GRADE 6

West Brooke Curriculum
Welcome to West Brooke Curriculum

I felt like there was a need for a curriculum written for children of Jehovah’s Witnesses using some of our excellent materials that Jehovah has provided. I homeschooled my children for 17 years and used a variety of curriculums. I told myself that we should use what we already have available to a greater degree, but let’s face it, that takes a lot of planning. So in trying to attempt that I thought it would work best if daily/weekly instructions were written out ahead of time; because in my experience when I had a manual/guide I felt better, and felt less stress, when the year is laid out I could get the books I needed and not have to scrounge up a lesson. I hope this will be a help to other parents out there who are having a tough time putting it all together.

Spelling
There are several Spelling programs out there that work well. Students need to do one lesson per week with a written or oral test at the end of the week. You can give an oral Pre-test at the beginning of the week to determine the words your student knows, and which ones he will need to work with more.

Bible
Bible schedule to coincide with our new Christian Life and Ministry Meeting Workbook
Reading from current magazines or online content
Note: After Bible discussions, we did PE for 30 minutes.

Science
Use West Brooke Curriculum Level 6 Science Guide and books.

Language Arts
A list is provided to pick from, choose at least 6 books for the year, although it would be better if the student read more; you are in school for approximately 9 months and one a month would put you at 9 books; counting the summer would be 12 books. The manual will also include suggestions for additional reading. It would be nice to schedule them all but I know that some do not like to read, and I hope we fix that, others have learning disabilities and so not everyone can handle reading a lot of books. My kids read so many books that I have a hard time keeping them supplied with good books to read. All books suggested have been read either by all of us, or at least the kids, I will recommend books that my kids really enjoyed, and I hope that yours will too. Narration is a Charlotte Mason method of reading comprehension. Basically just get your kids to tell you what is going on in the story, their version of it. This goes for ones they are reading on their own as well as ones you are reading out loud.

Reading aloud to your kids is a great way to bond with them. I suggest that you choose a couple of books to read aloud to them for the year. We have a great time when we do this, it develops reading comprehension better than any workbook ever dreamed of, it increases reading ability, vocabulary, and future writing abilities. This is especially important if you have students with any learning disabilities or are reluctant readers. Even Dads will enjoy this when you read out loud this is great for trips, and who knows maybe Dad will enjoy helping with this part of homeschooling. It can be a family event!

Literature study will be covered by 4 books: Golden Goblet, The Twenty-One Balloons, Secret Garden, and A Single Shard. Vocabulary, discussion, & writing will be covered.
Writing:

Writing will include learning to make outlines, core writing skills needed for Grade 6, and writing extensions. A report will be completed at the end of the school year.

Outline for writing Book Reports:

The Book Details
List the name of the book and who wrote it. Why did you choose this book? Did the title sound interesting or was it about something that you like? Describe what made you decide on this book.

The Setting
Where did the story take place? Was it in a city or on a farm? Was it a made-up place or somewhere in outer space? Give a good description of the place with as much detail as possible.

The Characters
Who was the story about? Was there just one main character or were there a few? When you write about the characters, include their names and what they look like.

The Story
What happened in the book? Was there a problem the characters were trying to solve? Were the characters on some sort of an adventure? Describe what happened in the beginning, the middle and the end of the book.

Your Thoughts
Did you like the book? Write a little bit about why you liked or didn’t like the book. Talk about how the book made you feel – happy, sad, excited. Would you tell your friends to read this book? When you’re finished writing the report, read it over carefully to make sure everything is spelled correctly. You can ask a grown-up to help look for spelling mistakes, too.

History
We will study the Ancient History. We will be using the Series The Story of the World by Susan Wise Bauer in grades 6-8. There are 4 volumes. For this school year you will need Volume 1: Ancient Times and The Usborne Internet-Linked Encyclopedia of World History for a reference book you can use it for grades 6-High School. We will skip all of the first section on “Prehistoric World”, it is great for visuals to go along with history and then the internet links are a good reference too. For this year you will use the section “Ancient World” pages 104-194.

Geography
Included is map work in association with your history. You will need blank world maps or even of continents for more detail, you can find printable blank maps online for free; try this site http://www.eduplace.com/ss/maps/
Print out several maps for the year from this website and each week have your students add locations they are learning about from their Ancient Times history book. You do not necessarily need a new map for each week, map locations can be added on to previously printed maps as you go along.
Parents you may also wish to add in MP Geography 1 set to this year.
Schedule
Here are some suggestions for scheduling:

The grid schedule works from the top down, if using this for more than one child make a copy of just the grid schedule for your portfolio; put the date of the day at the top and work in order down the page.

The schedule for West Brooke Curriculum is basically 4 days per week with one school day set aside for the ministry. This schedule has worked well for us for a long time and keeps the student as well as the teacher from burning out. Our service day is set on a Wednesday, which gives a nice mid-week break, however it can be any day of the week that works for you. The students will still be learning on these days, they will be more socially rounded, they will be learning public speaking, and will be better accomplished at using their Bibles. It is especially good if they work with a variety of friends to round out their education. In the afternoons after service they can work on art, music, reading, working ahead or catching up in math or another subject they need to work on. They could also take an elective class on this day. Or you could just use it as a make-up day, if you got behind. But generally, I do not schedule any school on this day, they still practice their music on this day, do reading, and other hands-on projects they are personally working on.

Yearly schedule: unless you are in a state with strict attendance rules you should be able to be more flexible with your schedule. Here in Florida we have to turn in an evaluation once per year. This gives us an entire 12 months to complete assignments or even to move ahead into the next grade. We school year around, this may not be doable for some families, but it works for us. This gives us more opportunities to take breaks in the spring and fall, have a lighter schedule when we auxiliary pioneer, take the week off for the Circuit Overseer’s visit, and the Regional convention, etc. Field trips, camping trips, LDC, or vacations can then come at anytime without fear of falling behind. The public school schedule tends to put one under extra stress to accomplish a certain amount within a certain time frame. If you are in it for the long haul, being more flexible will help you to stick to it.

Another option for those who can’t quite get through a day’s work in a day: Follow the schedule in order checking off each assignment as you complete it. On the following day start where you left off and continue on into the next day as far as you can get. Continue in this method until you get through the school year, remember you have 12 months to get through it all.

For students who work faster, you can move on to the next grade early after taking a break. Just remember that the recommended reading list with each manual is a good portion of their education and rounds out their common knowledge as well as history through historical fiction. If your students are not reading a good number of titles from this reading list they are missing out.

Using the Manual
This manual is a guide only- you are in control, hopefully it gives you lots of ideas and resources, feel free to adjust this for your family.
**Booklist for 6th Grade**

**Textbooks**

**Math:** Saxon any level

**Language Arts**

*Easy Grammar*

*Spelling:* Spelling Workout Level F, or HM Spelling & Vocabulary Grade 6

*Houghton Mifflin Harcourt Writing Grade 6 Workbook*

*Paragraph Writing Made Easy by Scholastic* can purchase download here at Teacher Express/Scholastic, (I was unable to find anything comparable, this book teaches the skills for finding main topic and writing outlines and converting outlines back into paragraphs) I highly recommend this workbook. [http://teacherexpress.scholastic.com/paragraph-writing-made-easy](http://teacherexpress.scholastic.com/paragraph-writing-made-easy)

*Golden Goblet by Eloise Jarvis McGraw*

*The Twenty-One Balloons* by William Pene du Bois

*The Twenty-One Balloons* student guide and teacher guide by Memoria Press- optional

*The Secret Garden* by Frances Hodgson Burnett (discussion questions are in the back of the book)

*A Single Shard* by Linda Sue Park

*D'Nealian Handwriting Grade 6* (if needed)

**Art:** Usborne ART Ideas Drawing Faces
History /Geography

*Story of the World Volume 1 text: Ancient Times by Susan Wise Bauer*
*Test book for volume I*
*Activity book for volume I- optional, extends lessons with maps, exercises, additional reading...*
*Brochure The Bible What is its Message? WTBTS*

Blank maps (try this site) [http://www.eduplace.com/ss/maps/](http://www.eduplace.com/ss/maps/)

*The Usborne Internet-Linked Encyclopedia of World History* (skip the entire pre-historic section)

*Augustus Caesar’s World* by Genevieve Foster is an *optional* history book you may wish to read this year

Science – *use West Brooke Curriculum Level 6 Science*

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*Core Skills Test Preparation workbook for grade 6* (optional)—if you choose to add this workbook, if you plan to use it for the entire year (130 pages for 36 weeks is 3-4 pages per week); if you plan to complete it in the second semester: (125 Pages for 18 weeks is 7 pages per week). Last 6 weeks of school: 21-22 pages per week.

Reading- Choose at least 6 novels for the year however 9+ would be better

*Theras and His Town* by Caroline Dale Snedeker HF1*
*The Golden Goblet* by Eloise Jarvis McGraw HF1*
*Mystery of the Roman Ransom* by Henry Winterfeld HF1*
*The Bronze Bow* by Elizabeth George Speare HF1*
*Detectives in Togas* Henry Winterfeld

*From the Mixed up Files of Mrs. Basil E Frankweiler* by EL Konigsburg
*The View from Saturday* by EL Konigsburg
*The Secret Garden* by F H Burnett
*The Borrowers* Norton
*The Cricket in Times Square* Selden
*Running out of Time* Haddix
*The Black Stallion* by Walter Farley (has a whole series)
*Shiloh* by Phyllis R Naylor
*Sing Down the Moon* by Scott O’Dell
*Red Sails to Capri* by Ann Weil

*THIS IS A SAMPLE ONLY*.................
List of Abbreviations used in this manual:
RA- Read Aloud suggestion- by the Home Teacher to the student
WT- Watchtower magazine
g- Awake! magazine
TT6- Teaching Textbooks 6
p.- page
pp.- pages
*see note page
mtg= meeting
HF1- Historical Fictions to go along with Story of the World Volume 1
EWH- The Usborne Encyclopedia of World History (supplement)

The original purchaser of this manual is permitted to use, save and print for their immediate family. You may NOT share this manual with anyone outside of your immediate family either in print or electronically.

Disclaimer: This manual is sold with the understanding that the author is not engaged in rendering educational services. This is sold as a guide only with the understanding that it is the parent’s responsibility to educate their own children. The author disclaims any liability incurred as a consequence directly or indirectly of the use and application of any of the suggestions or contents of this manual. It is the parent’s responsibility to comply with all homeschooling laws in their state.

Internet sites: this manual refers to some internet sites. These sites are NOT affiliated with West Brooke Curriculum. West Brooke Curriculum is not responsible for these links or any changes to them. Parents should check links before allowing children to do so. If a link is broken, use a search engine to find something similar.

Not affiliated with The Watchtower Bible and Tract Society.
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<th>Week 1</th>
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| Bible  | □ Treasures from God’s Word  
□ Apply Yourself to the Field Ministry  
□ Living as Christians  
□ 4 to 6 pgs. Jehovah’s Witnesses Proclaimers of God’s Kingdom  
□ Current Magazine articles or online content from jw.org  
□ Letter from Gov. Body *Imitate Their Faith*  
□ Review current events in the Newsroom jw.org |
| Math   | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| Spelling | Lesson 1 | → | → | → | Test |
| Vocabulary | archeology | shaduf |
| Easy Grammar | Capitalization pg 265-267 | Pg 268-270 | Pg 271-273 | Pg 274-276 |
| Student book | Paragraph Writing Made Easy! pp. 6-12 | Notebooking page on fertile crescent and shaduf* | HMH Writing Grade 6 workbook pp. 1-3 What to Write (See Writing Extensions in notes) |
| Writing | Pg. 6 | Pg. 7 | Pg. 8 | Pg. 9 |
| D’Nealian Handwriting | Read story 3 Man Survives the Flood from brochure *The Bible What is its Message?* |
| Story of Word 1: Ancient Times | Introduction Chapter 1* of *Ancient Times* |
| | Within the fertile crescent the Tower of Babel built; Egyptian Descendants* |
| | *Usborne Encyclopedia of World History (EWH)* pages 108-111 |
| Mark your map (pg #s from Ancient Times book) | Draw (or print) & label: Fertile Crescent see page 10* of Story of the World Ancient Times |
| Reading Selection | (write your current selection here for your portfolio records) |
| | (You can record RA here as well as what student is reading) |
| | *Usborne ART Ideas: Drawing Faces Review pp. 58-64 (Techniques and Tips & Gallery)* |
| | *Usborne ART Ideas Drawing Faces pp. 4-5 Getting Started* |
| Poetry for the year | Poetry by Robert Frost | Poetry by Carl Sandburg |
Notes for Week 1

The Text, and *Jehovah’s Witnesses Proclaimers of God’s Kingdom* (scheduled grades 6-9)* book are to be read aloud together each week.

*Revision: *Imitate Their Faith one day per week in addition to Proclaimers or instead of.

Use OUR CHRISTIAN LIFE AND MINISTRY–MEETING WORKBOOK to prepare for our weekly night meeting. Suggestion: use two days for this, the day before and the day of your meeting.

**Reading**- When there is not a specific book scheduled you may read of your choice from the book list or other book of your choice. Endeavor to read at least 30 minutes per day. In this section of the schedule write down the title and author of the book you are reading for your portfolio records. (same directions for each week) *Teachers- 6th grade is still a good year for RA (read alouds) choose a couple for the year that you can read to all of your students.

http://www.amblesideonline.org/PoetFrost.shtml

http://www.amblesideonline.org/PoetSandburg.shtml

**Grammar**-
Using *Easy Grammar student workbook Grade 6* go to the section in the back and review capitalization this week you will need to cover about 10 pages a week to complete the whole book in a school year. (If you only want to do ½ of the workbook; cover only 5-6 pages a week)

**Writing Notes/ Extensions**-
*Paragraph Writing Made Easy!* Download:  Review Section 1; Lesson 1 this week; do the practice paragraphs on pages 10-12

NOTE to Home Teacher for workbook *Houghton Mifflin Harcourt Writing Grade 6*, feel free to combine what is learned in the workbook with the writing extensions in the notes each week into one assignment.

{For Example: if they are learning about descriptive words/paragraphs and I have an extension of a story starter, the student can read the information from the workbook, and then apply what they have learned while they write the Story Starter.}

*Notebooking page*- (do your history assignment first and this can include your map work)
A notebooking page is making a neat page to go in your notebook kind of like the way John James Audubon used to make his nature notebooks. You can do this directly in your notebook on notebook paper or on plain paper or you can find all kinds of free notebooking pages online to print out and use. You are going to draw and write about the fertile crescent and a shaduf (explaining how this simple machine works), you can combine this assignment with the map assignment. You can Google images of notebooking pages for examples.

*Story Starter ideas*: 1) Write a story about a character who works hard and saves money for something important. 2) Write a story about a character who is extremely selfish. 3) Write a story that begins with this sentence: “The clock struck twelve…..”

*Poem*: write a poem, any type you like, something funny, here is a link for different kinds:
http://www.kathimitchell.com/poemtypes.html
History - This year you will be studying Ancient Times from the Flood until Rome.

It did always seem difficult to match up secular dates with Biblical therefore you should refer to the timeline at the bottom of the brochure The Bible What is its Message? for an accurate Biblical Timeline. This is especially true for secular timelines referring to Ancient Egypt.

Look up information on this difference in volume one of the Insight on the Scriptures volume 1 book under the topic Chronology: Egyptian Chronology and Problems of Egyptian Chronology on page 450.*

Before we begin let’s look at the time frame we are in, here is a list of The Succession of Seven World Powers. Please write this list into your notebook, you may wish to illustrate this list with some sketches. See also the chart on pages 12-13 of 6/15/2012 Watchtower. As you can see this study will take you from the world power of Egypt to Rome.

Egypt
Assyria
Babylon
Medo-Persia
Greece
Rome
Anglo-America

Timelines can be fun to do, if this interests you turn to page 317-320 of Story of the World Vol. 1 Ancient Times. You may want to choose important dates from you studies to keep as a list in your notebook. (*Note: you can see that the chronology of secular history must be off due to the way archeologists date things; the first part of this timeline has to be off because the Flood happened in 2370 BCE and Egypt came about after the Tower of Babel.)

Find an accurate Biblical Timeline at the bottom of the pages of the brochure: The Bible What is its Message?

If you are using the reference The Usborne Internet-linked Encyclopedia of World History use the section “Ancient World” for your studies this year, pages 104-194. (Skip all of the section “Prehistoric World”)

Today read Genesis 1-2 and story 3 Mankind Survives the Flood from brochure The Bible What is its Message?

History/Map: Fertile Crescent see these links for videos and three maps on the fertile crescent. Using these and page 10 of your history book draw and label the Fertile Crescent area: You Tube video Video of a working shaduf combine this assignment with your writing assignment
https://www.youtube.com/watch?v=h34KulvXzxw
https://www.youtube.com/watch?v=wksHEDeBRnM
http://www.youtube.com/watch?v=bZ9gJAWvHxo&feature=related

Tower of Babel*
Please read “Babel” from Insight on the scriptures volume 1 page 234
What about the descendants of Egyptians? Read what *Insight on the Scriptures volume 1* has to say: read the subheading “The People” on page 687-688
So they are descendants of Ham, one of Noah’s sons, and they migrated to North Africa after the dispersal at Babel.

**History Supplement - The Usborne Encyclopedia of World History** pages 108-111

**Supplementary**- if you can find the book *A Child’s History of Art: Sculpture* by VM Hillyer this goes along with history well. We read one chapter a week.
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<td>Early People*</td>
<td>Ebla—An Ancient City Emerges From Oblivion 12/15/06 (Watch-tower) pg 12-14</td>
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<td>chapters 3-4</td>
<td>chapters 5-6</td>
<td>chapters 7-8</td>
<td>ART: Drawing Faces pp. 6-7 Basic Shapes</td>
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**Week 2 Notes:**

**Day 1**

**Writing - Paragraph Writing Made Easy!** Section 1; Lesson 2 Read through the examples and do one of the exercises on pages 18-19.

**History - Early People**

Many history and science books start off with a section on cave men this is due to the thought of evolution. Of course, we know better, we study the Bible and it tells us exactly where man (and woman) came from. Why do archeologists find cave paintings, soot in caves, and broken pottery though?

Lot had to live in a cave with his two daughters after escaping Sodom. David with his men stayed in caves while escaping King Saul. As a young man, a shepherd, he may have spent some nights in caves. If you think about it there are probably several incidences in the Bible where individuals or a group of people sought out the shelter of a cave.

Nomads are real, they are people who travel about and “camp”, they may camp out in a cave or have transportable housing like a teepee, yurt, or tent. (Remember Abraham living in tents?) Men may go out on hunting expeditions and be gone for a few days or weeks following herds- they might stay in a cave and do some painting on the walls of their hunt! But, all of this does not mean that any of these people were less than human. If you would like to read about a cave city, read this article: *Matera—City of Unique Cave Dwellings 7/8/97 Awake! Pg 16-19*

**Day 3**

**Writing** Write from a first-person point of view of “your” life as a cave dweller, where is your cave? What do you do, do you have a family or are you alone? What kind of art did you decorate your cave walls with, and what did you use for paint?

**Golden Goblet Discussion Questions:**

Chapter 1
1. Where does this story take place? Thebes
2. What did Ranofer do for a living? He worked in the goldsmith shop of Rekh (running errands, washing gold)
3. What was the conflict the shop was having? The gold weights were not tallying properly. Someone was stealing the gold.
4. What kind of worker was Ranofer? Worked hard, precise, conscientious
5. Whom did Ranofer consider the greatest goldsmith in Thebes? Zau the Master
6. What was Ranofer not working for Zau? His father died and he had to live with his half brother Gebu
7. How did Ranofer feel about Gebu? Hated him. Why? He was physically abusive and did everything he could to make Ranofer’s life miserable.

THIS IS A SAMPLE ONLY