home.

**GRADING**

Percentage Breakdown

Literature	30%
Classwork (discussions & activities)	10%
Homework	5%
Assessments	15%
Vocabulary	30%
Homework	10%
Classwork	5%
Assessments	15%

Language Conventions	20%
<hr/>	
Classwork	10%
Assessments	10%
Writing	20%
<hr/>	
Homework	10%
Classwork	10%



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## MATHEMATICS for Sixth Grade

**TEXT(S) PROGRESSION:** Pre-Algebra  
McDougal Littell

Algebra 1 Concepts and Skills  
McDougal Littell

### COURSE DESCRIPTION

Sixth-grade mathematics will review the four basic arithmetic operations with whole numbers, fractions, decimals, and positive and negative integers. Students should understand the relationship between fractions, decimals and percents. They will learn the properties of exponents, measurement conversion, and how to compute surface area and volume of basic three-dimensional objects. With some students, Pre-Algebra will be covered in-depth, including manipulation of variables, detailed work with equations and graphing, and word problems.

### COURSE OBJECTIVES

1. Know the properties of, and compute with, rational numbers expressed in a variety of forms
2. Use exponents, powers, and roots, and use exponents in working within fractions
3. Choose appropriate units of measurement and use ratios to convert within and between measurement systems to solve problems
4. Compute perimeter, area, and volume of common geometric objects and use the results to find measurements of less common objects
5. Know the Pythagorean theorem

6. Express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs
7. Interpret and evaluate expressions involving integer powers and simple roots
8. Graph and interpret linear and nonlinear functions
9. Solve simple linear equations and inequalities using rational numbers

## COURSE OUTLINE

- I. Lecture and classwork
  - a. Every student is required to receive a lecture on all sections of the current math book they are using.
  - b. Once the student understands and can verbally repeat key points from the lecture, then they are allowed to define key terms and work on the *Guided Practice* section.
  - c. If additional reinforcement is required, supplements can and will be assigned.
- II. Homework
  - a. After the *Guided Practice* is completed, the student will be responsible for finishing the problems from their assignment list.
  - b. On Mondays and Wednesdays, students must complete their assigned homework and obtain a parent signature. (Failure to complete homework or signature will result in a deduction of points and homework room during lunch.)
- III. Tests
  - a. Once the student has finished all requirements plus review sections from their current chapters and can show a thorough understanding of the lessons, he/she will then take a chapter test.
  - b. If the student does not pass the chapter test, he/she will be allowed to retake another version of the test upon additional review and corrections to their first test. The test scores will be averaged, but the highest allotted



average can be no higher than 80%.

- c. In order for a student to progress to the next chapter, the average score of the original test and the retake must be a passing mark.

#### IV. Exams

- a. At the end of every term, the students will be required to take an exam.
- b. Exams are given cumulatively on chapters that the students have passed over that term.

#### V. Class Progress

- a. The class-progress grade is designated to show how close students have come to a preset term goal. Every term, a new chapter goal is set, which allows the student to earn 100 points if he/she has passed the predetermined number of chapters.
- b. The 100-point goal will depreciate if the trimester target is not reached. For example, if by the end of a term, a student is two chapters short of the target, then the student will receive 80 points.

### **GRADING**

Student's grades will be determined by the following percentages:

#### Percentage Breakdown

- 40% Exams
- 30% Tests
- 15% Homework
- 15% Class progress



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## WORLD HISTORY for Sixth Grade

**TEXT(S):**                    *World History*, Holt McDougal  
                                  *Notebook World Atlas*, Merriam-Webster  
                                  Excerpts from various history and humanities reference books  
                                  Selections from art and literature

### COURSE DESCRIPTION

During this three-trimester course, students will hop on board for a worldwide tour, exploring the social, cultural, and technological evolution that shaped all the planet's continents from prehistoric times — A.D. 1453. After reviewing the world of early humanity and how archaeologists and historians uncover the past, your children will learn the history and geography of various civilizations that developed throughout the world during ancient times. They will examine the growing economic interaction among civilizations and the exchange of ideas, beliefs, technologies and commodities. This course was designed to meet or exceed the standards set by the California State Board of Education.

### GOALS AND OBJECTIVES

By the end of the course, each student should:

1. gain an understanding of early civilizations and ancient world history, and its relationship to the contemporary world
2. gain an understanding and appreciation of how ancient and early modern civilizations formed and developed
3. improve skills in time management and work and study habits
4. improve skills in critical thinking and writing

5. learn how to formulate their own opinions based on facts, primary and secondary sources

## **COURSE OUTLINE**

- I. Uncovering the Past (Studying History, Studying Geography)
- II. The Stone Ages and Early Cultures (The First People, Early Human Migration, Beginnings of Agriculture)
- III. Mesopotamia and the Fertile Crescent (Geography of the Fertile Crescent, The Rise of Sumer, Sumerian Achievements, Later Peoples of the Fertile Crescent)
- IV. Ancient Egypt and Kush (Geography and Ancient Egypt, The Old Kingdom, The Middle and New Kingdoms, Egyptian Achievements, Ancient Kush)
- V. Ancient India (Geography and Early India, Origins of Hinduism, Origins of Buddhism, Indian Empires, Indian Achievements)
- VI. Ancient China (Geography and Early China, The Zhou Dynasty and New Ideas, The Qin Dynasty, The Han Dynasty, Han Contacts with Other Cultures)
- VII. The Hebrews and Judaism (The Early Hebrews, Jewish Beliefs and Texts, Judaism over the Centuries)
- VIII. Ancient Greece (Geography and the Early Greeks, Government in Athens, Greek Mythology and Literature)
- IX. The Greek World (Greece and Persia, Sparta and Athens, Alexander the Great, Greek Achievements)
- X. The Roman Republic (Geography and the Rise of Rome, Government and Society, The Late Republic)
- XI. Rome and Christianity (From Republic to Empire, The Roman Empire and Religion, The End of the Empire)

## **GRADING POLICY:**

Your child will earn his or her grade on the following criteria.

1. Homework and other assignments (completed/turned in on time) – 50%
2. Tests 50%



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## SCIENCE for Sixth Grade

- I. **TEXT(S):**            Science Fusion  
                                 Houghton Mifflin Harcourt

### COURSE DESCRIPTION

This course explores the world of science in a more detailed manner, expanding on knowledge gained in prior elementary grades. In addition to learning facts, students will begin to develop an ability to put facts together thereby learning how to derive many of the principles of science. Concepts will be discovered through hands-on scientific investigations, combined with reading of the textbook and a variety of Internet resources.

### GOALS AND OBJECTIVES

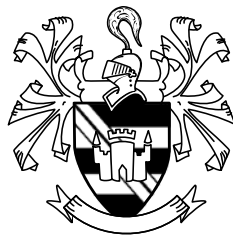
1. Develop an understanding of how science relates to everyday life
2. Provide a variety of learning experiences that promote the students' understanding of themselves and their environment
3. Foster the development of creative thinking skills and abilities
4. Encourage students to ask meaningful questions and conduct careful investigations

## **COURSE OUTLINE**

- I. Module E: The Dynamic Earth
  - a. Earth's Surface
  - b. Earth's History
  - c. Minerals and Rocks
  - d. The Restless Earth
- II. Module F: Earth's Water and Atmosphere
  - a. Earth's Water
  - b. Oceanography
  - c. Earth's Atmosphere
  - d. Weather and Climate
- III. Module G: Space Science
  - a. The Universe
  - b. The Solar System
  - c. The Earth–Moon–Sun System
  - d. Exploring Space
- IV. Module K: Introduction to Science and Technology
  - a. The Nature of Science
  - b. Measurement and Data
  - c. Engineering, Technology and Society
- V. Investigation & Experimentation
  - a. Students will participate in a variety of lab work in class.

## **GRADING POLICY:**

- 50% Tests
- 20% Classwork
- 15% Quizzes
- 15% Homework



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