

BJU Press
Course Outline—Sixth Grade
English 6 (2nd edition)

Chapter Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>Chapter 1: Sentences The students will:</p> <ul style="list-style-type: none"> • Write, identify, and punctuate declarative, imperative, interrogative, and exclamatory sentences. • Change sentence types. • Identify simple and complete subjects and predicates for all four types of sentences. • Combine sentences using compound subjects and compound predicates. • Diagram simple subjects and simple predicates for all four types of sentences. • Diagram compound sentences and sentences with compound subjects and compound predicates. • Combine simple sentences into a compound sentence by adding a comma and coordinating conjunction (<i>and, but, or</i>) or by adding a semicolon. • Identify subordinating conjunctions in dependent clauses. • Combine two simple sentences into a complex sentence. • Separate a complex sentence into two simple sentences. • Differentiate simple, compound, and complex sentences. • Identify dependent and independent clause patterns: <i>1 IC, 2 IC, 1 DC + 1 IC</i>. • Identify prepositions, objects of prepositions, and prepositional phrases in sentences. • Insert missing prepositions into a sentence. • Expand sentences by adding prepositional 	30–45 min. daily for approx. 2 weeks	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 4–24; S3–S8</p> <p><u>Student Worktext</u> pages 1–21</p> <p><u>Teacher’s Toolkit CD</u> pages 1–11</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Read: Isa. 40:28 John 1:3 Job 38:41 I Pet. 5:7 John 11:25–27 I Tim. 4:10 I Cor. 10:31 Gen. 9: 3, 7 Col. 3:17</p> <p>BATs: 1a Understanding Jesus Christ Bible Promises: E. Christ as Sacrifice I. God as Master</p> <p>Subject Integration Bible History Science</p>

Sixth Grade: English

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>phrases to a sentence.</p> <ul style="list-style-type: none"> Use a comma after an introductory dependent clause, after a long introductory prepositional phrase, and in a compound sentence. 				
<p>Chapter 2: Writing a Personal Narrative The students will:</p> <ul style="list-style-type: none"> Identify fragments. Revise fragments to express complete thoughts. Analyze a student model of a personal narrative. Identify time-order words and phrases. Plan, draft, revise, and proofread a class narrative together. Identify the stages of the Writing Process. Recognize that descriptive details, strong verbs, and comparisons make writing more vivid. Choose a topic for a personal narrative. Plan events, details, and dialogue to include in a personal narrative. Plan an opening and a closing for a personal narrative. Draft, revise, proofread, and publish a personal narrative. Write separate paragraphs for each main event on the planning chart. Write separate paragraphs when the speaker changes during dialogue. Participate in a writing conference. Recall ways to correct fragments. Recognize errors using a <i>Proofreading Checklist</i>. Define <i>autobiography</i>. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 25–47; S9</p> <p><u>Student Worktext</u> pages 22–40</p> <p><u>Teacher’s Toolkit CD</u> pages 12–13</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>BATs: 1b Repentance and faith 5c Evangelism and missions 5d Communication</p> <p>Subject Integration Bible Computer Literature Science</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>Chapter 3: Nouns The students will:</p> <ul style="list-style-type: none"> • Identify nouns and compound nouns. • Distinguish between common and proper nouns. • Identify nouns used as simple subjects, objects of prepositions, and direct objects. • Capitalize proper nouns. • Use proofreading marks to correct capitalization errors. • Capitalize and punctuate names of poems, stories, and books correctly. • Write abbreviations of months, days, titles, times, and metric and customary measurements. • Identify appositives. • Combine and expand sentences using an appositive. • Form plural nouns by adding <i>s</i> or <i>es</i> to singular nouns. • Write plural forms of proper nouns and nouns ending in <i>y</i>, <i>o</i>, and <i>f</i>. • Identify nouns that form their plurals by changing their spellings and nouns that do not change their spellings. • Identify and write the possessive forms of singular nouns. • Combine sentences using singular or plural possessive nouns. • Identify and write the possessive forms of plural nouns. • Determine the meaning of a word by looking at its Greek word parts. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 50–70; S10–S11</p> <p><u>Student Worktext</u> pages 41–61</p> <p><u>Teacher’s Toolkit CD</u> pages 14–23</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>BATs: 1a Understanding Jesus Christ 3a Self-concept Bible Promise: I. God as Master</p> <p>Subject Integration Bible History Math Science</p>

Sixth Grade: English

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>Chapter 4: Writing a Newspaper Editorial The students will:</p> <ul style="list-style-type: none"> Identify run-on sentences. Revise run-on sentences. Identify persuasive writing. Analyze a student editorial. Learn tips for writing an editorial. Identify facts and examples that support reasons. Recognize propaganda tactics in persuasion. Identify various propaganda tactics. Rewrite dishonest persuasion in an honest way. Choose a purpose for a newspaper editorial. Gather information to be used as support for a position. Plan, draft, revise, proofread, and publish an editorial. Analyze the paragraphs in an editorial. Participate in a writing conference. Recognize errors using a checklist. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 71–93; S12</p> <p><u>Student Worktext</u> pages 62–78</p> <p><u>Teacher’s Toolkit CD</u> pages 24–25</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Read: I Tim. 4:12 Phil. 3;17 Isa. 52:7 Mark 16:15 I Thess. 5:17 James 5:16</p> <p>BATs: 4c Honesty 5a Kindness</p> <p>Subject Integration Bible Computer History Literature</p>
<p>Chapter 5: Verbs The students will:</p> <ul style="list-style-type: none"> Differentiate between action verbs and linking verbs. Identify sensory verbs and forms of <i>be</i> used as linking verbs. Identify predicate nouns and predicate adjectives. Diagram sentences with action verbs and sentences with linking verbs. Identify prepositional phrase. Identify direct objects and indirect objects. Diagram sentences with direct objects and indirect objects. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 96–116; S15–S16</p> <p><u>Student Worktext</u> pages 79–99</p> <p><u>Teacher’s Toolkit CD</u> pages 26–35</p> <p>Other materials as specified in the Teacher’s</p>	<p>BATs: 1a Understanding Jesus Christ 1c Separation from the world 3c Emotional control 3d Body as a temple 4b Purity 5d Communication 6a Bible study 8b Faith in the power of the Word of God</p> <p>Subject Integration History</p>

Sixth Grade: English

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<ul style="list-style-type: none"> Identify and label sentence patterns: <i>S V, S V DO, S V IO DO, S LV PA, S LV PN</i> Identify adverbs that come between the main verb and the helping verb. Use the correct verb form to agree with the simple subject of a sentence. Use the correct verb form to agree in number with a compound subject joined by <i>and, or, either/or, or neither/nor</i>. Use the correct forms of <i>sit/set, imply/infer, rise/raise, and can/may</i> in writing and in speech. 		Reproducible pages Chapter test	Edition	Math Physical Education
<p>Chapter 6: Writing Instructions The students will:</p> <ul style="list-style-type: none"> Recognize the contrast between precise and imprecise wording in instructions. Find precise words using a thesaurus. Replace imprecise words with precise words and details. Choose a topic to explain. Analyze a student model of instructions. Recognize the effectiveness of time-order and spatial words to clarify instructions. Choose appropriate time-order and spatial words to clarify instructions. Complete a time-order chart to plan instructions. Recognize the paragraph structure for writing instructions. Plan, draft, revise, proofread, and publish instructions. Participate in a writing conference. Recognize errors using a <i>Proofreading Checklist</i>. Identify and practice good speaking and listening skills. 	30–45 min. daily for approx. 2 weeks	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 117–39; S17–S18</p> <p><u>Student Worktext</u> pages 100–116</p> <p><u>Teacher’s Toolkit CD</u> pages 36–37</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Read: Ps. 103 Eph. 5:20</p> <p>BATs: 2b Servanthood 3a Self-concept 5d Communication 6a Bible study 6c Spirit-filled</p> <p>Subject Integration Computer History Literature</p>

Sixth Grade: English

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>Chapter 7: Study & Reference Skills The students will:</p> <ul style="list-style-type: none"> • Locate parts of a book and use them to locate information. • Identify guide words and entry words. • Use a dictionary page for information about spelling, pronunciation, part of speech, and etymology. • Determine the meaning of a word by comparing the context of the sentence and definitions in the dictionary. • Write sentences using homographs. • Identify keywords for use in research. • Identify periodicals and their parts. • Use an excerpt from the <i>Readers' Guide to Periodical Literature</i> for information. • Identify the parts of a newspaper. • Predict the location of specific information in a newspaper. • Use a newspaper index to locate information. • Determine where to search within the library for specific information. • Use the Dewey decimal system to classify books. • Tell when to search by author, title, or subject in a card or electronic catalog. • Use a newspaper, encyclopedia, atlas, almanac, and textbook for information. • Use a computer in the Writing Process. • Take notes from an article. • Construct an outline in order to know what to look for when researching. • Find supporting details for an outline. • Read an article to find specific information. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 142–62; S19–S21</p> <p><u>Student Worktext</u> pages 117–37</p> <p><u>Teacher's Toolkit CD</u> pages 38–46</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read: John 17:17 John 16:13–14 I John 4:1–3 John 3:16</p> <p>BATs: 4b Purity 5c Evangelism and missions 8b Faith in the power of God's Word</p> <p>Subject Integration Bible Geography History Science</p>

Sixth Grade: English

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>Chapter 8: Writing a Research Report The students will:</p> <ul style="list-style-type: none"> Identify the content of a research report. Evaluate a student model of a research report. Identify steps in writing a research report. Choose a topic for a research report. Analyze notes taken from an online source. Distinguish between paraphrasing and plagiarizing. Prepare note cards for research. Take notes from nonfiction sources. Analyze a student model of transferring notes to an outline. Recognize the levels of an outline. Write an outline, using details from note cards. Analyze the student model excerpt from the first draft of a research report. Draft, revise, proofread, and publish a research report. Analyze a revised draft. Participate in a writing conference. Identify the purpose of a bibliography. Identify the format for recording books, encyclopedias, magazine articles, online sources, and CD-ROMS in a bibliography. Write a bibliography, using source information. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 163–85; S22–S26</p> <p><u>Student Worktext</u> pages 138–54</p> <p><u>Teacher’s Toolkit CD</u> pages 47–48</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>BAT: 7c Praise</p> <p>Subject Integration Computer Geography History Literature</p>
<p>Chapter 9: Pronouns The students will:</p> <ul style="list-style-type: none"> Identify personal pronouns and their antecedents. Write a pronoun that agrees with the antecedent in number and gender. Write clear sentences using pronouns and antecedents. Identify and use possessive pronouns. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 188–208</p> <p><u>Student Worktext</u> pages 155–75</p>	<p>Read: Rom. 1:15–17 Mark 16:15 John 3:16 I Cor. 15:3–4 Ps. 119:63 Heb. 10:25 Matt. 28:19–20 II Cor. 5:11–21</p>

Sixth Grade: English

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<ul style="list-style-type: none"> Identify pronouns used as subjects, direct objects, indirect objects, or objects of a preposition. Identify reflexive pronouns used as direct objects, indirect objects, or objects of a preposition. Identify and use reflexive and intensive pronouns and their antecedents. Identify and use interrogative and demonstrative pronouns. Ask questions using interrogative pronouns correctly. Identify demonstrative pronouns used as subjects, indirect objects, direct objects, or objects of a preposition. Differentiate demonstrative pronouns and adjectives. Write sentences using demonstrative pronouns. Identify and use singular and plural indefinite pronouns. Use homophones correctly in sentences. 		<p>pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><u>Teacher’s Toolkit CD</u> pages 49–58</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Matt. 6:25–34 Phil. 4:19 Isa. 12:2 Ps. 56:3 Matt. 28:19–20 Rom. 1:17–18</p> <p>BATs: 1a Understanding Jesus Christ 1b Repentance and faith 5a Love 5c Evangelism and missions 5e Friendliness 7a Grace</p> <p>Bible Promises: E. Christ as Sacrifice</p> <p>Subject Integration Art Bible Geography History</p>
<p>Chapter 10: Writing Historical Fiction The students will:</p> <ul style="list-style-type: none"> Define <i>historical fiction</i>. Analyze a student model. Choose a story idea. Plan the setting, characters, conflict, resolution, and plot of a historical fiction story. Define <i>conflict</i> and <i>resolution</i>. Recognize the plot structure in a typical story. Analyze a sample plot diagram. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 209–33</p> <p><u>Student Worktext</u> pages 176–96</p> <p><u>Teacher’s Toolkit CD</u> pages 59–60</p>	<p>Subject Integration Computer History Literature</p>

Sixth Grade: English

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<ul style="list-style-type: none"> Recognize how to work setting and characterization details into a story. Draft historical fiction based on the plot diagram. Participate in a writing conference. Revise, proofread, and publish historical fiction. Recognize errors using the <i>Proofreading Checklist</i>. 		<p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	Other materials as specified in the Teacher's Edition	
<p>Chapter 11: More About Verbs The students will:</p> <ul style="list-style-type: none"> Distinguish between the three principal parts and use the correct principal part to form verb tenses. Identify verbs as present, past, and future tense and write them in sentences. Identify <i>S V</i>, <i>S V DO</i>, <i>S V IO DO</i>, <i>S LV PA</i>, and <i>S LV PN</i> sentence patterns. Identify verbs as present, past, or future perfect tense and write them in sentences. Distinguish between regular and irregular verbs. Form contractions correctly and use them in sentences. Correct double negatives in sentences that contain contractions. Identify prefixes, suffixes, and their meanings. Use prefixes and suffixes correctly in sentences. 	30–45 min. daily for approx. 2 weeks	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> Pages 236–56; S27–S29</p> <p><u>Student Worktext</u> pages 197–217</p> <p><u>Teacher's Toolkit CD</u> pages 61–70</p> <p>Other materials as specified in the Teacher's Edition</p>	<p>Read; Ps. 77:13–14 Prov. 3:5–6 I Thess. 4: 1–7 I Pet. 1:22</p> <p>Subject Integration Art History Science</p>
<p>Chapter 12: Writing a Compare-Contrast Essay The students will:</p> <ul style="list-style-type: none"> Analyze a student model of a compare-contrast essay. Insert comparing and contrasting words at appropriate places in an essay. 	30–45 min. daily for approx. 2 weeks	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher's Edition. Assign worktext pages to</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher's Edition</u> pages 257–79; S30</p>	<p>Read: Eph. 2:1–10 Prov. 9: 1–6, 13–18 I Cor. 12:1–31</p> <p>Subject Integration Bible</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<ul style="list-style-type: none"> Recognize two different ways to organize ideas in a compare-contrast essay. Learn advantages of each method of organization. Identify the method of organization used in an essay. Choose a science-related topic for a compare-contrast essay. Research the two subjects of a compare-contrast essay. Organize details from research into a Venn diagram. Make an outline for a compare-contrast essay. Analyze a student model of a compare-contrast essay. Draft, revise, proofread, and publish a compare-contrast essay. Recognize errors using a <i>Proofreading Checklist</i>. 		<p>provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><u>Student Worktext</u> pages 218–34</p> <p><u>Teacher’s Toolkit CD</u> pages 71–72</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>History Literature Science</p>
<p>Chapter 13: Adjectives, Adverbs, & Prepositions</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify adjectives and the words that they modify. Write the correct comparative/superlative form of an adjective or adverb using <i>er/est</i>, <i>more/most</i>, or <i>less/least</i>. Diagram sentences with adjectives and adverbs. Identify articles, demonstrative adjectives, proper adjectives and the nouns they modify. Diagram special adjectives in a sentence. Identify the verb and the adverb that modifies it. Identify adverbs and the adjectives/adverbs that they modify in a sentence. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 282–302; S31–S34</p> <p><u>Student Worktext</u> pages 235–55</p> <p><u>Teacher’s Toolkit CD</u> pages 73–82</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Read: II Cor. 5:17 Eph. 4:23–24</p> <p>Subject Integration Bible History Science</p>

Sixth Grade: English

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<ul style="list-style-type: none"> Identify prepositional phrases and the nouns or verbs that they modify in a sentence. Expand sentences by adding prepositional phrases. Identify whether a modifier is an adjective or adverb. Identify whether a modifier is an adjectival or adverbial prepositional phrase. Identify which word in a sentence a modifier describes. Identify <i>good</i> as an adjective and <i>well</i> as an adjective or adverb. Determine the correct uses of <i>fewer/less</i>, <i>between/among</i>, and <i>like/as</i>. 				
<p>Chapter 14: Writing a Limerick & Free Verse The students will:</p> <ul style="list-style-type: none"> Identify characteristics of a limerick. Recognize the importance of a thesaurus in poetry writing. Write rhymed, metered lines for a limerick. Analyze a student model of a limerick. Generate rhyming words. Plan, draft, revise, proofread, and publish a limerick. Participate in a writing conference. Analyze a student model of free verse. Choose an experience to write about in a free verse poem. Draft, revise, proofread, and publish free verse. Recognize errors using a <i>Proofreading Checklist</i>. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 303–25</p> <p><u>Student Worktext</u> pages 256–74</p> <p><u>Teacher’s Toolkit CD</u> pages 83–84</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>BATs: 5a Love 5b Giving 5d Communication 5e Friendliness</p> <p>Subject Integration Computer Literature Science</p>

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>Chapter 15: Sentences, Phrases, & Clauses The students will:</p> <ul style="list-style-type: none"> • Define and identify the parts of speech and identify them in a sentence. • Identify prepositions, objects of prepositions, and prepositional phrases in sentences. • Choose the correct verb from to agree with the subject in a sentence containing a prepositional phrase. • Combine sentences with prepositional phrases. • Identify an appositive phrase. • Combine sentences with an appositive. • Identify compound subjects and compound predicates in sentences. • Combine sentences with compound subjects and compound predicates. • Diagram sentences with compound subjects and compound predicates: <i>S S V, S V V, S S V V</i>. (optional) • Identify a simple sentence as an independent clause. • Combine two simple sentences into a compound sentence. • Diagram a compound sentence. (optional) • Identify dependent and independent clauses in a complex sentence. • Identify subordinating conjunctions in dependent clauses. • Combine independent clauses to make a complex sentence. • Identify and revise sentence fragments, run-on sentences, and sentences that contain misplaced modifiers. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 328–48; S7, S38–S41</p> <p><u>Student Worktext</u> pages 275–95</p> <p><u>Teacher’s Toolkit CD</u> pages 85–94</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>Subject Integration Geography History Science</p>

Sixth Grade: English

Unit Content and Objectives	Time	Methods, Activities, and Evaluation	Books and Materials	Biblical Integration/ Subject Integration
<p>Chapter 16: The students will:</p> <ul style="list-style-type: none"> • Identify the proper form for a business letter. • Identify three other characteristics of business letters. • Revise a business letter to have a polite tone, precise wording, and plain facts. • Define publishing terms • Research markets for poems. • Record information on various markets. • Identify a cover letter. • Analyze a student model of a cover letter. • Evaluate a poem’s readiness for submission using a checklist. • Analyze the content of a cover letter. • Plan, draft, revise, proofread, and publish a cover letter to the editor of a publication. • Recall the four <i>Ps</i> of good business letters. • Participate in a writing conference. • Identify mistakes in a business letter. • Recognize errors using a <i>Proofreading Checklist</i>. 	<p>30–45 min. daily for approx. 2 weeks</p>	<p>Read and discuss materials in the text. Use interactive and hands-on activities outlined in the Teacher’s Edition. Assign worktext pages to provide practice. Assign reproducible pages as needed for reinforcement.</p> <p>Evaluation Techniques Class participation Student Worktext pages Reproducible pages Chapter test</p>	<p><i>English 6: Writing and Grammar</i></p> <p><u>Teacher’s Edition</u> pages 349–71</p> <p><u>Student Worktext</u> pages 296–314</p> <p><u>Teacher’s Toolkit CD</u> pages 95–96</p> <p>Other materials as specified in the Teacher’s Edition</p>	<p>BATs: 2d Perseverance 3c Emotional control 5a Kindness 7d Contentment</p> <p>Subject Integration Computer Literature</p>