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## **Sixth Grade Specialist Teachers**

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Art: Linda Kees [linda.kees@bacs.org](mailto:linda.kees@bacs.org)

Music: Nathan Odhner [nathan.odhner@bacs.org](mailto:nathan.odhner@bacs.org)

Science: Gail Neukum [gail.neukum@bacs.org](mailto:gail.neukum@bacs.org)

P.E.: Heather McCurdy [heather.mccurdy@bacs.org](mailto:heather.mccurdy@bacs.org)  
Alex Rogers [alex.rogers@bacs.org](mailto:alex.rogers@bacs.org)

### Student Support Teachers for Sixth Grade:

Anika Kistner (Melinda)	<a href="mailto:anika.kistner@bacs.org">anika.kistner@bacs.org</a>
Lynne Pitcairn (Melinda/Sheila)	<a href="mailto:lynne.pitcairn@bacs.org">lynne.pitcairn@bacs.org</a>
Monica Gruber (Sheila)	<a href="mailto:monica.gruber@bacs.org">monica.gruber@bacs.org</a>

Enrichment: Jessica Johns (Sheila/Melinda) [Jessica.johns@bacs.org](mailto:Jessica.johns@bacs.org)

## Main Units Taught in Sixth Grade

- Religion:** Solomon and the Temple. The story of the Divided Kingdom (Israel and Judah); the period between Solomon and the birth of the Lord, including the main prophets. Also, an overview of the Five Churches as presented in the Heavenly Doctrines.
- Math:** The *Prentice-Hall Mathematics Program Course 1* includes a review of the four basic operations through problem solving, decimals, fractions, integers, measurement, graphs, patterns, and number sense, probability, geometry, ratio, percent, area, volume, and equations. See [www.phschool.com](http://www.phschool.com) for online math help and test preparation website.
- Literature:** Besides novels, students will be exposed to a variety of literature including myths, legends, fairy tales, biographies, and resource materials. They will read *Mrs. Frisby and the Rats of NIMH*, *The Sign of the Beaver*, *The Egypt Game*, and other self-selected novels of various genres.
- Reading Skills:** A special emphasis is placed on the ability to respond to literature. Students also work on reading skills such as vocabulary, fluency, locating information, skimming and scanning, main ideas, details, personification, literal and inferential comprehension, and critical thinking.
- Composition:** Students write literature responses regularly and various other assignments including autobiography, expository essay, Native American story combining fact and fiction, African based Just-So story, biography related to country study, research papers, and poetry.
- Writing Skills:** Simple and compound sentences, paragraph structure, process of writing, proofreading, editing, capitalization, punctuation, spelling and bibliography.
- Spelling:** Our spelling program is based on the 500-core word BACS curriculum along with homonyms that are easily confused. Students are taught spelling accountability through daily work. We also use the *Everyday Spelling Program* to help reinforce skills.
- Grammar:** Subjects and predicates (complete and simple), nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, interjections, and introductory diagramming.

- Geography:** Europe (overview, western, and eastern), Africa (overview, northern, western, eastern, and southern regions), Independent Country Study, and map skills including latitude and longitude.
- History:** Overview of the Five Churches integrated with a study of culture: Most Ancient Church, Ancient Church, Sumer, Ancient Egypt, Israelitish Church, Ancient Greece, Ancient Rome, Christian Church, and the New Church.
- Class Meeting:** Most weeks there is a class meeting to address particular topics, including a variety of real world problem solving and peer issues, organization and study skills. This includes discussion based on the school wide program against bullying.
- Art:** Form through drawing, light and shadow, sculpture, plus other projects.
- Music:** Rhythm, melody, harmony, and pitch. Some music history. Hand bell ringing takes place most Tuesdays.
- Science:** Metrics, Chemistry, Magnetism and Electricity, Animal Classification, Plants, Ecology.
- Physical Education:** Through introduction/practice of skills, balance, teamwork, charity and sportsmanship, we will cover a variety of sports and activities.

## General Information

### Arrival Times

Students should not arrive before 7:45 and not later than 8:00 in the morning. Students need to be in their classrooms by 8:00 so they will not be considered late. Exceptions are made for students who take buses.

In the afternoons students who go home for lunch should arrive no earlier than 12:50 and no later than 12:55, as we go over homework assignments at this time.

According to the BACS parent handbook if a student has 3 unexcused lates within a term, the classroom teacher will connect with parents to help promote on-time behavior. If a student has 2 more unexcused lates during the duration of the term, the student will receive a detention. The vice-principal will likely be involved, and further unexcused lates in the term will result in additional detentions.

### Dismissal Times

School is over in the morning at 12:15 and in the afternoon at 2:30.

Students may not hang around the school building or property without permission from parents and teachers after dismissal. This includes, but is not limited to, waiting for detained classmates. All social arrangements must be made before school. School phones are not for this purpose. Please note that cell phones may not be used until the student is outside the school building.

### Absences

Following BACS policy, if your student will not be in school, you must phone (215-947-4086, ext 213) or email ([Natalie.lambertus@bacs.org](mailto:Natalie.lambertus@bacs.org)) the school office This is for your child's safety. **Please also communicate with your child's teacher during absences and/or appointment times to make arrangements for missed work. A phone call, written note or email is needed when your child returns to school explaining his/her absences or appointments.**

### Class Parents

During the year, class parents may contact you about help on projects and class trips.

They are:	Melinda Friesen – Brooke Brown	215-657-1267
	Jahnna Henderson	215-758-2665
	Sheila Daum – Jessica Baker	215-696-0816

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## Bullying Program

BACS has adopted a school wide program against bullying. It is based on the Olweus' Core Program Against Bullying and Antisocial Behavior. There are four simple rules:

1. We will not bully
2. We will help bullied students
3. We will include students easily left out
4. We will tell an adult at school and at home

We will implement this into our own classrooms through class meetings and additional discussions as needed.

## Field Trips

During the course of the school year the sixth grade visits Glencairn two times. We often visit the:

- Mesopotamia collection
- Ancient Egypt collection
- Ancient Greek collection
- Ancient Roman collection

We go to the Cathedral twice.

- Comparing the Cathedral to Solomon's Temple
- View the 5 Churches window

We will also be going to the University of Pennsylvania's Museum of Archeology and Anthropology to visit the Egypt and the Mesopotamia exhibits on **Thursday, December 5**.

When time allows, we like to end the school year with a field trip to the Swedenborg Library to support our study of New Church history.



## Contact Information

We look forward to a happy, productive year with your students. Please feel free to call with questions, comments and concerns. The best way to reach us is through our school e-mail accounts or through our voicemail system at school. We check our messages daily to ensure that your call won't be missed! You can reach our voice mail even during school hours and leave us a message. Due to our daily schedules we may not be able to respond until the end of the day, so call the school office (ext. 213) if you need to reach your child.

[Melinda.Friesen@bacs.org](mailto:Melinda.Friesen@bacs.org)

215-947-4086 ext 243

215-370-3341 (cell)

[Sheila.Daum@bacs.org](mailto:Sheila.Daum@bacs.org)

215-947-4086 ext 233

215-938-7704 (home)

After school (2:30 p.m.) we are often able to answer calls directly at the above extensions. If for some reason you need to contact us at home in the evening, please make the call before 9:00 p.m. if possible.

## **Management System**

Every day starts with a clean slate, and while we hope that the day will progress smoothly there are sometimes bumps along the way. We strive to make the classroom a pleasant place for all students and that means that a certain degree of order is necessary. While we hope that everyone will do their best to help maintain this order, sometimes consequences are necessary for instances where order does not exist.

### **Group Behavior**

Group behavior is regulated using the “marble” system. Marbles are earned when the whole class is working nicely for a given length of time or when individuals do something especially charitable. Marbles may be earned for other reasons depending on the circumstances, *i.e.* motivation to encourage a certain behavior or activity. If the majority of the class is not following directions or is misbehaving in some other way as a group, a representative number of marbles will be removed. When the jar is full, the whole class will receive some sort of reward or celebration for their good work.

### **Individual Behavior**

In order to respect individuality, warnings may be accumulated throughout the day and recorded using a card system (similar to previous intermediate grades). Each student has a pocket on the wall that contains four cards: green, blue, yellow and red. At the beginning of the day, students start with their green card showing. If students choose to break a rule, they will receive a warning and the card will change. Blue is the first warning, and yellow is the second warning. Upon reaching the red card, the student will receive a thirty-minute detention to be served the following day in the conference room. Any further incidents that day will result in another 30-minute detention to be served the day following the original detention. An email will come from the school to inform you of the detention and why it was given, and often we will call you if the detention was given by the classroom teacher. In extenuating circumstances, a one-day grace period may be possible.

Cards can be flipped for behavior that goes against both school and classroom rules. They include, but are not limited to, talking back, repeatedly talking out of turn, not keeping hands to self, disrespectful or rude behavior or any other behavior that they have been asked to stop.

Upon receiving a fifth detention within the term, the student may be placed on a Behavioral Support track and will meet with the vice-principal along with their parents. During the meeting, the vice-principal and the student may co-create a plan that maps out goals for success and outlines strategies for achieving that success. The student may need to check in with the vice-principal or the school counselor after every subsequent detention. After the 8<sup>th</sup> detention in the term, the student will receive an in-school. If a student receives 3 detentions within 5 school days, he/she could also have an in-school. If further action is needed beyond this, the teacher(s), the parents and administration will remain involved and additional consequences will result as outlined by the intermediate unit. This action plan is available upon request.

In extenuating circumstances or for severe behavior, these stages may be bypassed and stronger consequences may be indicated.

## Homework Policy

Homework is written on the board. Students are given time to write homework in their assignment book. According to BACS policy, students in sixth grade should spend approximately 60-65 minutes on homework, including independent reading for about 15 minutes each night. If your child **regularly** spends more time than this on homework each night, please contact your child's teacher. It may be useful to set up a modified program for your child, often in consultation with the head of student support. There are projects assigned several days or even weeks in advance. If your child chooses to wait until the night before the due date, he/she may have over one hour of work. If the work is not handed in on time, a deduction in the grade will result for these long-term projects.

**Homework will be expected at 8:00 a.m. on the date it is due.** If it is not completed/handed in, the student will need to make up the work. For each assignment not handed in on time, the student will receive one study hall to be served the following day in the upper unit computer lab. For example, if a math and a history assignment are not completed/handed in, the student will need to serve two consecutive study halls. In addition, work considered essential for the day may need to be made up during recess or lunch breaks on day it is due. Even if the work is completed, the study hall will still need to be served. An email will come from the school to inform you of the study hall and why it is being assigned. (If your student gets both a study hall and a detention, the detention will be served first and the study hall on the subsequent day.) If your student develops a habit of neglecting his or her homework, an individualized system may need to be established. According to school policy, if a student receives 10 study halls in a term, then they will be required to attend study hall daily for the remainder of the term.

Students are urged to communicate with the teacher if there is a problem understanding or completing a homework assignment. In instances where the student contacted their teacher and/or has a legitimate reason for not finishing an assignment, indicated in a letter/email from home, a study hall will not be given. It will still be necessary for the student to make up the work. This sixth grade homework policy may seem firmer than the students have had in the past and is designed to promote **accountability** and **responsibility** in homework completion. This is appropriate for their middle school state.

If a student does not complete classroom work within the assignment time given, he/she may need to complete the work at home in a timely manner. This would be in addition to regular homework. Ten incomplete or late homework/classwork assignments will result in daily required attendance at study hall for the remainder of the term. If the problem persists, an action plan may be developed between the teacher, the parent and the student.

## Test Policy

Tests are usually scheduled about a week in advance with an accompanying study guide. If a student misses a test due to absence the teacher will schedule a make-up day. Depending on the reason for absence the test may occur on the day the student returns to school, so it is important to communicate with your student's teacher during absences.

In the event that a student earns less than a 70% on a test a letter/email will be sent home to be signed, notifying the parents that the student has received a failing grade. This letter/email will also indicate what further requirements need to be met, whether it be make-up work, a re-test, or leaving the grade as is. If extra work or a re-test is required, the student may only increase their test grade up to 70%. This is because those who receive 70% and above are not given the opportunity to have a re-test and so will then also not have a second chance to study the material. Please note in the spring term, test grades in the 60's will stand, but parents will still receive notification.

*Note: homework and test dates are usually posted on each teacher's website.*



## Independent Country Study

### Objectives:

- ◆ To develop a broad knowledge of a specific country and gain an appreciation for the variety of cultures the LORD has created.
- ◆ To integrate previously learned skills from geography, math, and language arts into a long-term project.
- ◆ To organize and write a grade appropriate research paper.
- ◆ To foster a sense of curiosity in their subject and to experience a sense of accomplishment.
- ◆ To appreciate and be inspired by the work of classmates and to work together in a sphere of charity toward a common goal.
- ◆ To build on research skills developed in previous grades and introduce new ones that will prepare the students for research skills needed in seventh grade.
- ◆ To pace and follow through on a long-term assignment.
- ◆ To have the opportunity to share research with a visual display and oral exchange with the community.
- ◆ To experience a learning environment where a variety of learning styles can be utilized and appreciated.

This year the culminating experience of our independent country study will take place on **Tuesday, May 12**, 7:00 – 8:15 p.m. (preparation and clean-up will extend beyond this time frame on both ends). Countries will be chosen some time in January. The unit of study begins in mid February.

Students will complete a variety of assignments over the course of Spring Term. Each assignment will demonstrate the student's knowledge in a different way. The variety of projects will help to develop a solid foundation of knowledge for students about their country. These projects build up to a research paper intended to reflect each student's individual areas of interest. Students will create a clay country map, write a fictitious travel journal, and develop a biography of someone living or important to the country in some way. All students will be given the opportunity and time to do extensive reading about their country.

The paper will be a minimum of five typed pages, use at least ten sources and cover three subject areas of the student's choice and teacher's approval. The total time given to this aspect of the project will be about a month. Students will have a thorough exposure to their subject matter before the writing process begins.

The Independent Country Study is intended to accommodate a variety of learning styles, interests and abilities. Although this unit takes many weeks to complete, it is designed to put little stress on the student. We have involved several subject areas into the preparation and expect there to be minimal parental involvement until close to the culminating event. Parental help is welcomed when students are selecting pictures and creating a poster of them, selecting a recipe, etc. A color printer is helpful, but is not required.

More information will follow as we draw closer to the start of the unit. Everyone will have the opportunity to shine! We can't wait to share our hard work with you in May.

## Independent Reading

Sixth graders are expected to read at least 15 minutes every night. We really **benefit** from support at home to make this happen. The pages for independent reading are recorded daily and handed in weekly.

Often one of the books the student is reading will be the book that they are using for Literature class. Students are encouraged to read a variety of books at a reading level that suits their skills.

During the year we will focus on five different genres in independent reading: realistic fiction, non-fiction, historical fiction, poetry and fantasy. During these times, students are required to read **at least** one book from this genre. Students will be given the opportunity to choose a book for these assignments from the BACS library, but other titles may be chosen from other sources in order to help them find something at their reading and interest levels. At the end of the unit, the students will do a report on their book; each genre has a different type of report. Students will be given at least a week to complete this assignment.

A list of books recommended by sixth grade teachers, past and present, is available upon request. Many of these "classic" type books can be found on the shelves in the sixth grade classrooms.

### READING GOALS FOR FIRST TERM (11 weeks)

SYMBOL	TOTAL PAGES	PAGES/WEEK
-	<450	<41
√-	450-750	41-68
√	750-950	68-86
√+	950-1450	86-132
+	>1450	>132

### READING GOALS FOR SECOND TERM (14 weeks)

SYMBOL	TOTAL PAGES	PAGES/WEEK
-	<550	<40
√-	550-800	40-57
√	800-1150	57-82
√+	1150-1500	82-107
+	>1550	>107

### READING GOALS FOR THIRD TERM (13 weeks)

SYMBOL	TOTAL PAGES	PAGES/WEEK
-	<500	<39
√-	500-775	39-63
√	750-950	63-80
√+	950-1450	88-120
+	>1450	>120

## 500 Core Spelling Words

a	can	first	into	night	second	through
able	can't	fish	is	no	see	time
about	cannot	five	it	not	seen	tiny
above	car	floor	it's	nothing	sentence	to
across	care	follow	its	notice	set	today
add	carefully	food	itself	now	several	together
after	carry	foot	job	number	shall	told
again	center	for	just	of	she	too
against	certain	form	keep	off	ship	took
ago	change	found	kept	often	short	top
air	check	four	kind	oh	should	toward
all	children	friend	knew	old	show	town
almost	city	from	know	on	shown	tree
alone	class	front	land	once	side	true
along	close	full	language	one	simple	try
already	cold	game	large	only	since	turn
also	come	gave	last	open	six	turned
although	common	get	later	or	size	two
always	complete	girl	lay	order	sky	under
am	could	give	learn	other	small	understand
American	country	glass	learned	our	snow	United
among	course	go	least	out	so	States
an	cut	going	leave	outside	some	until
and	dark	gold	leaves	over	someone	up
animal	day	gone	left	own	something	upon
animals	deep	good	less	page	soon	us
another	did	got	let	paper	sound	use
answer	didn't	great	letter	part	space	usually
any	different	green	life	past	special	very
anything	distance	ground	light	pattern	stand	voice
are	do	group	like	people	start	walked
area	does	grow	line	perhaps	state	want
around	dog	had	list	person	stay	warm
as	don't	half	little	picture	still	was
asked	done	hand	live	piece	stood	watch
at	door	happened	lived	place	stop	water
away	down	hard	living	plants	story	way
back	draw	has	long	play	strong	we
ball	dry	have	longer	point	study	weather
be	during	he	look	poor	such	well
beautiful	each	head	low	possible	suddenly	went
became	early	hear	made	power	summer	were
because	earth	heard	main	probably	sun	what
become	easy	heart	make	problem	sure	when
been	eat	heavy	man	put	surface	where
before	either	held	many	question	system	whether
began	else	help	map	quite	table	which
begin	end	her	matter	rain	take	while
behind	English	here	may	ran	talk	white
being	enough	high	me	read	tall	who
below	even	him	mean	reading	tell	whole
best	ever	himself	men	ready	ten	why
better	every	his	might	real	than	wide
between	everyone	hold	mind	really	that	wild
big	everything	home	miss	red	that's	will
black	example	horse	money	remember	the	wind
blue	face	hot	moon	rest	their	winter
boat	fact	hour	more	right	them	with
body	fall	house	morning	river	themselves	within
book	family	how	most	road	then	without
both	far	however	mother	rock	there	words
bottom	fast	hundred	move	room	these	work
box	father	I	much	round	they	world
boy	feel	I'll	must	run	thing	would
bring	feet	I'm	my	sad	think	write
brought	felt	ice	name	said	third	year
build	few	idea	near	same	this	yes
built	field	if	need	sat	those	yet
but	finally	important	never	saw	though	you
by	find	in	new	say	thought	young
called	fine	inside	next	school	three	your
came	fire	instead		sea		

