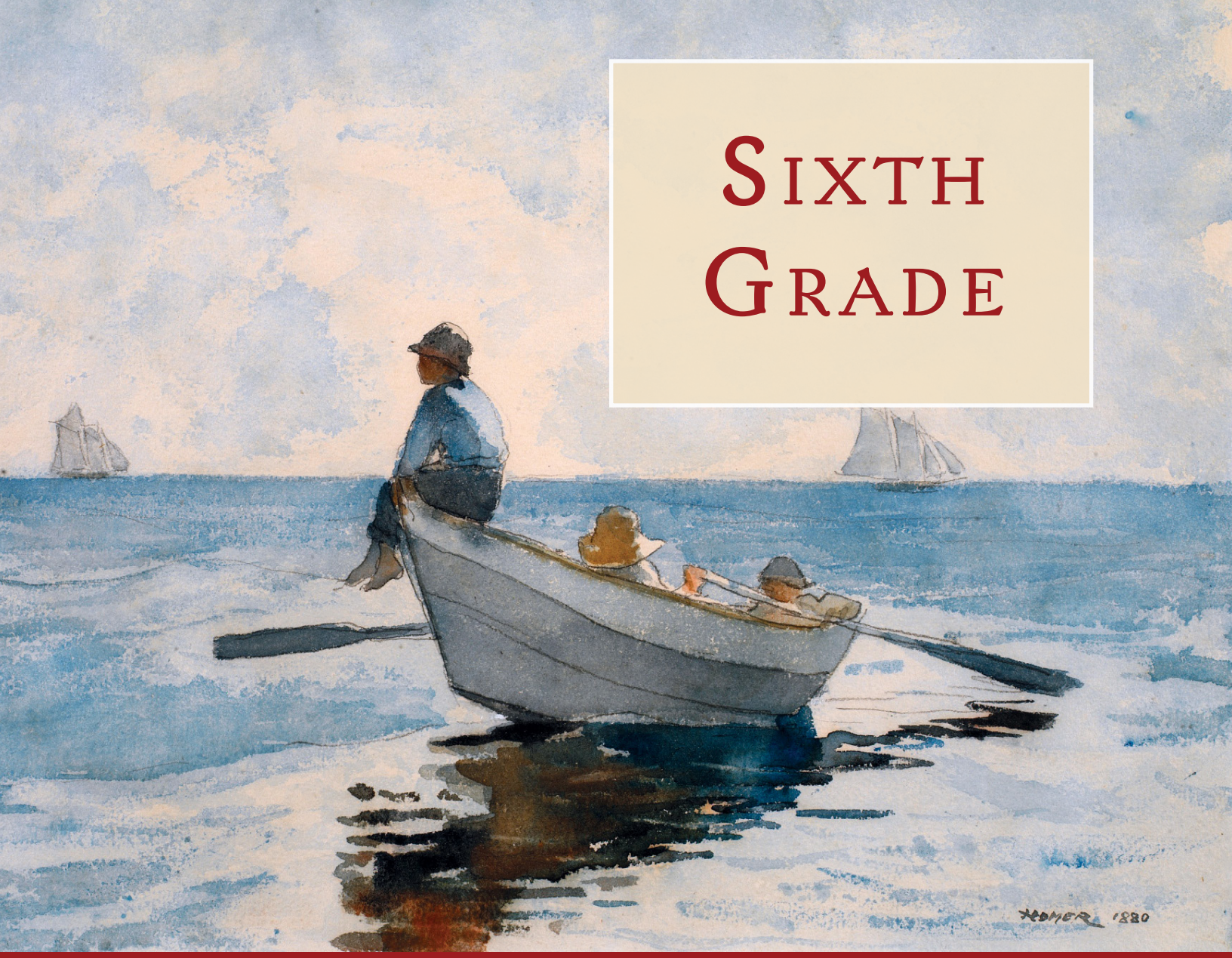


Sixth Grade

Interactive Guide

Includes printable sample lessons!

Welcome!

If you are new to CHC, or new to homeschooling, welcome! If you aren't sure of how this adventuresome path begins, we invite you, with this Sixth Grade Guide, to sample a "taste" of CHC's gentle approach to gain confidence that, as it has for thousands of other families, the CHC approach will work for you, too. Within this guide you'll find a virtual "tour" of those special and well-loved materials which are written by experienced homeschool parents and distributed exclusively by CHC.

Did you know that we homeschool, too? Do we understand what it's like to feel pressed for time to fit in all the tasks that go along with being wife, mother, homemaker, and homeschooler? You bet!

Our years of homeschooling, preschoolers to high schoolers, have led to the development of academically solid materials that are time-proven to enrich the homeschooler, both academically and spiritually, *without being burdensome to mom or students*.

In fact, it is CHC's philosophy that *homeschooling should be a joyful, natural offshoot of parenting and family life, not a "weight" to be dragged along the path throughout childhood!* CHC lifts the burden, but keeps the family on the path.

During our schooldays, our family marvels at God's loving guidance, resulting in the academic and spiritual growth that we have seen in our children over the years. Like you, we look forward to more of those *aha!* moments when the spark of understanding flashes in wide eyes, when the excitement of discovery bursts into shared smiles and bubbles throughout the family.

We are grateful, not only for the business interactions that we have with you, our "CHC family," but the dear friendships and mutual support that have developed between us. It is our prayer that we can continue to serve you, as all of us, the entire "CHC Family," work together to win Heaven, educating for eternity.

Your CHC Family

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CHC Typical Course of Study

Sixth Grade

MATHEMATICS

- Multiplying and dividing decimals, fractions, mixed numbers, and signed numbers
- Estimating roots; rounding mixed numbers
- Prime factorization
- Integers, irrational numbers, Roman numerals
- Geometry: planes, lines, angles, polygons, triangles, quadrilaterals
- Circles: circumference, pi, area, arcs, sectors, concentric circles
- Algebraic concepts and procedures (variables, evaluating, substitution)
- Graphs: Linear functions, analyzing functional relationships, rates

LANGUAGE ARTS

- Increased reading comprehension
- Literary elements: setting, character, plot, and theme
- Literary devices including irony, literary perspective, symbolism, and more
- Spelling and vocabulary development
- Parts of Speech: sentence structure, adjective-adverb confusion, conjunctions
- Usage: subject-verb agreement, compound subjects and verbs, possessive nouns
- Mechanics: commas, semi-colons, quotation marks, apostrophes, hyphens
- Composition: paragraph, drafting, transitions, editing, proofreading, essays

SCIENCE

- Physics: mass, density, gravity, and buoyancy; types of energy and transfer of energy; electricity and magnetism; simple machines
- Chemistry: classification of matter; parts of the atom; three states of matter; solubility
- Biology: Food chains; interdependence; climates; conservation and wise use of natural resources; weather, soil, and species in seven major biomes
- Astronomy: Constellations, rotation and revolution, gravity, lunar phases, eclipses, aurorae, nuclear fusion, white dwarf stars, supernovae, terrestrial and jovian planets, greenhouse effect, comets, meteors, Milky Way, star birth, Big Bang

HISTORY AND GEOGRAPHY

- World cultures and geography
- Prehistory, Israel, Greeks, Romans
- Christianity, Byzantium, Rise of Islam
- Europe: Middle Ages and Renaissance
- China, Japan, India, Africa, Russia, North America, Latin America

RELIGION

- Deeper understanding of the teachings of Holy Mother Church
- Challenge of a living faith: service to others, obedience, prayer, charity, evangelization

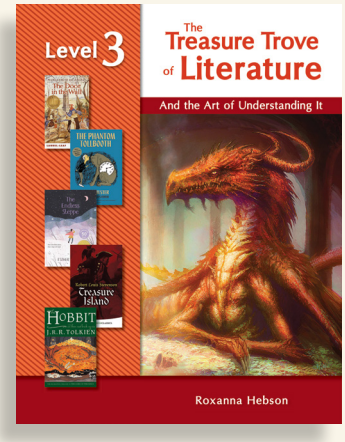
ELECTIVES

Please note: These sample pages are provided for review purposes only. Sample pages are not complete lessons. View more product details and reviews @ www.chcweb.com. All content is copyright © 2024 Catholic Heritage Curricula. • 1-800-490-7713

Sixth Grade Materials Guide

TITLE	CONSUMABLE	NONCONSUMABLE*
CORE SUBJECTS		
The Treasure Trove of Literature, Level 3	✓	
The Door in the Wall		✓
The Phantom Tollbooth		✓
The Endless Steppe		✓
Treasure Island		✓
The Hobbit		✓
My Catholic Speller, Level E	✓	
Language of God, Level E	✓	
Writing Workshops II & III (E-BOOKS)		✓
Saxon Math 7/6 Student Textbook		✓
Saxon Math 7/6 Tests and Worksheets Booklet	✓	
Saxon Math 7/6 Solutions Manual		✓
Behold and See 6 Student Text		✓
Behold and See 6 Workbook	✓	
Faith and Life 6 Student Book		✓
Faith and Life 6 Activity Book	✓	
Faith and Life 6 Answer Key		✓
Sharing the Good News	✓	
All Ye Lands: Student Textbook		✓
All Ye Lands: Workbook	✓	
All Ye Lands: Answer Key to Workbook		✓
DAILY LESSON PLANS		
CHC Lesson Plans for Sixth Grade (Includes All Ye Lands Study Guide)	✓	
ELECTIVES (OPTIONAL)		
Ever Ancient Ever New, Level 1: Art Textbook		✓
Ever Ancient Ever New, Level 1: Art Pad	✓	
Sewing with Saint Anne		✓
Map Skills, Level F Student Workbook	✓	
Map Skills, Level F Teacher's Guide		✓

*Denotes a non-consumable title. May be used by more than one student, and often for more than one grade level.



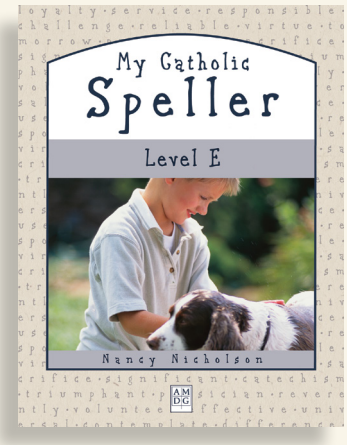
Language Arts : : Literature & Reading Comprehension

The Treasure Trove of Literature, Level 3 is a hands-on, Catholic literature program that builds upon Level 1 and Level 2 by challenging students to practice the skills needed to understand works of literature on their own. A single consumable worktext guides the student through five classic works of children's literature: *The Door in the Wall, The Phantom Tollbooth, The Endless Steppe, Treasure Island,* and *The Hobbit.* Designed for independent study—no prior literary knowledge needed by the parent!

The Treasure Trove of Literature, Level 3 includes vocabulary assignments, reading comprehension, oral narration, literary devices and literary elements, discussion questions, weekly hands-on activities, six studies of virtuous character qualities and saintly role models, and a final project for each book.

Samples:
- More about *The Treasure Trove of Literature*, pages 8–9
- Lesson 21 of *The Phantom Tollbooth* study, pages 10–11
- Lesson 10 of *The Hobbit* study, pages 12–13

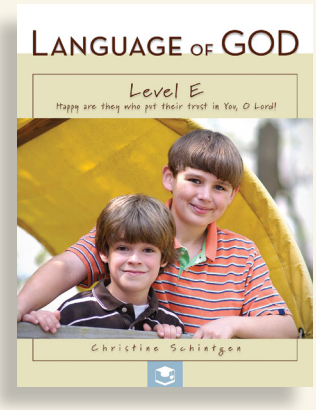




Language Arts : : Spelling

My Catholic Speller, Level E is an easy-to-use, self-contained program that includes all instructions for each lesson as well as a removable answer key. It features 34 weekly lessons, including quarterly reviews. Spelling words are listed in cursive handwriting. **The 20 weekly spelling words increase in difficulty while reviewing phonetic rules.** Includes vocabulary-building exercises with a focus on Latin and Greek word origins. As in previous levels, a variety of activities are utilized in each lesson: "Use the Clues," "What Is the Word?," "Synonyms," "Understanding New Words," and more.

Samples:
- Lesson Twelve, pages 14–15
- Contents, page 15



Language Arts : : Grammar and Writing Composition

Language of God, Level E (**Weeks 1–24**) is an English grammar and composition worktext divided into four units: **I–Parts of Speech** (sentences, adjective-adverb confusion, prepositions, conjunctions, etc.), **II–Usage** (subject-verb agreement, compound subjects and verbs, pronouns and contractions, etc.), **III–Mechanics** (apostrophes, hyphens, abbreviations, etc.), and **IV–Composition** (paragraph format, the Writing Process, pre-writing, drafting, transitions, editing, proofreading, five-paragraph essay, thesis statement, etc.). Answer key included.

Samples:
- Table of Contents, page 16
- Sample lessons, pages 17–18



Writing Workshop E-books (**Weeks 25–36**): **Level II** teaches basic writing structures and some grammar. Children will practice writing riddles, creating sound effects, using repetition, adding dialogue, and developing characters and plots. **Level III** challenges students to fine tune their skills. Students will create brand-new words, develop conflict and suspense in their writing, design open-ended questions, write parodies, add subplots to stories, and practice essay writing.

Samples:
- Excerpt from Level II, Lesson 2, page 19

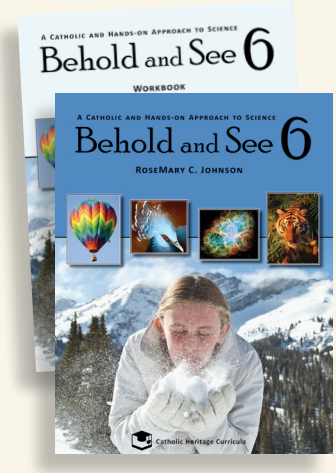


Mathematics

Saxon Math 7/6 Kit includes Student Text, Solutions Manual, and Test and Worksheets. Text features 132 lessons. All-time favorite with homeschoolers, this program uses an incremental approach, giving sixth-grade students a solid foundation in mathematics. The Solutions Manual provides complete, step-by-step solutions to each problem—an invaluable aid for helping your student with those "unsolvable problems"!

Samples:
- Excerpts from Lesson 62, pages 20–21

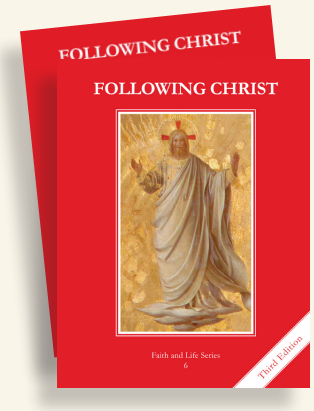
Science



Firmly grounded in the belief that faith and reason are inseparable, the *Behold and See* science series has been written to teach up-to-date scientific knowledge within the context of our Catholic faith. *Behold and See 6* provides students with an in-depth, conceptual understanding of physical science, ecology, and astronomy while communicating the richness and order of God's creation and reflecting on the proper use of scientific knowledge for the glory of God.

Behold and See 6 Workbook: The accompanying Student Workbook provides student-friendly exercises, research assignments, Science Notebook assignments, experiments, star-gazing activities, extension activities, web-links, and a complete answer key.

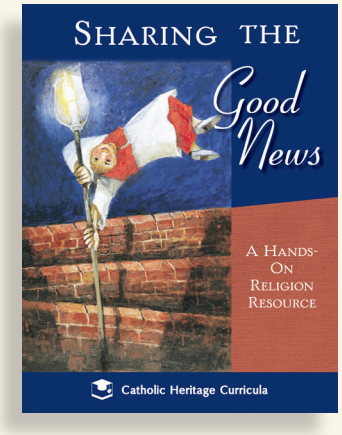
Samples:
- Contents and excerpt from Unit 3, page 22
- Excerpts from Units 1 and 2, pages 23–24
- Contents and excerpt from Workbook, page 25



Religion : : Catechism

Each lesson in *Faith and Life Grade 6: Following Christ* builds upon previous ones to give young children a simple and clear grasp of the basics of our Faith. The *Faith and Life 6* activity book provides a multitude of activity sheets. Each week, assign those which you feel will help your child best understand and remember the lesson.

Samples:
- Excerpt from Chapter 7, Student Text, pages 26–27
- Excerpt from Chapter 7, Activity Book, page 26

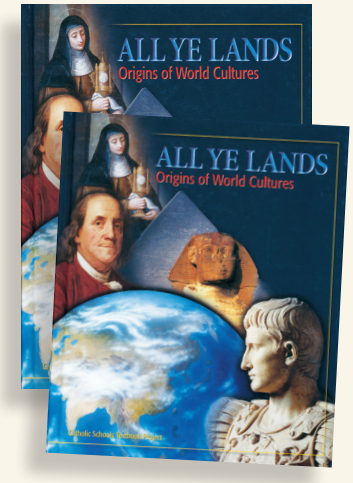


Religion : : Hands-On

Sharing the Good News is a unique religion resource that will introduce your student to the joy of evangelization. By compiling and mailing a family newsletter each month, your student can share the Good News of the Gospel with extended family members and friends. An abundance of content is provided: stories, articles, anecdotes, jokes, activities, decorative templates, and more! Best of all, as your student reads through the content, picking and choosing the right articles to appeal to his family and friends, he will be learning more about his Faith, too.

Sharing the Good News includes all the content, templates, directions, and checklists the student needs to prepare and mail nine monthly newsletters to friends and extended family. The course is self-directed; students can complete each monthly issue independently, using the content provided.

Samples:
- Excerpts from introduction, page 28
- Content samples, page 29



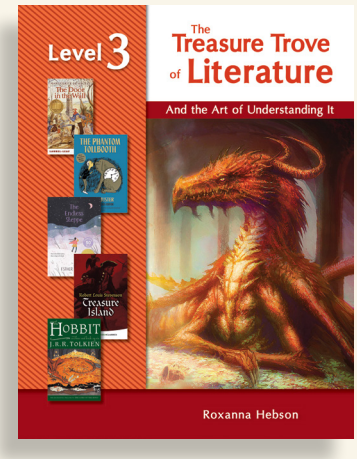
History & Geography

All Ye Lands: Origins of World Cultures covers from prehistory through the Greeks, the rise of Christianity, up through the Middle Ages, as well as developments in China, Japan, Russia, Europe, Africa, and the Americas up to the mid-1800s. This Catholic text provides a balanced exploration of all major peoples and civilizations!

The **workbook** includes varied styles of excercises for each section of the textbook. The **answer key to workbook** is available separately.

A **hands-on study guide** is included in *CHC Lesson Plans for Sixth Grade*. Allow student to select an activity according to his unique interests and ability.

Samples:
- Table of Contents, page 30
- Excerpts from Student Textbook and Study Guide, page 31



Click here to
read an independent review
of *The Treasure Trove of Literature*
series by Cathy Duffy.

Vocabulary

The student is directed to write the definitions of words from the reading that he is unfamiliar with. This assignment gives the student an active role in expanding his vocabulary and helps him develop the habit of looking up words he does not know the meaning of.

Reading Review Questions

The Reading Review Questions help the student recall what he has read and ensure that he has comprehended the reading.

Literary Studies

Several times per week, the student will explore the literary craft the author has used to write the book. Over the course of the five books, the student will learn about the four literary elements (setting, characters, plot, and theme) and will study literary devices such as perspective, irony, plot twists, and symbolism.

Literary Connections

The student will regularly complete assignments that explore various topics from geography, history, music, and more that are relevant to the reading. Understanding these connections helps students gain a more thorough understanding of the reading, and also helps students develop the thinking skill of making connections between literature and other aspects of life.

Oral Narration

Oral narration assignments involve more advanced thinking skills than reading review questions because they require the student to organize his thoughts. The act of narration also requires the student to visualize the events he is retelling and helps to cement the story in the student's memory. Narration tips are provided.

Discussion Questions

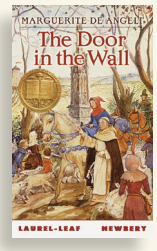
The weekly Discussion Questions go beyond recall and comprehension and require the student to think critically and interpretively. In this level of *The Treasure Trove of Literature*, the student is asked to think of at least one additional discussion question of his own. **A detailed parent's guide to discussion questions is provided.**

Character Quality Study

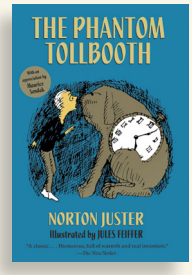
Character Quality Studies focus on virtuous character traits exemplified in the reading and explore what the Bible says about the character trait, how the saints practiced it, and how the student can practice the trait in his own life.

Recommended Activities

A wide variety of optional activities—including crafts, art activities, and research projects—are suggested every week. The hands-on activities expand on what was read and are meant to bring the book to life for the student through memorable experiences.



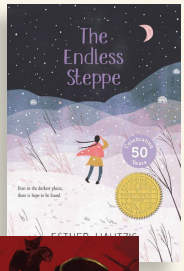
The Door in the Wall by Marguerite de Angeli
Recommended Edition: ISBN 9780440227793
This short, meaningful book about a crippled boy living in the Middle Ages provides a chance to review literary concepts introduced in *Levels 1* and *2*.
Main Literary Devices: Character Arc, Symbolism, Theme, Dialect, Flashback, Onomatopoeia, Personification, Simile, Alliteration, Imagery



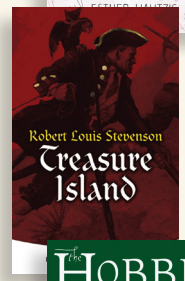
The Phantom Tollbooth by Norton Juster
Recommended Edition: ISBN 9780394820378
This fantasy tale about the value of education is full of word play, symbolism, and allegory. The student will keep track of the lessons the main character learns on a decorated map of "Milo's Milestones."
Main Literary Devices: Character Arc, Theme, Paronomasia (Pun), Idiom, Allegory, Symbolism, Point of View, Perspective, Oxymoron, Irony, Paradox

How to order:

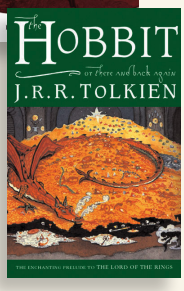
Go to ***chcweb.com/Grade6*** for direct links to purchase these five literature books from affordable sources.



The Endless Steppe by Esther Hautzig
Recommended Edition: ISBN 9780064405775
The author of this inspirational true story describes her experience of being deported to Siberia with her family during World War II.
Main Literary Devices: Inciting Incident, Point of View, Theme, Metaphor, Episodic Plot, Characterization, Tragic vs. Humorous Irony, Symbolism



Treasure Island by Robert Louis Stevenson
Recommended Edition: ISBN 9780486815244
This thrilling adventure story about pirates and hidden treasure is full of cliffhangers and plot twists. **Main Literary Devices:** Narrator, Perspective, Allusion, Cliffhanger, Connotation, Polysyndeton, Cause and Effect, Plot Twist, Rhetoric (Pathos, Logos, Ethos)



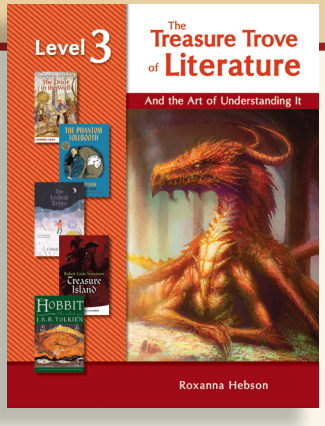
The Hobbit by J.R.R. Tolkien
Recommended Edition: ISBN 9780618260300
In this epic tale, Bilbo the hobbit goes on a quest to recover stolen treasure from a terrible dragon. The student will fill out a plot map of the story to review the five parts of a mountain plot. **Main Literary Devices:** Mountain Plot, Plot Twist, Character Arc, Riddles, Cacophony, Mood, Hyperbole, Irony, Theme, Simile

Q: Can my student use *The Treasure Trove of Literature* even if he has already read some of the literature books used in the program?

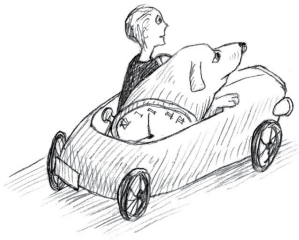
A: Yes! Having a guided tour to the deeper meaning and literary techniques of a book is very different from simply reading it for pleasure. In addition, all of the books in *The Treasure Trove of Literature* are worthy of being read more than once. One of the marks of a work of literature is that it offers new insight and enjoyment every time it is read and reread.

Q: Is it all right to use different editions of the literature books?

A: *The Treasure Trove of Literature* assigns the reading by chapter as often as possible, so in all but a few instances it doesn't make a difference what edition you use.



Lesson 21



Reading and Reading Preparation

Milo, Tock, and the Humbug have been working for a long time at the tasks given to them by the pleasant, blank-faced gentleman. What kind of jobs are these, and what kind of a welcoming committee does the blank-faced gentleman turn out to be? Read Chapter 17, "Unwelcoming Committee," pages 211–223.

Vocabulary

As you read, use the space below to make a list of three words from the chapter that you are unfamiliar with. Look up the meanings of the words in the dictionary, and write a brief definition of each word as it is used in the chapter.

Reading Review Questions: pg

Answer the Reading Review Questions below.

1. What does Milo use his magic staff to discover

2. What is the faceless man's name? Why does

3. When Milo uses his telescope, what does he discover about the voice that led them into the pit?

4. Milo tells the Gelatinous Giant that he has a box full of all the ideas in the world. (Milo is referring to the box of words that King Azaz gave him, because words can express all the ideas in the world.) How does the Gelatinous Giant react to the thought of a box full of ideas?

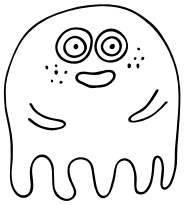
To Think About

Earlier on Milo's journey, Alec Bings gave him a telescope that "can see things as they really are, not just as they seem to be." When Milo uses his telescope on the demon of insincerity, he is able to see that there is nothing to be frightened of. We're all given gifts in life, and one gift we have as thinking human beings with free wills is the ability to pray. Prayer does for us what the telescope did for Milo: it gives us insight into what is worth noticing and doing, and it helps us to focus on what is real.

Milo's Milestones

Eight hundred thirty-seven years—that's how long it would have taken Milo and his friends to complete the tasks given them by the Terrible Trivium. This demon persuades people to do meaningless tasks as a way to distract them from what they should be doing. (Note that "meaningless tasks" do not include necessary chores such as doing the dishes and tidying one's room. These things are not a waste of time, because they are necessary. They can also be meaningful and important if you do them out of love for God and your family.)

Turn to page 113 and fill in #13 and #14 with the main lessons that you think Milo learns from the Terrible Trivium and the demon of insincerity. Then fill in #15 with the name of the demon from whom Milo learns that if you are afraid of being different, you will have trouble making your own decisions and doing what is right.

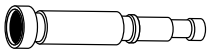


15. Who:

If you are afraid of being different, you will have trouble making your own decisions and doing what is right.

14.

DEMON OF INSINCERITY



13.

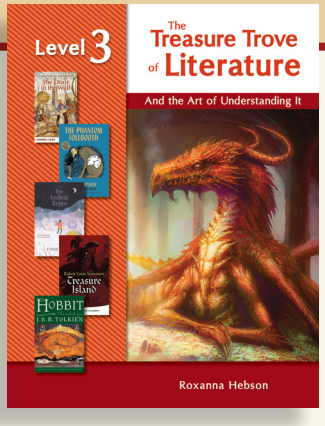
TERRIBLE TRIVIUM

MOUNTAINS OF IGNORANCE

12.

Numbers are valuable and allow you to do wonderful things.





Lesson 10 Discussion & Activities



Discussion Questions: pgs. 51–99

Answer and hold conversations about some or all of these Discussion Questions. A parent's guide to the Discussion Questions can be found in the answer key.

1. The elves know Bilbo's name and all about him though they have never met him before. How do you think the elves have this knowledge?
2. In the cave where they find shelter from the terrible storm, the company discusses what each will do with his share of the treasure. Why do you think they discuss this?
3. What do you think of the way Gollum speaks? Why do you think he speaks this way?
4. Do you think Bilbo won the riddle game fairly? Why or why not?
5. What creature(s) do you think are more despic
6. Think about Bilbo's actions in Chapter 5, when h and meets Gollum. How does he act in this d changing?
7. Come up with at least one more discussion ques

Journaling

As part of your study of *The Hobbit*, you will write Start a new section in the literature journal that you *Treasure Island*. On the first page of the new sectio write "The Hobbit" again in large runes (see pg. 30

On the next page of your journal, write the headir thoughts about hobbits and/or draw a picture of a

Character Quality Study: Pity

Bilbo has the perfect opportunity to kill Gollum and get to safety. Yet, something inside of Bilbo will not allow him to do this. He has a sense of honor and realizes it's not a fair fight, since he has a sword and a ring of invisibility, while Gollum is unarmed. He also considers Gollum's situation: how he has lived miserably alone underground with no company, no light, and no hope for a better life. The author writes, "A sudden understanding, a pity mixed with horror, welled up in Bilbo's heart: a glimpse of endless unmarked days without light or hope of betterment, hard stone, cold fish, sneaking and whispering." Instead of killing Gollum, Bilbo finds the strength and resolve to leap over him to escape.

Pity Defined

Pity is grief or pain aroused by the suffering or misfortune of another. To take pity on someone means that you have compassion for the person. Sometimes, the word "pity" is used to refer to a condescending attitude that feels sorry for others, but also looks down on them. This is not the kind of pity that Bilbo feels for Gollum; rather, he feels pity because he can imagine what it would be like to be in Gollum's situation: miserable, alone, and lost.

Pity and the Bible

Over and over in the Gospels, we read that Jesus was moved with pity for the people around Him. Pity and compassion are what moved Him to give sight to the blind, cure the lepers, and raise the dead. Pity also impelled Him to tell people about God's love and to teach them how to love God in return. He knew that if people didn't know how to get to Heaven, they were lost "like sheep without a shepherd" (Mark 6:34).



Do you know what moved Jesus' pity and compassion the most during His life on earth? It was sin. Sin is the greatest misery a person can suffer, because it separates him from God. Consider the Gospel story about the paralytic whose friends lowered him through the ceiling in order to lay him before Jesus. (If you do not remember this story, open your Bible and read Mark 2:1–12.) Notice that Jesus did not immediately cure the man's illness and restore his ability to walk. The first thing Jesus did when He saw the man was to say, "My son, your sins are forgiven." Only after He had healed the man's spiritual illness did Jesus heal his physical illness, telling him: "I say to you, rise, take up your pallet and go home." Jesus knew that the spiritual sickness of sin was a greater misery even than being physically paralyzed.

Jesus sees and has pity on our sufferings today, and He is always ready to forgive our sins in the Sacrament of Reconciliation. You may already know about St. Faustina, a Polish nun living in the 1930s who received messages from Our Lord. Through St. Faustina, Jesus told the whole world about the greatness of His mercy. He told her, "Tell souls where they are to look for solace, that is, in [the Sacrament of Reconciliation]. There the greatest miracles take place [and] are incessantly repeated. To avail oneself of this miracle, it is not necessary to go on a great pilgrimage, or to carry out some external ceremony; it suffices to come with faith to the feet of My representative and to reveal to Him one's misery, and the miracle of Divine Mercy will be fully demonstrated" (St. Faustina, *Diary* 1448).

Pity and You

You can probably think of many ways to show pity for others, from cheering up someone who is sad, to caring for a sick sibling, to spending time with an elderly relative. Unfortunately, we do not always notice when someone around us is suffering. Often we are so busy with our own projects and interests that we forget to pay attention to what other people are going through
hearts to notice and have pity for others' sufferings, just as He has pity

Prayer for Pity

Dear Jesus, increase our trust in Your mercy and h
Reconciliation. Give us an attentive heart that is c
pity and compassion for others through our actio

Recommended Activities

Complete at least one of the following Recomme

1. Song Activity: The elves sing a silly song to Bi
   to a song that the dwarves could sing back to
2. Rune Activity: Create your own runes or symb
   name using these symbols.
3. Art Project: The author gives the swords in the
   and Orcrist, the Goblin-cleaver. Look at exam
   make, or paint a sword of your own design.
   make up a story to explain your sword's name
4. Riddle Game: Play your own riddle game with
   you have written yourself.
5. Art Project: Draw a picture comparing Gollun
   in the book. Draw Gollum as a small, slimy cre
   scary looking, untidy, and dirty; and a huge tr

Sample quiz from Lesson 26

Literary Techniques Quiz

Let's review another figure of speech you learned about in *The Treasure Trove of Literature, Level 2*. **Hyperbole** (hy-PUR-buh-lee) is a figure of speech that uses an exaggeration to make a point or to emphasize feelings. For example, a friend might exclaim, "Where have you been? I've been waiting for hours!" even if you are only 15 minutes late. In this case, your friend would be using hyperbole to express his feeling of impatience.

Match the examples below with the literary techniques listed on the right.

1. ____ [The dwarves] made a deal of puffing and shuffling which echoes magnified alarmingly...
2. ____ All the same he had an uncomfortable feeling that the picking and choosing had not really been meant to include this marvellous gem, and that trouble would yet come of it.
3. ____ A bitter easterly breeze blew with a threat of oncoming winter.
4. ____ ...autumn was now crawling towards winter...
5. ____ ...looking up towards the Mountain's peak, as if he expected to see Smaug perched there like a bird on a steeple.
6. ____ The great jewel... took all light that fell upon it and changed it into ten thousand sparks of white radiance shot with glints of rainbow.
7. ____ "I must feel the wind on my face soon or die."

A. Simile
B. Onomatopoeia
C. Personification
D. Hyperbole
E. Foreshadowing
F. Imagery
G. Alliteration

Lesson Twelve

Sound of f: ff, gh, and ph

Word List

1. graphics
2. physical
3. waffle
4. photograph
5. triumphant
6. muffle
7. roughly
8. offering
9. giraffe
10. paragraph
11. laughter
12. pharmacy
13. autograph
14. staff
15. pamphlet
16. suffer
17. orphaned
18. buffalo
19. physician
20. ruffle

The sound of **f** can be spelled with **gh**, as in **tough**, and with **ph**, as in **telephone**. It can also be spelled with **ff**, as in **staff**.

A Write ten list words that use the letters **ph** to spell the sound of **f**.

B Write two list words that use the lett
the sound of **f**.

C Understanding New Wor

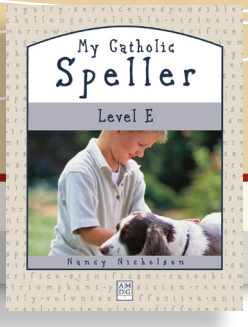
Find the word **ruffle** in the dictionary. Write tw
initions for the word.

the word **staff** in the dictionary. Write two different
nitions for the word.

the word **waffle** in the dictionary. Write the definition
e word. "To waffle" can also mean to be indecisive, or
tantly to change one's mind. *Think:* Have you ever been
ated in dealing with someone who keeps changing the
or plans? Read Hebrews 13:8. How good God is to be
eliable and unchanging in His laws, love, and Church!

Click here for additional lesson samples!

Extra! This worktext features **FACT**s, brief quotations **F**rom **A**ncient **C**hurch **T**eaching that use one or more of the list words. Brief lessons in junior apologetics, related to each FACT, are found in the back of the worktext.



A Correct the Spelling

Circle the misspelled word, then spell it correctly on the line.

1. muffel suffer
2. giraffe laughtur
3. buffalo roughley
4. ruffle photograf
5. orpaned waffle

B Which List Word

belongs in the group?

1. gift, contribution
2. giggle, guffaw
3. medicine, pharmacist
4. victorious, winner
5. doctor, healer
6. booklet, brochure

C Greek Roots

The root **graph** comes fro
word *graphein*, which me
On the lines below, write t
that contain the Greek ro

D Alphabetize!

pharmacy pa
paragraph staff

1.
2.
3.
4.
5.

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Even More Adjectives

Adjectives are often placed next to the nouns they modify, but they can be found anywhere in a sentence. No matter where it is located, a word is an adjective if it describes a noun.

'*Your fudge brownies were delicious.*' In this sentence, the adjectives 'Your,' 'fudge,' and 'delicious' all modify the noun 'brownies.'

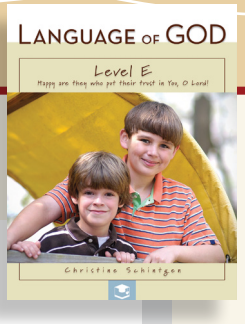
'*Fair-goers sampled treats of many different flavors: sweet, salty, and sour.*' Here, the adjectives 'many,' 'different,' 'sweet,' 'salty,' and 'sour' all modify the noun 'flavors.'

Exercise

Circle all the adjectives in the following sentences, including articles and possessive adjectives.

1. On Saturday of Holy Week, my family has a special tradition. We paint eggs!
2. First, we boil the eggs for three minutes in a saucepan on the stove.
3. Next, after the eggs have cooled, we place them on a layer of newspapers on the table.
4. Using tongs, we dip the eggs in colored water of different shades: red, blue, yellow, green, purple, and orange.
5. Sometimes we dip the egg in two colors: one color for the top and one for the bottom.
6. We also draw pictures on the eggs using crayons.
7. My favorite egg this year had a blue cross on the top and yellow dye on the bottom.
8. My brother Jason made an egg with a rabbit on the front in brown, and red dye on the back.
9. My sister Sheila made her egg with a daisy on top and green dye on the bottom.
10. On Sunday, we like to eat our decorated eggs for breakfast.
11. Our masterpieces don't last very long, but they are fun to make!

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Lesson from Unit IV—Composition

The Writing Process—Prewriting

When someone asks you what your hobbies are, does your answer include 'writing'? If so, congratulations! You have already discovered that writing can be one of the great joys in life, a real gift from God. If not, maybe you've always thought about writing as a chore, or as something that other people were good at, but not you.

Maybe writing will never be one of your favorite activities. But it can definitely become more enjoyable when we stop thinking about it as 'boring work,' and approach it instead as a craft, like painting with watercolors or woodcarving. Writing can be a delightful chance to express yourself and be creative. God gave you a mind and an imagination and a language (or more than one)—so why not let these precious tools out of their box, and see what unique thoughts spread themselves across the canvas of your page?

You can revise later. What's important for now is to let your thoughts run freely. If you think you have nothing to write about, consider this quotation from G.K. Chesterton (Catholic author, 1874-1936): "Once I planned to write a book of poems entirely about the things in my pocket. But I found it would be too long; and the age of the great epics is past."

Exercise

Find 30 minutes of your time when you will be undisturbed. Equip yourself with lots of paper and some pens or pencils that work. Sit down in a place where you will have plenty of space to spread yourself out. Once you have settled down to write, let your mind roam freely over topics that interest you. Jot them down as they come. When you hit on a subject that seems particularly interesting, start a new page and place the name of that topic at the top. Now fill the page with ideas related to that topic. For example, if your topic is "Why I love my mother," you might write down ideas such as the following:

cooking	making me feel special
cleaning	teaching
listening to my problems	celebrating my achievements
having given birth to me	being around

When you have written down as many thoughts as you can about your first topic, go back to thinking of different topics that interest you, starting a new page each time one seems to jump out at you. Keep going until the half hour is up.

If you have a mental block, think about your recent activities and experiences. Did you lose your temper recently? How about writing down thoughts on the topic 'How to control anger'? If you've been to a museum lately, think about some of the collections you saw. Would any of them be worth writing about?

When you give yourself permission to write whatever comes to mind, you allow the creative juices to flow, and sometimes you can surprise yourself with the ideas that are waiting at the back of your mind to be released.

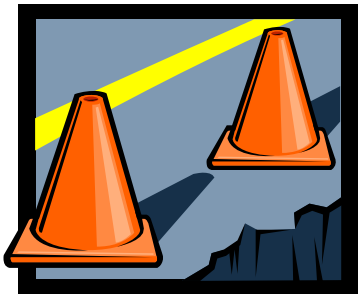
Save your writing for the next exercise.

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Excerpt from Level II E-book

Lesson 2—
Conquering Writer's Block



What is writer's block? It is when your mind goes blank, and you cannot think of anything to write. Your fingertips are idle on the keyboard, and your pencil poises in midair. Nothing happens.

In fact, writer's block happens to professional writers. What do you do when you cannot think of a single thing to write?

I often go for a walk. I get some of my best ideas going for a long walk, but sometimes I cannot leave to take that long walk. Perhaps it's raining, or I have students coming. At those times, I might read a few paragraphs from one of my favorite authors, or sit at the piano to play some music. Sometimes I leave the keyboard and pick up a pencil and try the activity below.

Keep Those Pencils Moving

When I describe this activity to my students, they do not like the sound of it because they do not think they can do it. But they can keep their pencils moving! I set a timer for five minutes, and we pick up our pencils and write as fast as we can about a topic. I try to put an object on the table that is the topic or represents the topic. This is helpful to keep us focused. You might want to put your topic on the table when you do this exercise.



The pencils have to keep moving and stay in contact with the paper. Do not lose contact with the paper.

If you cannot think of anything to write about the topic, write "I can't think of anything" or "What else can I write?" repeatedly until something occurs to you. Very few of my students end up writing that, even though they assure me that they will never be able to write for five whole minutes. You may write a list of words, phrases, sounds, questions, descriptions, sentences, a story, whatever comes to mind.

At the end of five minutes, read aloud what you have written. Underline anything—a word, a phrase, a sentence—that you particularly like. Most of the time, you will have written something that has possibility for a more polished piece of writing.

Topics: a shoe, a football, a stuffed animal, a pair of scissors, a chocolate cake, a flower, a bowl of fruit, a Christmas ornament, a pair of gloves, crayons, a mask

LESSON

62 Writing Mixed Numbers as Improper Fractions

WARM-UP

Facts Practice: 30 Fractions to Reduce (Test G)

Mental Math: Count by 12's from 12 to 144.

a. 5×40 b. $475 + 1200$

c. 3×84 d. $\$8.50 + \$2.50$

e. $\frac{1}{3}$ of \$36.00 f. $\frac{\$25}{10}$

g. $6 \times 8, -4, \div 4, \times 2, +2, \div 6, \div 2$

h. Hold your hands one foot apart.

Problem Solving:

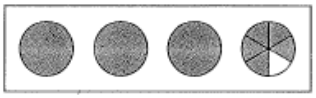
The average number of people in each of two rows is 27. If the people are separated into three rows instead of two, what will be the average number of people per row?

NEW CONCEPT

Here is another story about pies. In this story a mixed number is changed to an improper fraction.

There were $3\frac{5}{6}$ pies on the shelf. The restaurant manager asked the server to cut the whole pies into sixths. Altogether, how many slices of pie were there after the server cut the pies?

We illustrate this story with circles. There were $3\frac{5}{6}$ pies on the shelf.



le 1 Write $2\frac{3}{4}$ as an improper fraction.

ion The denominator of the fraction part of the mixed number is fourths, so the denominator of the improper fraction will also be fourths.

$$2\frac{3}{4} = \frac{\quad}{4}$$

We change the whole number 2 into fourths. Since 1 equals $\frac{4}{4}$, the whole number 2 equals $2 \times \frac{4}{4}$, which is $\frac{8}{4}$. We add $\frac{8}{4}$ and $\frac{3}{4}$ to get $\frac{11}{4}$.

$$\overbrace{2\frac{3}{4}}$$
$$\frac{8}{4} + \frac{3}{4} = \frac{11}{4}$$

le 2 Write $5\frac{2}{3}$ as an improper fraction.

ion We see that the denominator of the improper fraction will be thirds.

$$5\frac{2}{3} = \frac{\quad}{3}$$

Some people use a quick, mechanical method to find the numerator of the improper fraction. Looking at the mixed number, they multiply the denominator by the whole number and then add the numerator. The result is the numerator of the improper fraction.

$$5\frac{2}{3} = \frac{17}{3}$$

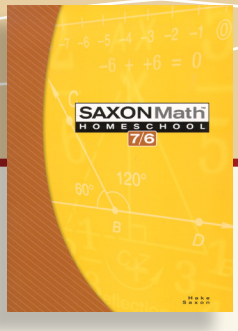
Example 3 Write $1\frac{2}{3}$ and $2\frac{2}{5}$ as improper fractions. Then multiply the improper fractions. What is the product?

Solution First we write $1\frac{2}{3}$ and $2\frac{2}{5}$ as improper fractions.

$$\overbrace{1\frac{2}{3}} \qquad \overbrace{2\frac{2}{5}}$$
$$\frac{3}{3} + \frac{2}{3} = \frac{5}{3} \qquad \frac{10}{5} + \frac{2}{5} = \frac{12}{5}$$

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Next we multiply $\frac{5}{3}$ by $\frac{12}{5}$.

$$\frac{5}{3} \cdot \frac{12}{5} = \frac{60}{15}$$

The result is an improper fraction, which we simplify.

$$\frac{60}{15} = 4$$

So $1\frac{2}{3} \times 2\frac{2}{5}$ equals **4.**

LESSON PRACTICE

Practice set Write each mixed number as an improper fraction:

a. $2\frac{4}{5}$ **b.** $3\frac{1}{2}$ **c.** $1\frac{3}{4}$

d. $6\frac{1}{4}$ **e.** $1\frac{5}{6}$ **f.** $3\frac{3}{10}$

g. $2\frac{1}{3}$ **h.** $12\frac{1}{2}$ **i.** $3\frac{1}{6}$

j. Write $1\frac{1}{2}$ and $3\frac{1}{3}$ as improper fractions. Then multiply the improper fractions. What is the product?

MIXED PRACTICE

Problem set

1. (54) In music there are whole notes, half notes, quarter notes, and eighth notes.

(a) How many quarter notes equal a whole note?

(b) How many eighth notes equal a quarter note?

2. (62) Don is 5 feet $2\frac{1}{2}$ inches tall. How many inches tall is that?

3. (19) Which of these numbers is not a prime number?

A. 11 B. 21 C. 31 D. 41

4. (62) Write $1\frac{1}{3}$ and $1\frac{1}{2}$ as improper fractions, and multiply the improper fractions. What is the product?

5. (58) If the chance of rain is 20%, what is the chance that it will not rain?

6. (18) The prices for three pairs of skates were $36.25, $41.50, and $43.75. What was the average price for a pair of skates?

7. (43) Instead of dividing 15 by $2\frac{1}{2}$, Solomon doubled both numbers and then divided mentally. What was Solomon's mental division problem and its quotient?

Find each missing number:

8. (43, 60) $m - 4\frac{3}{8} = 3\frac{1}{4}$

9. (43, 56) $n + \frac{3}{10} = \frac{3}{5}$

10. (43, 45) $6d = 0.456$

11. (43, 49) $0.04w = 1.5$

12. (61) $\frac{1}{2} + \frac{3}{4} + \frac{5}{8}$

13. (57) $\frac{5}{6} - \frac{1}{2}$

14. (28) $\frac{1}{2} \cdot \frac{4}{5}$

15. (54) $\frac{2}{3} \div \frac{1}{2}$

16. (40) $1 - (0.2 - 0.03)$

17. (39) $(0.14)(0.16)$

18. (49) One centimeter equals 10 millimeters. How many millimeters does 2.5 centimeters equal?

19. (18) List all of the common factors of 18 and 24. Then circle the greatest common factor.

20. (58) Ten marbles are in a bag. Four of the marbles are red. If one marble is drawn from the bag, what ratio expresses the probability that it will be red?

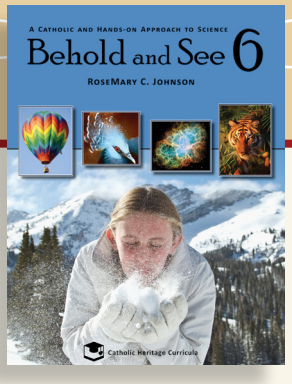
21. (38) If the perimeter of a square is 40 mm, what is the area of the square?

22. (14) At 6 a.m. the temperature was −6°F. At noon the temperature was 14°F. From 6 a.m. to noon the temperature rose how many degrees?

23. (47) Lisa used a compass to draw a circle with a radius of $1\frac{1}{2}$ inches.

(a) What was the diameter of the circle?

(b) What was the circumference of the circle? (Use 3.14 for π.)



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Chapter 1

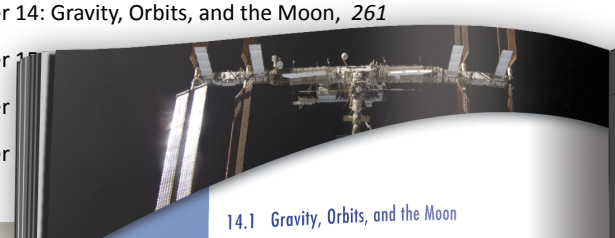
Chapter

Chapter









14.1 Gravity, Orbits, and the Moon

"Do you know what this is?" Dad asked, showing Mike a picture of the International Space Station **orbiting** the Earth.

"Is it some sort of spaceship?" Mike answered.

"It's the International Space Station, which is essentially a huge science **laboratory** in outer space," Dad said. "The astronauts perform all sorts of science experiments on board the International Space Station."

"It sounds like a great place to learn about outer space!" Mike said.

To **orbit** (verb) means to travel around a star or planet because of the gravitational pull of the star or planet.

An **orbit** (noun) is the path of an object around a star or planet.

A **laboratory** is a place where scientists perform experiments.

"And that's why the International Space Station, or the ISS as it is called, will be our virtual home base for our study of astronomy!" Dad announced.

"So to begin our study of outer space, imagine that we are strapped into a space craft, waiting for lift-off. Countdown is nearing completion: *T minus 5 seconds, T minus 4 seconds, minus 3, minus 2, minus 1, lift-off!* The space craft is thrust into the sky by its powerful rockets. All we can hear is a tremendous roaring as the space craft carries us away from the Earth at a terrific speed.



FIGURE 14.1 Space Shuttle Discovery Launch, 1988

"After about 10 minutes, the space craft has reached its **orbit**, which is its path around the Earth. Its engine shuts off, and we 'coast' through space in perfect silence. Although the space craft is moving incredibly fast, it takes about two days for it to 'catch up' to the ISS, because the ISS is also orbiting the Earth at high speed.

"Meanwhile, we unbuckle our seatbelts and look out the window. We are far above the clouds, and we see entire countries and continents passing beneath us. From our height of 240 miles above the Earth, we can see the Earth as the round globe that it is. Instead of being flat, the horizon is curved. We can see the atmosphere as a soft, glowing layer above the horizon.



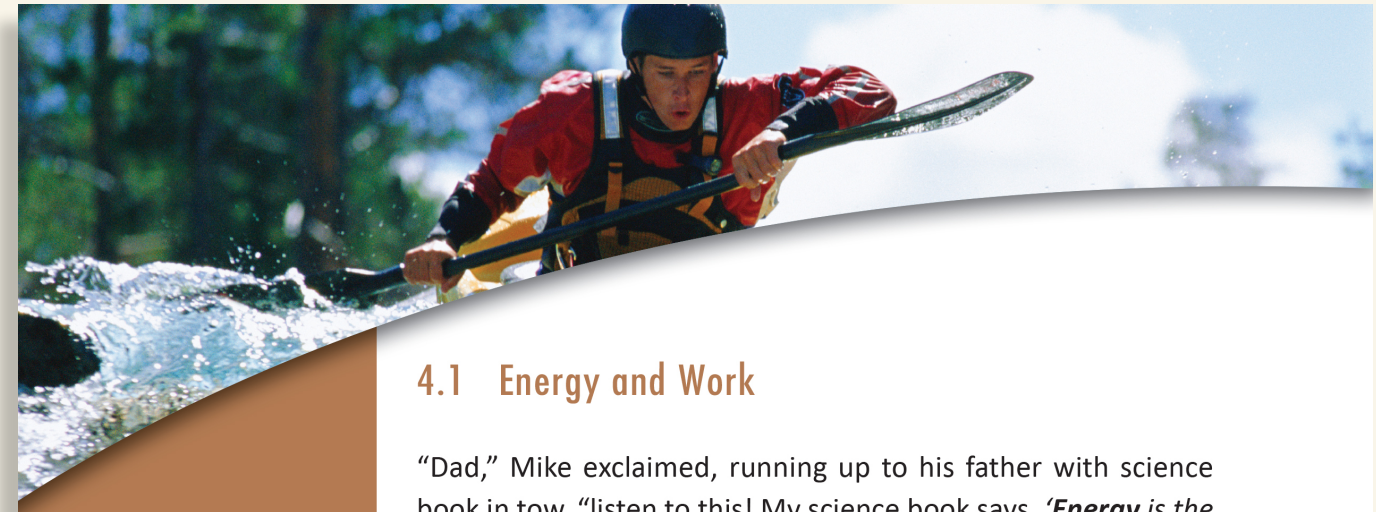
FIGURE 14.2 Looking through the window of the ISS

"Although we have an incredible view of the Earth, the strange feeling of weightlessness that we experience is even more astounding. When we try to walk, the push of our feet against the floor sends us flying towards the ceiling. I take off my launch helmet and set it on a chair, but it simply floats



Although we could not see the curvature of the Earth from space until the second half of the 20th century, human beings have long known that the Earth is round. In 240 B.C., a Greek astronomer calculated the circumference of the Earth with incredible accuracy. In the middle ages, artists often portrayed the Child Jesus as holding the *orbis terrarum*, the "globe of the world," in his hand. At the beginning of the *Summa Theologiae*, St. Thomas Aquinas comments that "both the astronomer and the physicist can prove that the Earth is round." Finally, in 1519, Ferdinand Magellan led the expedition that successfully sailed around the globe for the first time in history.

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4.1 Energy and Work

Energy is the ability to do work.

Work occurs whenever a force moves an object to a new location.

"Dad," Mike exclaimed, running up to his father with science book in tow, "listen to this! My science book says, *'**Energy** is the ability to do work.'*"

"That's right," Dad affirmed.

"I don't see how that can be a good definition of energy," Mike said. "Nick and Christie have more energy than anyone I know, but they sure don't go around mopping the floors and washing the dishes all the time!"

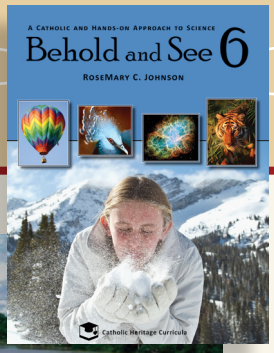


To a scientist, playing hopscotch counts as work.

Dad laughed. "Good point. But your science book is using the word 'work' in a different way than we use it in our everyday lives. A scientist says that **work** has been done whenever force is used to move an object to a new location. So from a scientific point of view, when Mom sends your brother and sister outside to burn off some energy by playing, she is sending them outside to work."

Seeing Mike's puzzled look, Dad continued. "Work occurs whenever a force moves an object to a new location. When Nick and Christie play, they are using force to move their arms and legs. So a scientist would say that when they chase each other, swing on the rope swing, and play hopscotch, they are doing work."

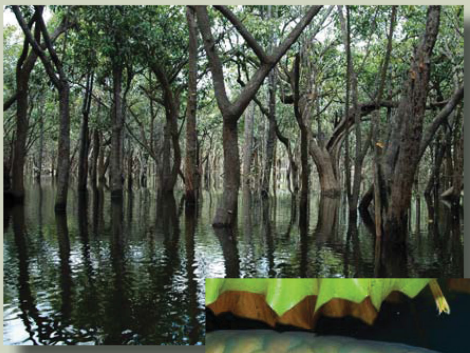
"I wish I 'worked' for a scientist," Mike grinned. "I think I'd like the chores he'd assign."



Amazon Rainforest

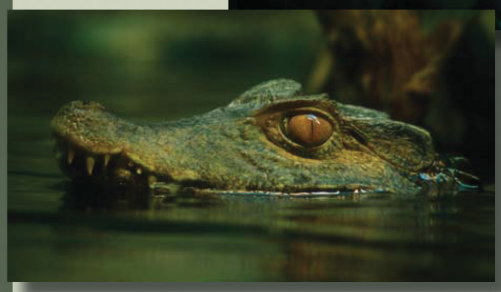


The Breves Narrows on the Amazon River, Brazil





Silver Arowana



Caiman

The Amazon rainforest is named after the Amazon River, which is the second longest river in the world, and the largest river when judged by volume. Each day, the Amazon River pours more than four trillion gallons of water into the Atlantic Ocean.

Every year during the wet season, the Amazon River floods its banks and spreads for miles into the surrounding forests. Some areas in the Amazon rainforest remain under 30-40 feet of water for eight to ten months!

In these flooded forests, tall trees stretch their branches above the water while fish and crocodile-like caimans swim among their trunks. Many of these fish are fruit eaters, and wait under the trees to feast on the fruit when it drops into the water. Another fish, the arowana, eats the insects on low-hanging branches. With perfect accuracy, the arowana will leap three feet out of the water to snatch a delectable bug!



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Crested Green Basilisk

The crested green basilisk lizard is also known as the Jesus Christ lizard, because of its remarkable ability to run across the surface of a calm body of water when escaping from predators. It does this by spreading its long toes and racing over the surface at a speed of about five feet per second. As it slaps its feet onto the surface, tiny bubbles of air are caught beneath its feet, keeping it afloat until it takes its next step.

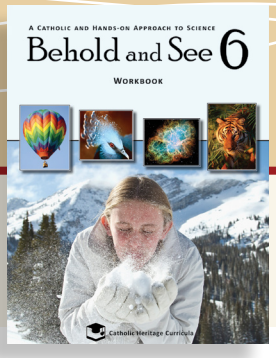


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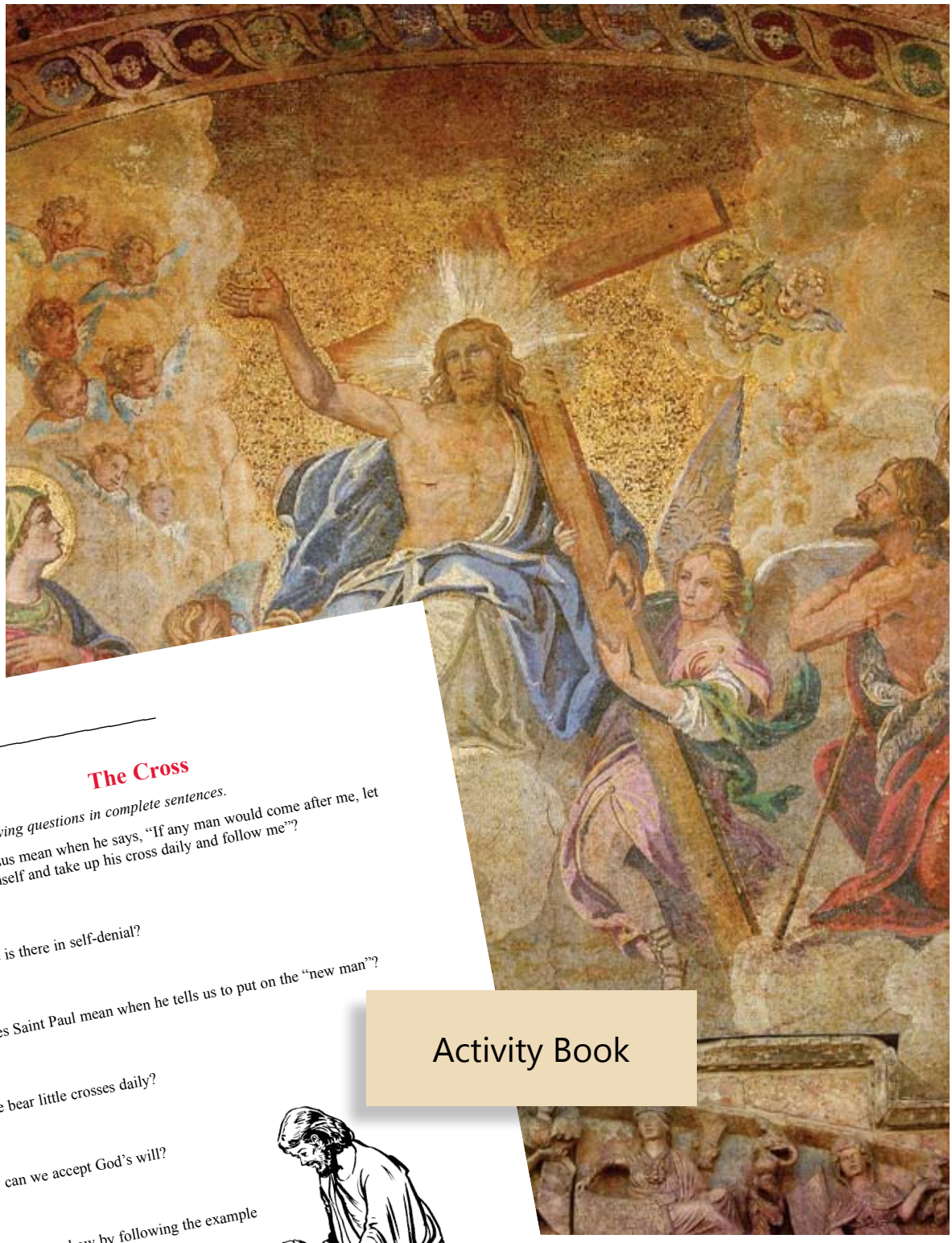
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Click here to view more samples online!

Fill in the Blanks

Fill in the blanks to complete the sentences.

1. The Sun's enormous ..... allows it to produce its own energy.
2. The Sun is about ..... miles in diameter and has ..... times as much mass as the Earth.
3. The Sun is a gigantic ball of ..... and helium gases.
4. The surface of the Sun is .....°F, and the Sun's core is .....°F.
5. Gravity is a force that acts on ....., and the more ..... an object has, the stronger its gravity is.
6. The Sun's ..... is the reason why the gases in the Sun do not turn into wisps of cloud and float away.
7. The gases in the Sun are held together in the shape of a ball by their own ..... .
8. The Sun shines by its own energy, but all the other objects in the solar system shine because they are ..... the light of the Sun.
9. The Sun's incredible mass turns it into an enormous furnace that produces light and heat through ....



Name:_____

The Cross

Answer the following questions in complete sentences.

1. What does Jesus mean when he says, "If any man would come after me, let him deny himself and take up his cross daily and follow me"?

2. What value is there in self-denial?

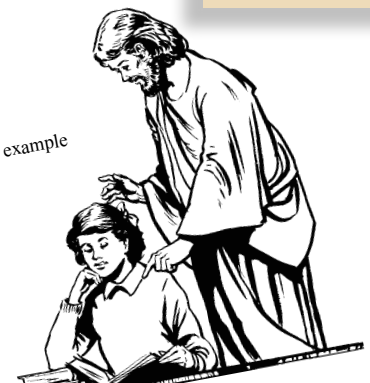
3. What does Saint Paul mean when he tells us to put on the "new man"?

4. Can we bear little crosses daily?

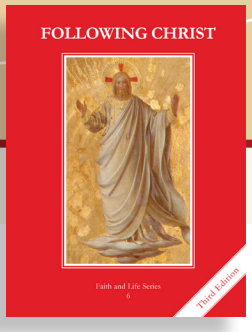
5. How can we accept God's will?

6. What do we show by following the example of Jesus?

7. List some of your daily crosses.



Activity Book



CHAPTER 7

The Cross and True Riches

> Then Jesus told his disciples, "If any man would come after me, let him deny himself and take up his cross and follow me."
>
> Matthew 16:24

The path through life to heaven is often compared to climbing a mountain, and the mountain-top is heaven, God's holy mountain. In Psalm 43, the pilgrim on life's journey cries out to God:

> O send out thy light and thy truth;
> let them lead me,
> Let them bring me to thy holy hill,
> and to thy dwelling! (Ps 43:3)

Christ our Savior offers us a way that will lead to peace, joy, and our final goal of total happiness with God. The way that leads to this wonderful state of perfection, or holiness, is based on Jesus' words: "If any man would come after me, let him deny himself and take up his cross daily and follow me" (Lk 9:23).

Self-denial means doing something we would rather not do or refusing some pleasure we would like for the sake of some greater good, for example, taking time to help your brother with his fractions or giving up dessert sometimes. Another example is giving your schoolwork your best effort, although it may not be easy and you may have to give up much of your free time to do it. Your schoolwork (or perhaps a particular subject) may take on the nature of a cross, especially if it is difficult.

Now we have come to a great mystery—the doctrine of the Cross. It is the principal sign of Christianity. As a result of original sin, it is necessary for us to put to death in ourselves a certain way of living which Saint Paul calls "the old man" and to put on "the new man," Jesus.

The old man is Adam, who misused the gifts of God and so brought sin and disorder into the world. As you know, this sin is passed on to all of us as Adam's children. We are born in the state of original sin. Through Baptism, original sin is washed away and we are given the life of grace. However, original sin has left in us many wounds and disorders. These wounds can only be healed by God's grace through a lifetime of right living, prayer, and self-denial.

This is not always easy. When Jesus asks us to love our enemy and to do good to those who hurt us, he is not asking us to do something that comes naturally or easily. But, by the power of God, it is not impossible. For with God "all things are possible" (Mt 19:26).

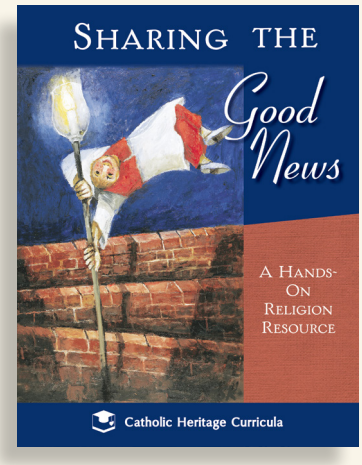
Our daily cross is all the things which, naturally speaking, we dislike. Our cross may be a penance we choose for ourselves or suffering that God allows in our life—perhaps an enemy at school or some sickness. Such sufferings are permitted for our good or the good of others,

"God loves a cheerful giver."
2 Corinthians 9:7



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With You I storm ramparts;
with my God I jump over walls.
—Psalm 18:30



What to Include

Front Cover pgs. 15–25

Choose a front cover from the templates provided. You can use the same cover for each issue, or use a different one each time. Be sure to add the name of your newsletter, the month and year, and the issue number.



Family News pgs. 25–27

Write one Family News feature for each issue of your newsletter. See examples on pages 13–14. This acts as the editorial section of your publication. Here are some topics that can be included: First Holy Communions, graduations, weddings, vacations, family events, prayer requests, birthday wishes, and special announcements. These events can be included in the Family News feature or announced separately using the templates on pages 29–43.



The Good News pgs. 47–67

Sharing the Good News is something we can all take part in; in fact, Jesus commands us to. Choose at least one article from this category to include in each issue of your newsletter. You can use the article as is or customize it by drawing your own border around it. Keep in mind your page layout when choosing articles!



Stories & Anecdotes pgs. 69–109

Jesus used stories, or parables, to teach people how to live good lives. Choose one or two stories from this section to include each month. You can use the story as is or customize it by drawing your own border around it.

Prayers & Poems pgs. 111–145

Choose at least one poem and one prayer to include in each issue. You can use the poem or prayer as is or customize it by drawing your own border around it.

Jokes & Riddles pgs. 147–165

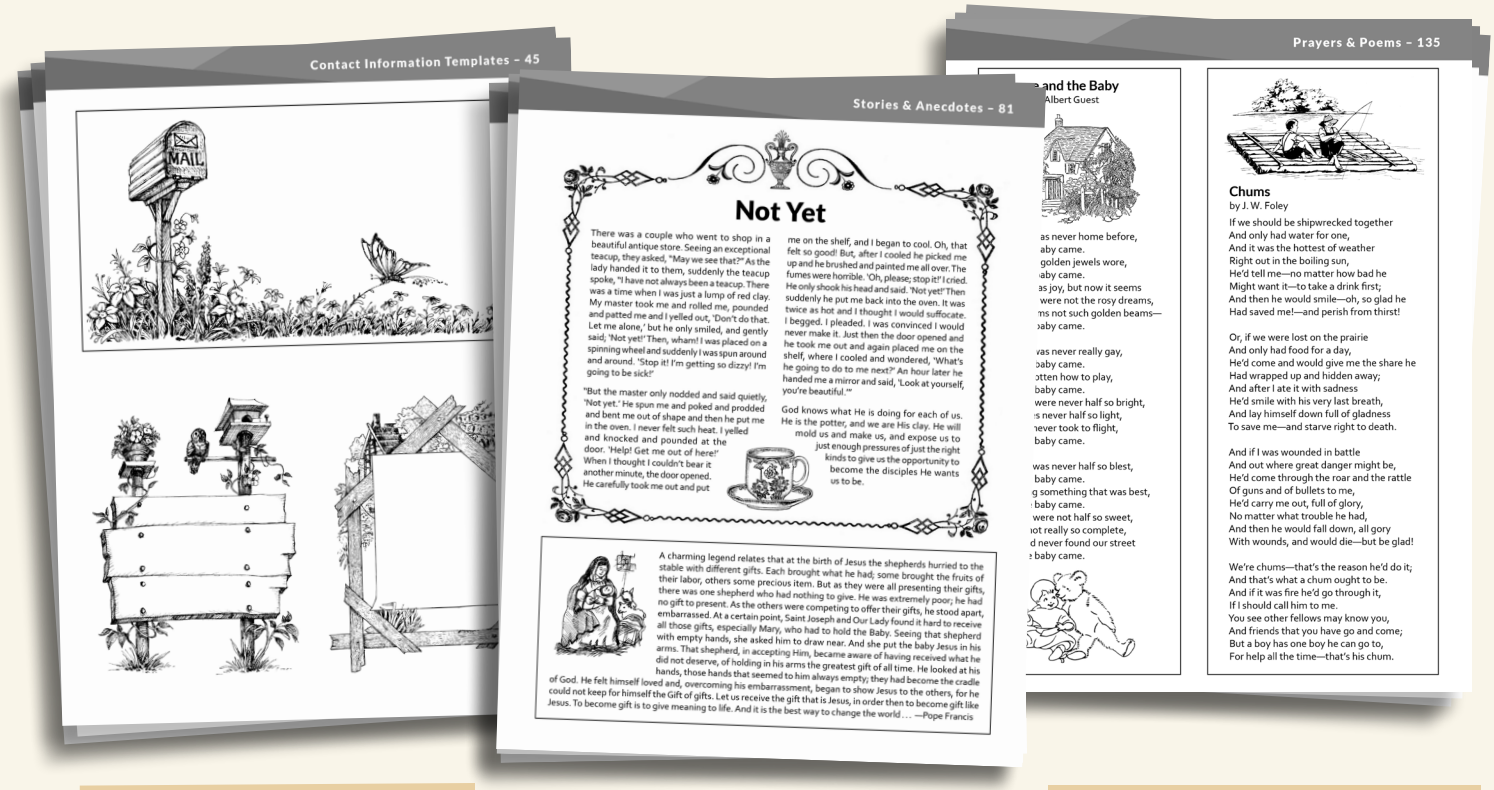
We all love a good joke! Choose one or two (or more!) to include in each issue of your newsletter. The short riddles can be handwritten and used to fill in any empty places in your page layout.

Quotations & Wit pgs. 167–187

Choose a variety of quotations to include in each issue of your newsletter. You can cut out the quote and use it as is, or handwrite it and use it to fill in any empty places in your page layout.

Activities pgs. 189–211

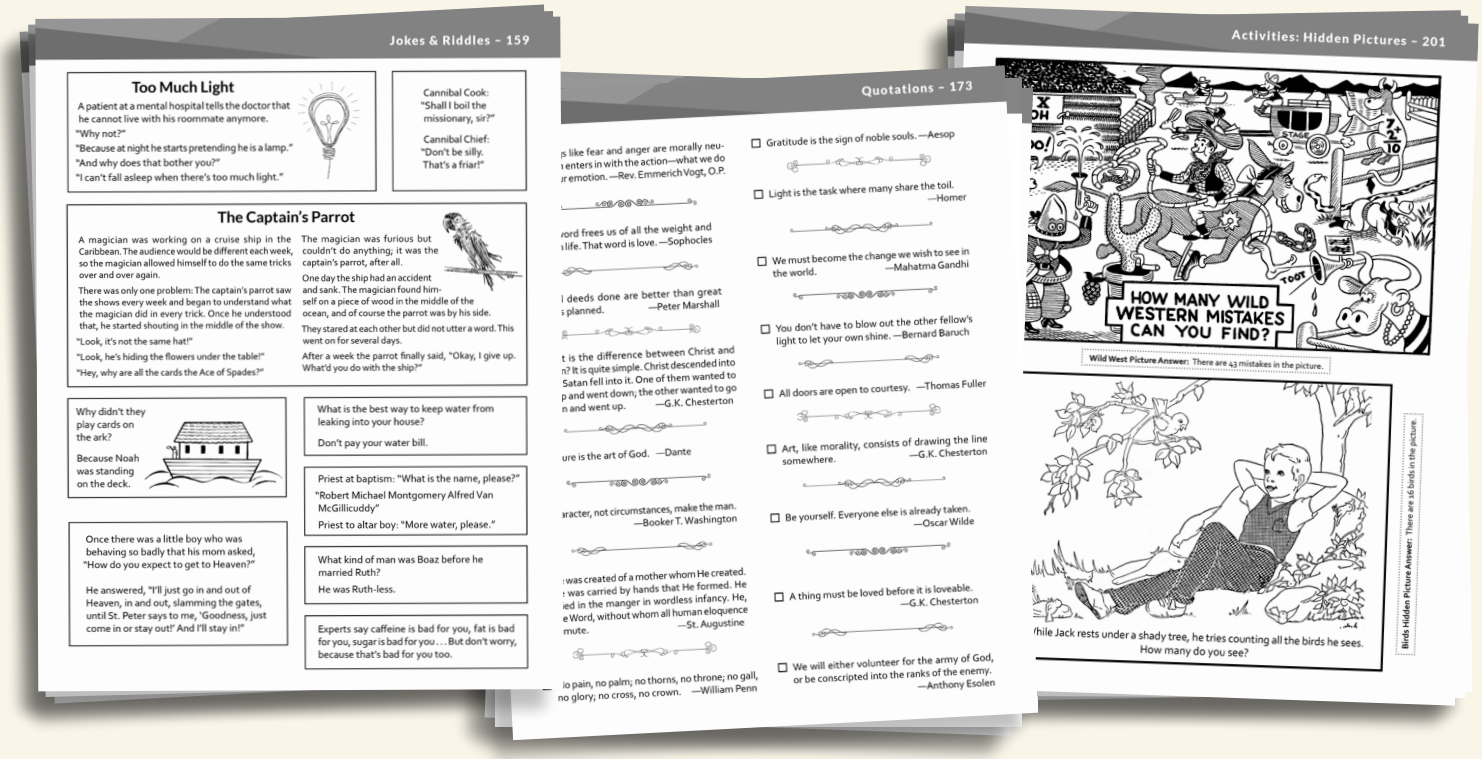
In this section you'll find a variety of activities that can be included in your publication. Choose one or two for each issue. There are eight "good books" lists and one movie list, one for each month to share with your friends and family. Don't forget to include the answers to any activities!



40+ templates

50+ articles & anecdotes

50+ prayers & poems



50+ jokes & riddles

100+ quotations

20+ activities

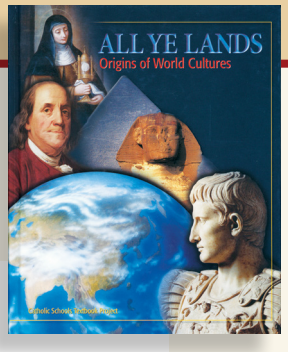
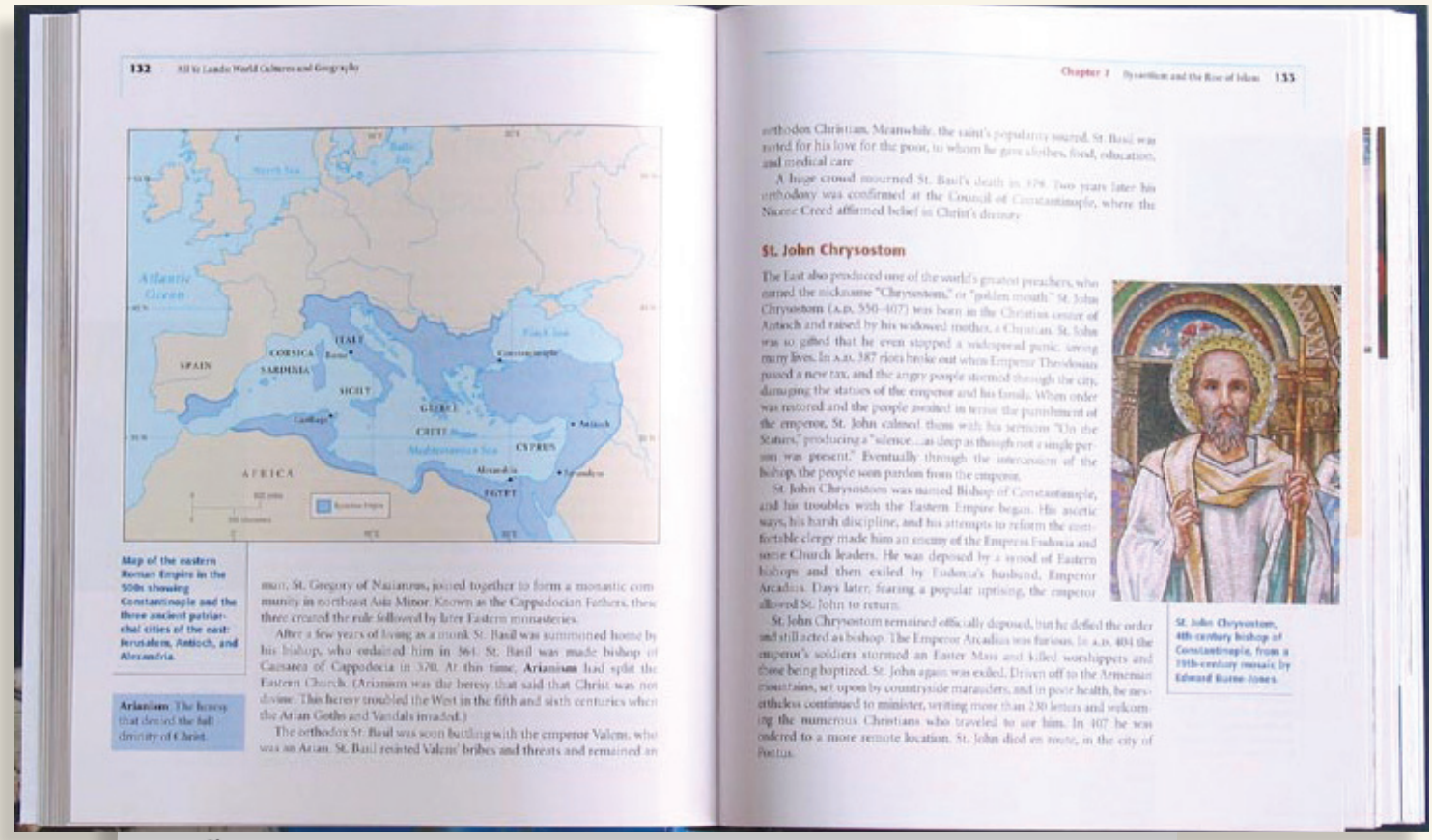


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132 All Ye Lands: World Cultures and Geography

Map of the eastern Roman Empire in the 500s showing Constantinople and the three ancient patriarchal cities of the east: Jerusalem, Antioch, and Alexandria.

Arianism. The heresy that denied the full divinity of Christ.

man, St. Gregory of Nazianzus, joined together to form a monastic community in northeast Asia Minor. Known as the Cappadocian Fathers, these three created the rule followed by later Eastern monasteries.

After a few years of living as a monk St. Basil was summoned home by his bishop, who ordained him in 361. St. Basil was made bishop of Caesarea of Cappodocia in 370. At this time, **Arianism** had split the Eastern Church. (Arianism was the heresy that said that Christ was not divine. This heresy troubled the West in the fifth and sixth centuries when the Arian Goths and Vandals invaded.)

The orthodox St. Basil was soon battling with the emperor Valens, who was an Arian. St. Basil resisted Valens' bribes and threats and remained an

Chapter 7 Byzantium and the Rise of Islam 133

orthodox Christian. Meanwhile, the saint's popularity soared. St. Basil was noted for his love for the poor, to whom he gave clothes, food, education, and medical care.

A huge crowd mourned St. Basil's death in 379. Two years later his orthodoxy was confirmed at the Council of Constantinople, where the Nicene Creed affirmed belief in Christ's divinity.

St. John Chrysostom

The East also produced one of the world's greatest preachers, who earned the nickname "Chrysostom," or "golden mouth." St. John Chrysostom (A.D. 350–407) was born in the Christian center of Antioch and raised by his widowed mother, a Christian. St. John was so gifted that he even stopped a widespread panic, saving many lives. In A.D. 387 riots broke out when Emperor Theodosius passed a new tax, and the angry people stormed through the city, damaging the statues of the emperor and his family. When order was restored and the people awaited in terror the punishment of the emperor, St. John calmed them with his sermon "On the Statues," producing a "silence...as deep as though not a single person was present." Eventually through the intercession of the bishop, the people won pardon from the emperor.

St. John Chrysostom was named Bishop of Constantinople, and his troubles with the Eastern Empire began. His ascetic ways, his harsh discipline, and his attempts to reform the comfortable clergy made him an enemy of the Empress Eudoxia and some Church leaders. He was deposed by a synod of Eastern bishops and then exiled by Eudoxia's husband, Emperor Arcadius. Days later, fearing a popular uprising, the emperor allowed St. John to return.

St. John Chrysostom remained officially deposed, but he defied the order and still acted as bishop. The Emperor Arcadius was furious. In A.D. 404 the emperor's soldiers stormed an Easter Mass and killed worshippers and those being baptized. St. John again was exiled. Driven off to the Armenian mountains, set upon by countryside marauders, and in poor health, he nevertheless continued to minister, writing more than 230 letters and welcoming the numerous Christians who traveled to see him. In 407 he was ordered to a more remote location. St. John died en route, in the city of Pontus.

St. John Chrysostom, 4th-century bishop of Constantinople, from a 19th-century mosaic by Edward Burne-Jones.

Chapter 2 Enrichment Activities:

Art: Learn more about cave paintings in Europe and try your hand at drawing imitations of them (see pg. 27 in text).

Crafts: Make your own paper; build a miniature replica of a ziggurat or the Great Pyramid; draw a comic strip illustrating "Life Without the Wheel"; write a note to a sibling using hieroglyphics (see pg. 38 in text).

Field Trip: Visit a museum with Egyptian artifacts.

Map: On an outline map of Asia, label and draw a pyramid to identify the location of Egypt; color the Nile River with a blue marker; color the area of Mesopotamia with a rich green to signify its once-rich farmland; label Sumer; add other details as time allows (see pg. 30 in text).

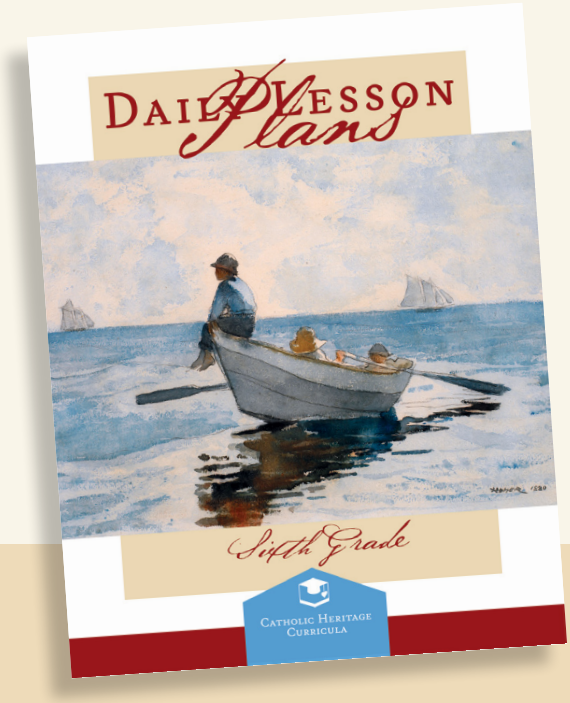
Online Field Trip: Visit the cave painting in Lascaux, France, at: *https://archeologie.culture.gouv.fr/lascaux/en/*







A Hands-On Study Guide for *All Ye Lands* is included in *CHC Lesson Plans for Sixth Grade*!



CHC Daily Lesson Plans: Sixth Grade

The sixth grade lesson plans are designed for 36 weeks, five days a week.

Catholic Heritage Curricula operates under the philosophy that your home is your school; as Catholic parents, you should have complete control over what is taught in your home. CHC facilitates your vision for your own Catholic homeschool, based on the needs of your family. We exist to help those who wish to provide solid, affordable, Catholic academics in a gentle homeschool setting. CHC is not a "school" but a curriculum provider. Like other full curriculum providers, CHC offers lesson plans and all the books necessary to provide a good Catholic education to their children, but at a far lower price. There are no tuition or enrollment fees, simply the cost of the materials.

What Are CHC Lesson Plans?

CHC Lesson Plans provide an organized and flexible framework for learning and developing specific skills. The lesson plans are laid out day-by-day, with weekly goals for those who prefer a simpler guide. These goals form a scope and sequence that builds from skill to skill, year-to-year, providing a solid foundation for your child as he progresses in his studies through the elementary, middle, and upper grades.

The lesson plans are designed around key features: flexibility, ease of use for the busy mom, and incorporation of the Faith with practical living. At a glance you can differentiate between required core subjects and optional electives.

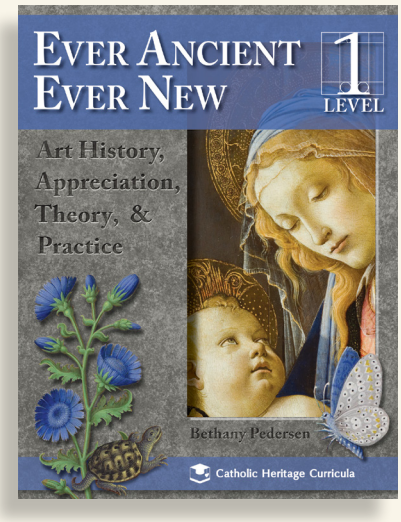
Core & Electives

Only the boxes for required Core subjects are shaded in the lesson plans. Electives are considered optional and have been left unshaded. They may be added to your student's schedule as time, interest, and funds allow.

Week 1 Goals	Sixth Grade ☑ Monday	☑ Tuesday
MATH ☑ *Saxon Math 7/6* Lessons 1-4, pgs. 1-21	Lesson 1, pgs. 1-5	Lesson 2, pgs. 6-11
LANGUAGE ARTS LITERATURE & READING COMP. ☑ *Treasure Trove of Literature 3* Lessons 1-5, pgs. 6-20 *The Door in the Wall*, pgs. 7-61	Parent: Read introduction, pgs. iv-4. *Treasure Trove of Literature 3:* Complete Lesson 1, pgs. 6-9. *The Door in the Wall:* Read Chapter 1, pgs. 7-17	*The Door in the Wall:* Read Chapters 2 and 3, pgs. 18-31. *Treasure Trove of Literature 3:* Complete Lesson 2, pgs. 10-12.
SPELLING ☑ *My Catholic Speller E* Lesson 1: Long Vowel Sounds o and a, pgs. 2-3	Read list words aloud. Dis of any new words. Compl *Discuss this week's FACT card.*	ll list words sentences g list, underlining
GRAMMAR & COMPOSITION ☑ *Language of God E* Parts of Speech, pgs. 2-7	Complete pg. 2.	
RELIGION CATECHISM & HANDS-ON RELIGION ☑ *Faith and Life 6* Text: Chapter 1, pgs. 13-16 Activity Book: pgs. 1-4 ☑ *Sharing the Good News*	*Faith and Life Text:* Read and discuss Chapter 1, "God Gives Us the Law," pgs. 13-16.	*Faith and Life Activity Book:* Complete one or more assigned pages.
SCIENCE ☑ *Behold and See 6* Text: Chapter 1, "Introduction to Science," 1.1-1.4 Workbook: pgs. 117-118	*Text:* Read 1.1-1.2.	*Text:* Read 1.3 and set up your Science Notebook.
HISTORY & GEOGRAPHY ☑ *All Ye Lands* Text: Chapter 1, pgs. 1-19 Workbook: pgs. 1-6	*Text:* Read Chapter 1: "Introduction to Geography," pgs. 1-7. *Workbook:* Complete pgs. 1-2.	*Text:* Continue reading Chapter 1: "Introduction to Geography," pgs. 8-16.
ART & ART APPRECIATION ☑ *Ever Ancient Ever New, Level 1* See suggested schedule on pg. 30 in this lesson plan.	Spend one or two days this week reading a chapter from the textbook and/or completing an Art Pad project.	
ELECTIVES (see ideas, pgs. 30-31) ☑ Sewing with St. Anne ☑ Piano ☐	Work on sewing project. Practice piano.	

At a glance you can differentiate between required Core subjects (shaded) and Non-Core subjects (un-shaded).

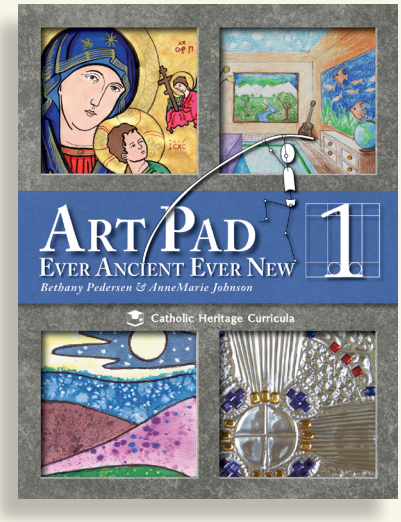
Ample space is provided to **write in** appointments, remedial work, skills mastered, scores, and enrichment activities.



Electives : : Art and Art Appreciation

"Late have I loved You, O Beauty ever ancient, ever new!"
—St. Augustine

Ever Ancient Ever New, Level 1 tells the "story of art" from the cave artists to the High Renaissance masters. As each artistic period is discussed, detailed Picture Studies teach students the "language of art" as they engage with masterpieces such as the Book of Kells and Titian's *Assumption*. Each chapter also includes a lesson in Art Theory, with a focus on the seven elements of art (line, shape, texture, form, value, space, and color).



The 366-page, full-color textbook is accompanied by an **Art Pad** of homeschool-friendly art projects which teach fine art skills such as simplified human figure drawing; facial features; mixing paints; creating actual textures with tooling foil; creating implied texture with watercolors; drawing with linear perspective; painting with atmospheric perspective; sculpting and drawing the human form in action; creating implied space through overlapping and shading; and more!

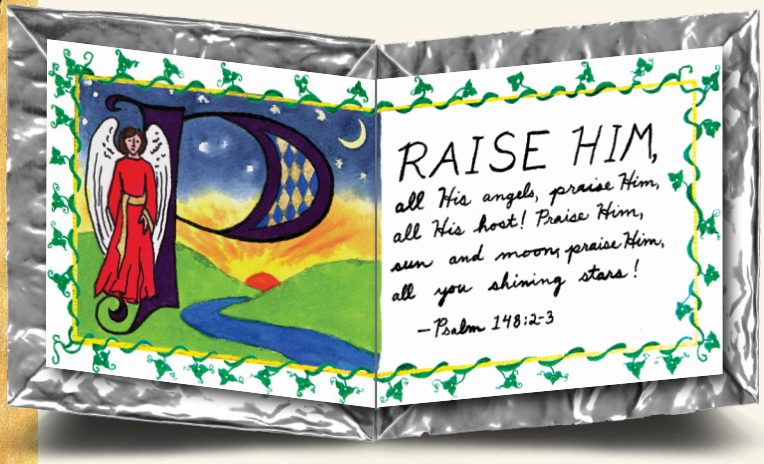
The purpose of *Ever Ancient Ever New* is not merely to teach fine arts skills or develop a familiarity with famous artists, but still more to cultivate a sensitivity to beauty and to the way God speaks through art. *Ever Ancient Ever New* leads children to God by Benedict XVI's "way of beauty."

The program is designed to be used over one or two years.

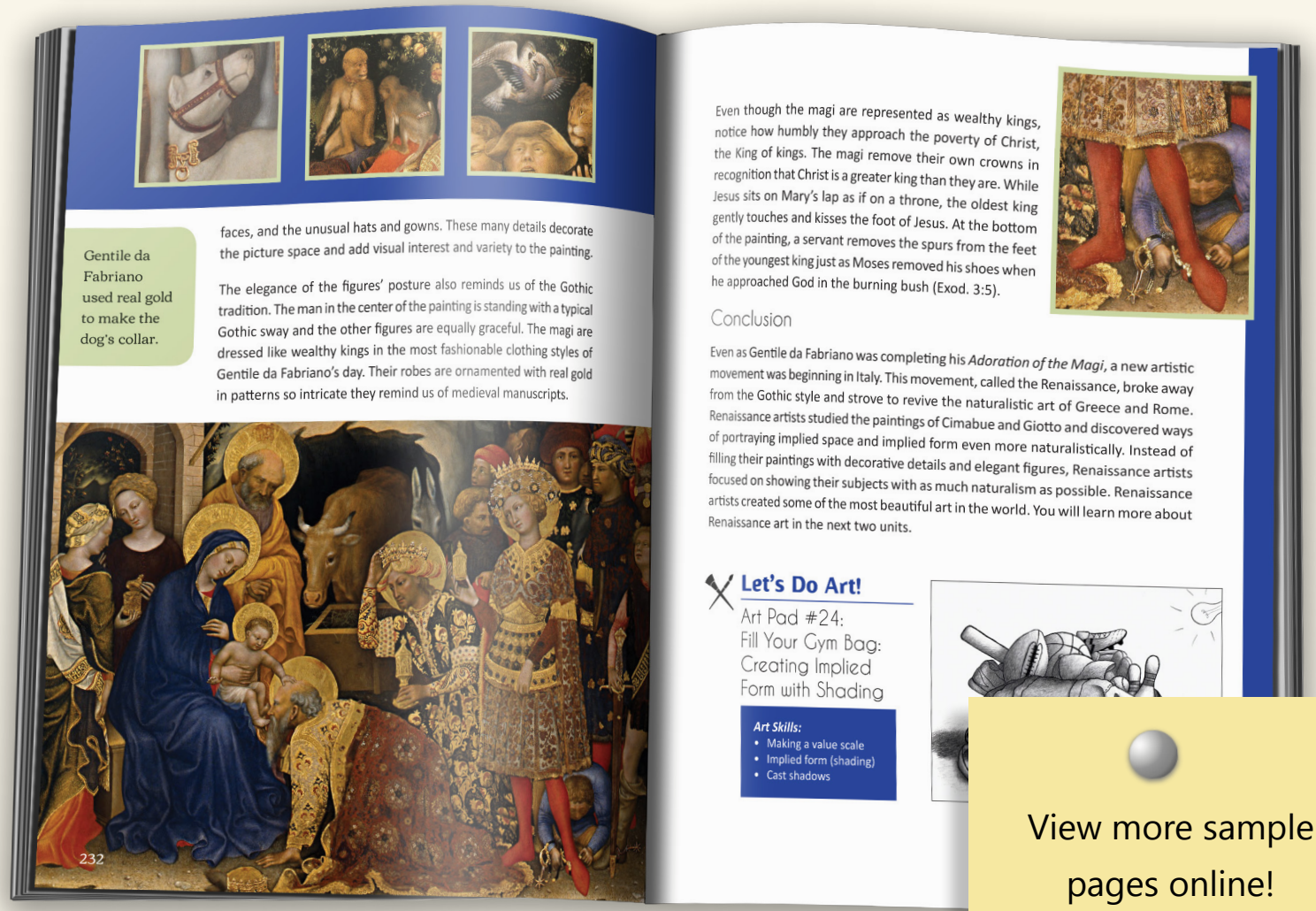
Samples: Sample pages and Art Pad projects, page 35

Art Pad Projects #9–11: Paint an Icon

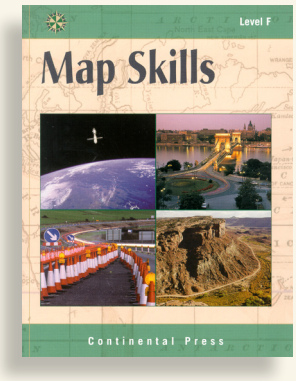




Art Pad Projects #12–15: Medieval Manuscript

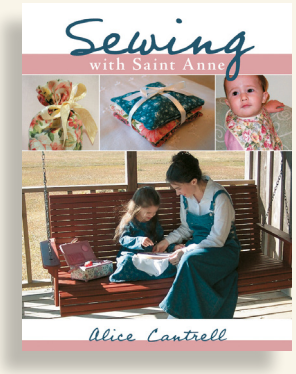


View more sample pages online!



Electives : : Map Skills

Map Skills Level F gives students the tools they need to understand and use maps. Bite-size lessons are illustrated in full color. The Teacher's Guide includes a complete answer key and enrichment ideas for each lesson.



Electives : : Home Economics

Sewing with Saint Anne contains fully-illustrated sewing lessons for 16 different homemaking and gift projects. Each project is labeled to indicate the difficulty level: beginner, intermediate, or advanced. Designed for beginners, and flexible enough to be used individually or with a group or co-op. A sewing machine is helpful, but not required. Patterns included.

Extra: Enjoy historical features such as "Pins and Needles," "A Bit about the Humble Apron," "History of Quilting," and others.