

# SELE *sixth grade* CONTROL

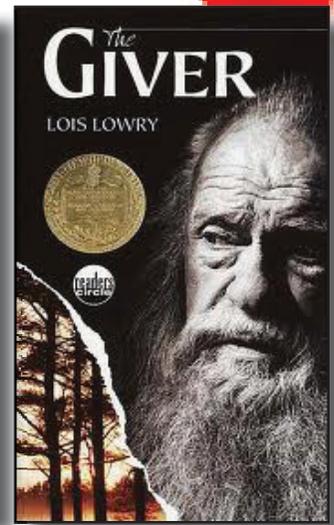
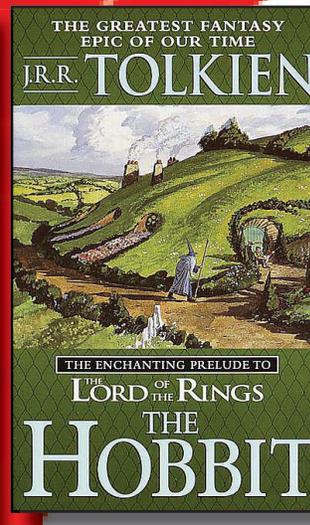
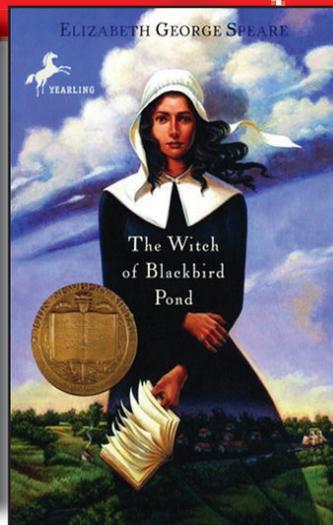
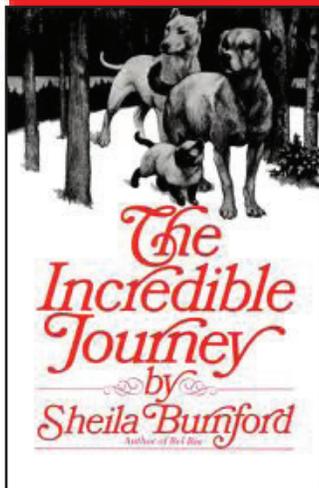
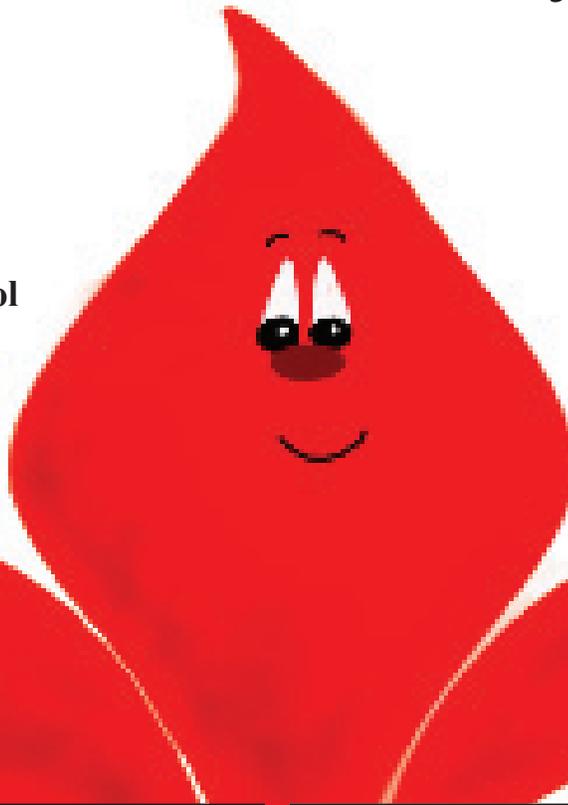
*central's* Academic Content Objectives

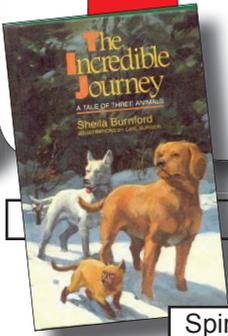
**Definition of Self-Control**

**Design of Self-Control**

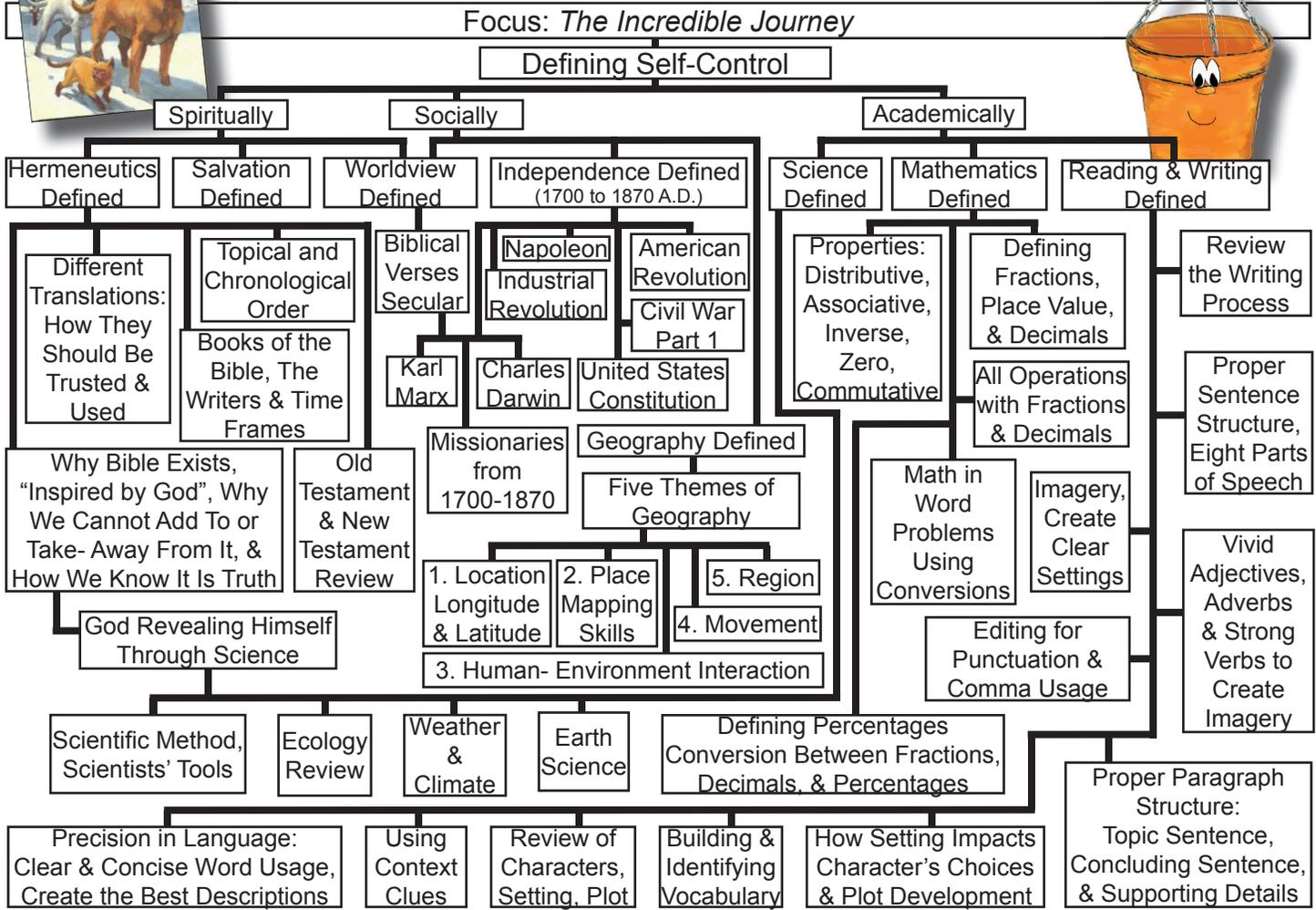
**Development of Self-Control**

**Destination of Self-Control**





# *self-control fruit stand* First Quarter Curriculum Map



The saints in the Self-Control Fruit Stand begin their "incredible journey" by reading *The Incredible Journey* by Sheila Burnford. Just as the main characters must define the wilderness that surrounds them in order to find their way home, the saints begin to define their view of the world and their position within it in pursuance of their eternal home: Heaven. They understand that self-control is defined by the Word of God and is a gift through salvation. They must recognize the validity, inerrancy, and applicability of God's Word in order to define their Biblical worldview while contrasting the worldview of others such as Karl Marx and Charles Darwin. The saints begin to define civilizations by the five themes of geography and study history from 1700 to 1870 when men defined their independence. They begin to define different areas of earth science and build support of Creationism and their Biblical worldview. Additionally, the saints intricately define foundational mathematical concepts and operations that will enhance their algebraic thinking. Critical thinking and analysis are essential skills when defining middle school language arts. The saints review fundamental reading and writing skills, which enable them to define more complex concepts such as imagery, setting development, and clear and concise word usage. The ACOs are observed during whole group instruction, cooperative learning activities, independent work, small group time, and project based learning.

B.ACO 6.1, 6.2, 6.3 God's plan of redemption, trusting the Bible, defending a Christian worldview

LA.ACO 6.1, 6.2, 6.4, 6.5, 6.7, 6.8 writing process, paragraph structure, adjectives, setting, vocabulary

M.ACO 6.2, 6.4, 6.6, 6.7, 6.19 word problems, fractions and decimals, all operations, distributive & associative properties

S.ACO 6.1, 6.6, 6.7, 6.9 scientific investigation, living systems, resources

SS.ACO 6.1-6.2 geography, 6.3-6.5 (1700 A.D. to 1870 A.D.),

PE.ACO 6.1, 6.2, 6.4, 6.5 movement, personal fitness, responsible behaviors, active lifestyle

MC.ACO 6.1-6.8 performance, production, content, theory, judgement, criticism

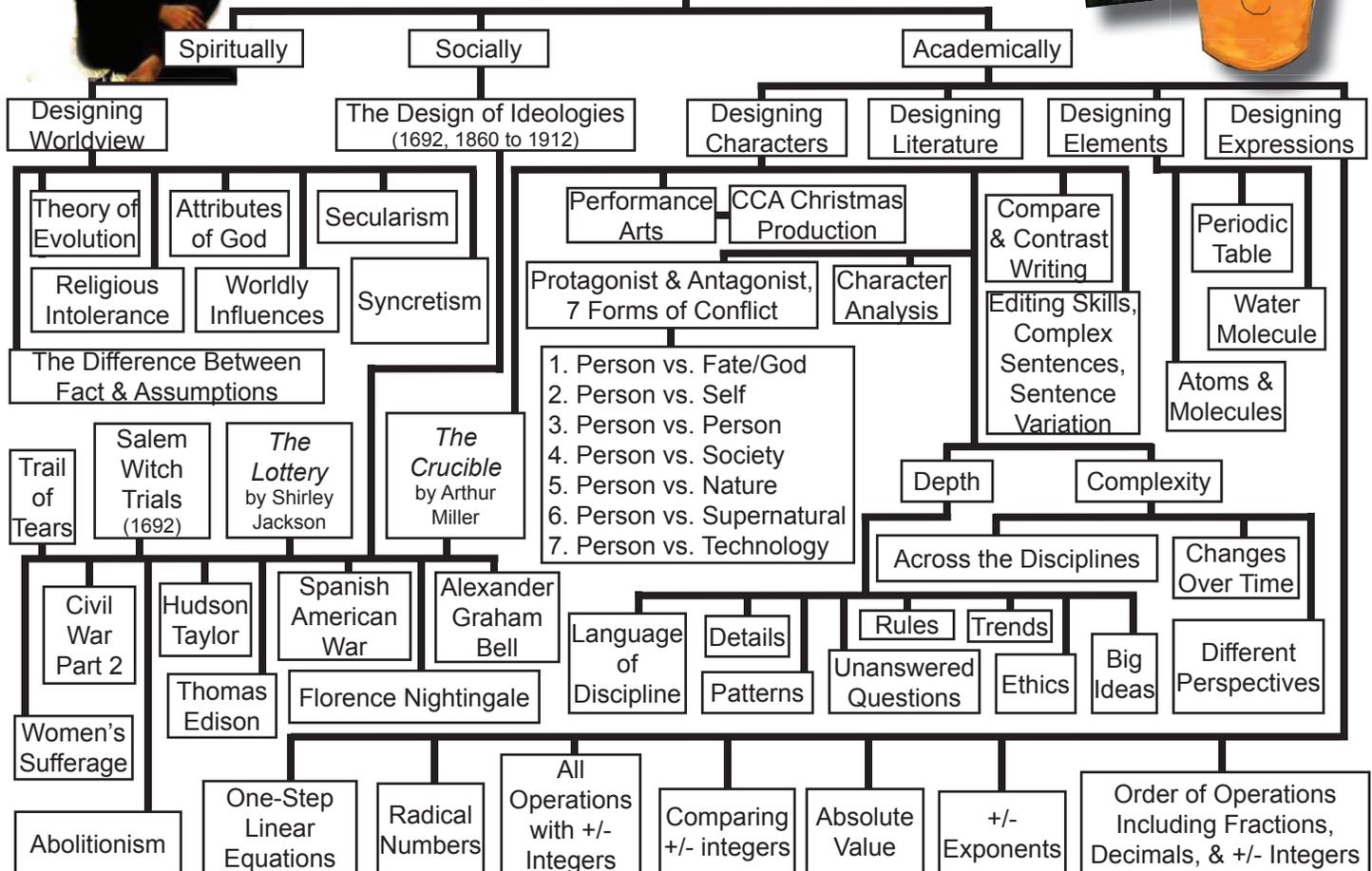
A.ACO 6.1-6.4, 6.16, 6.19, 6.24 visual communication, production, history

*self-control fruit stand*  
**Second Quarter Curriculum Map**



Focus: *The Witch of Blackbird Pond*

**Designing Self-Control**



After defining self-control, the saints examine the attributes of God to identify the design of self-control. They recognize that they are designed in His image and begin to design self-control within themselves as they design a Biblical worldview. As they explore the design of religion, they use fact and Truth to overcome worldly influences such as intolerance, persecution, and injustice. They investigate the design of ideologies that define America's history while studying the significant contributions of people such as Thomas Edison, Alexander Graham Bell, Hudson Taylor, and Florence Nightingale. Additionally, they recognize how the beauty and artistry of our intricate world reveals the design of self-control as they view it from the atomic and molecular levels. While studying *The Witch of Blackbird Pond* by Sheila Burnford, they explore the design of characters and analyze how their unique personalities, attributes, and self-control directly impact the plot. They demonstrate an understanding of this concept as they design their own characters in the CCA Christmas production. As they use the Depth and Complexity Model designed by Sandra Kaplan to evaluate literature across the curriculum, they design compositions comparing and contrasting the patterns, trends, and perspectives they have discovered. The saints use foundational math skills to understand new math concepts while designing and evaluating more complex mathematical expressions and equations. The ACOs are observed during whole group instruction, cooperative learning activities, independent work, small group time, and project based learning.

B.ACO 6.4-6.6 articulate what is wrong in our culture, know Truth

LA.ACO 6.1-6.9 character development, vocabulary, communication: speaking & writing

M.ACO 6.3-6.8, 6.20 integers, fractions, perfect squares, computation, graph inequalities

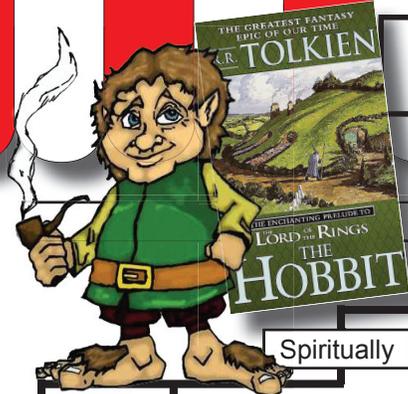
S.ACO 6.1, 6.4-6.6 periodic table, molecules, atoms, elements

SS.ACO 6.1-6.2 geography, 6.6-6.7(1860 A.D. to 1912 A.D.), review of 5.81: Salem Witch Trials

PE.ACO 6.1- 6.5 movement, personal fitness, responsible behaviors, active lifestyle

MC.ACO 6.1-6.5 performance, production, content, theory, judgement, criticism

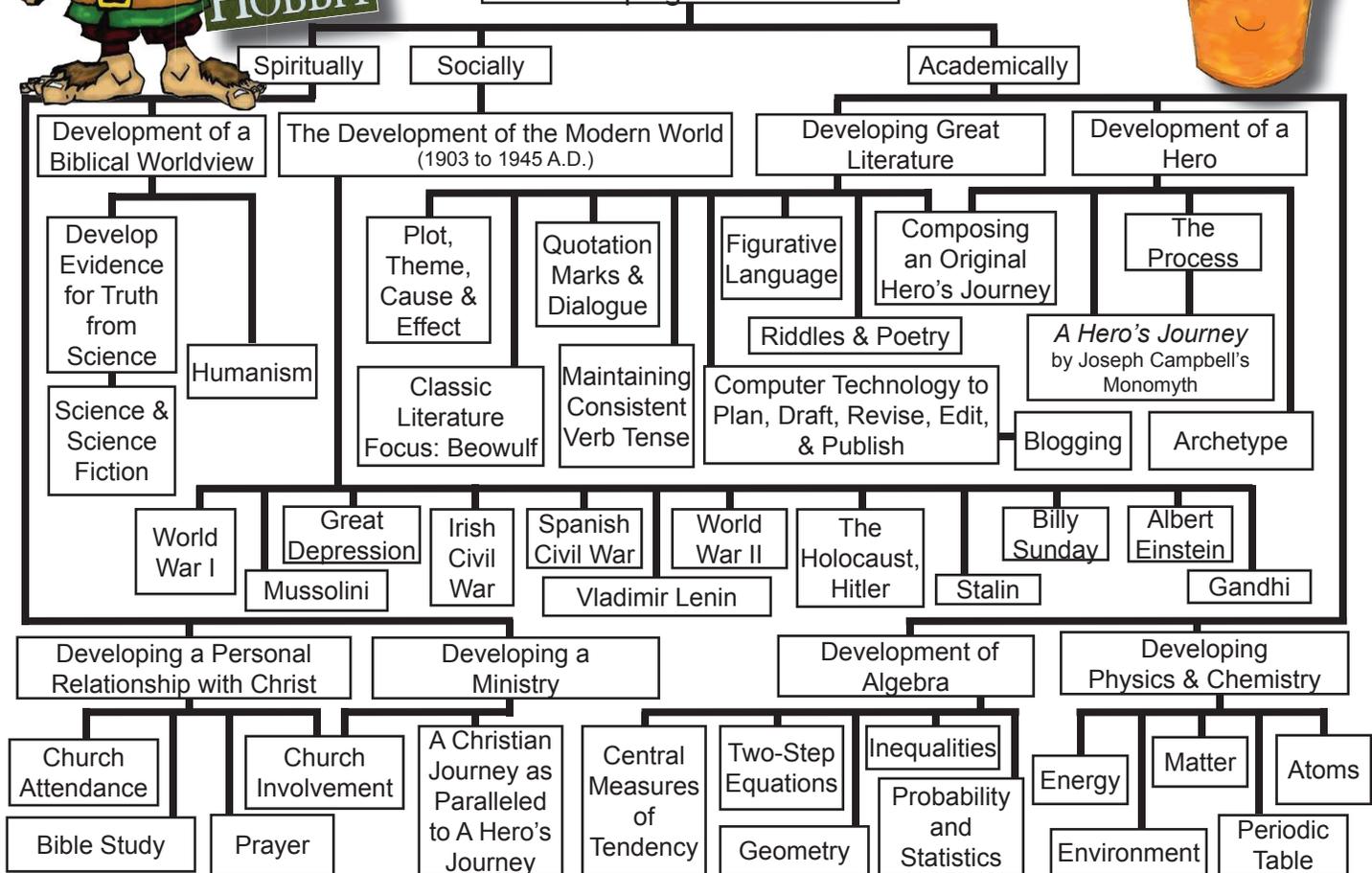
A.ACO 6.1, 6.2, 6.5, 6.6, 6.11, 6.14, 6.19, 6.24 visual communication, production, history



*self-control fruit stand*  
 Third Quarter Curriculum Map

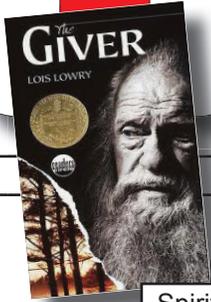
Focus: *The Hobbit*

Developing Self-Control



This quarter, the self-control saints seek to develop deeper maturity as a Christians, leaders, and students through developing their self-control. They examine the need for a personal relationship with Christ while finding ways to improve this relationship in their own lives. Now, they must use self-control to develop their Christian ministry. Their journey is full of trials and tribulations that will challenge their self-control, but God promises triumph and rebirth to each hero. The saints use *The Hobbit* by J.R.R.Tolkien and its main character, Bilbo Baggins, to analyze the process necessary to become a hero. They parallel this process with their own Christian journey as well as the journey of other Biblical and historical heroes. They evaluate the development of the modern world and its need for heroes among the plagues of war and villains. Writing skills continue to evolve as the saints use tremendous amounts of self-control to compose their own hero's journey adopting the skills and literary techniques identified in their literature study. They place emphasis on plot development, cause and effect relationships, and theme. In addition, they focus on the use of computer technology throughout the writing process. This skillset is extended as blogging is introduced as a form of written communication. Furthermore, the saints broaden their mathematical thinking by developing an understanding of algebra and creating molecules with chemical balancing. They continue to develop the big picture of God's creation and the interdependence within it. The ACOs are observed during whole group instruction, cooperative learning activities, independent work, small group time, and project based learning.

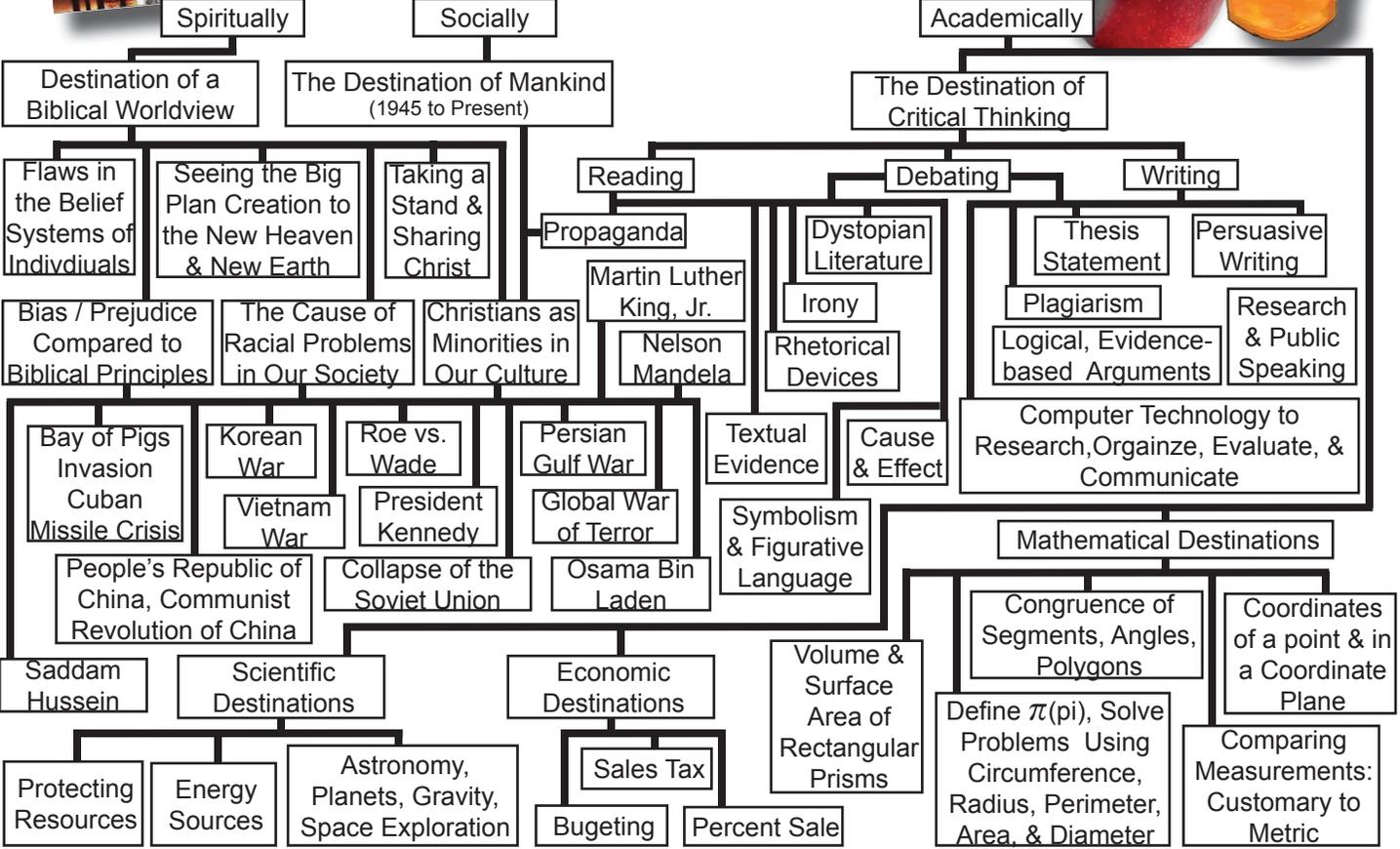
- B.ACO 6.7-6.10 defend Truth, fossils, refute evolution, gain deeper understandings
- LA.ACO 6.1-6.9 figurative language, blogging, verb tense, quotation marks, plot development
- M.ACO 6.11-6.13, 6.15-6.16 inequalities, probability and statistics, geometry
- S.ACO 6.1-6.4, 6.9 force, motion, and energy
- SS.ACO 6.1-6.2 geography, 6.8-6.10 (1903 A.D.-1945 A.D.)
- PE.ACO 6.1, 6.2, 6.4, 6.5 movement, personal fitness, responsible behaviors, active lifestyle
- MC.ACO 6.1-6.8 performance, production, content, theory, judgement,criticism
- A.ACO 6.1-6.3, 6.7-6.10, 6.12, 6.13, 6.17, 6.20 visual communication, production, history



# self-control fruit stand Fourth Quarter Curriculum Map

Focus: *The Giver*

## Destination of Self-Control

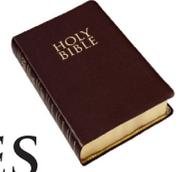


The saints in the Self-control fruit stand have defined, developed, and designed self-control. They must now understand how they are destined to use their self-control for God's purpose. Through their Biblical worldview, they look at the destination of mankind from 1945 into eternity and recognize the self-control it requires to take a stand. As they study *The Giver* by Lois Lowry, they identify with Jonas and the sacrifices he makes to reveal the injustices of his utopian society. They research and debate, using logical, evidenced-based arguments, the cost of creating a utopia and parallel it to modern societal controversies. They consider the influences men such as President Kennedy, Nelson Mandela, Martin Luther King, Jr., Saddam Hussein, and Osama Bin Laden made toward achieving their vision of an utopian society. As the sixth grade saints study economics, geometry, and astronomy, they attempt to create their vision of a utopian society. Through self-control they acknowledge the limitations of mankind due to our sinful nature, as they realize a utopia cannot exist outside of sinless Heaven. They use self-control to discern the author's purpose as they study other dystopian literature and specifically look at the use of rhetorical devices, propoganda, and symbolism. The ACOs are observed during whole group instruction, cooperative learning activities, independent work, small group time, and project based learning.

- B.ACO 6.4-6.6 identify flaws in belief systems, racial problems, God's plan
- LA.ACO 6.1-6.9 symbolism, figurative language, propoganda, research, plagiarism, persuasive writing
- M.ACO 6.9-6.13, 6.17 percentages, coordinate planes, area, perimeter, volume, measurement
- S.ACO 6.1, 6.3, 6.8, 6.9 earth and space systems
- SS.ACO 6.1-6.2, geography, 6.11-6.13(1945 A.D. to present)
- PE.ACO 6.1-6.5 movement, personal fitness, responsible behaviors, active lifestyle
- MC.ACO 6.1-6.8 performance, production, content, theory, judgement, criticism
- A.ACO 6.1, 6.2, 6.15, 6.17, 6.19, 6.21-6.24 visual communication, production, history



# Bible



## ACADEMIC CONTENT OBJECTIVES

Central Christian Academy teaches Bible because it is the inspired Word of God and the means to which the Holy Spirit can instruct us. Everything in the Bible is written to teach us. Through endurance and the encouragement of the Scriptures we have hope (Romans 15:4). Through studying the Bible, saints will believe that Jesus is the Son of God (John 20:31). While students take a daily Bible course, the content of this book is woven into all areas of instruction and life at Central Christian Academy.

The academic content objectives for sixth grade will focus on the fruit of the Spirit and its quality of **self control**. The sixth grade saint will become educated and equipped with the tools necessary to embrace the Biblical worldview, identify the foundation of secular worldviews, stand firm on the authority of scripture “from the very first verse”, and to use this knowledge to reach the lost for Christ.

### 1st Quarter: Defining Self-Control

#### **B.ACO 6.1 God’s Plan of Redemption**

The saint will review that God began a plan found in the Old Testament and its fulfillment came through Jesus Christ. The saint will...

- review Old Testament facts learned during 5th grade.
- identify each gospel writer’s approach to the character of Christ and evaluate Christ’s place in their own life.
- understand how the New Testament commands us to believe in Jesus and follow Him.
- learn what a Christian is and how to become one through accepting His free gift of salvation.
- express a desire to follow Christ with his/her life.

#### **B.ACO 6.2 War of the Worldviews**

The saint will know he/she can trust the Bible by...

- explaining some of the historical, archeological, and literary evidence for the authority of the Scriptures.
- identifying two distinct worldviews-stemming from creation and evolution standpoints.
- demonstrating foundational knowledge that supports the biblical creation account (DNA, fossils, human genome/one race, animals/kinds).
- defining science, faith, and religion.
- communicating the difference between observational science and historical science

#### **B.ACO 6.3 A Christian Worldview**

The saint will be able to defend (2 Tim. 4:2) a Christian worldview by...

- defining and giving an example of an axiom/presupposition.
- summarizing the “straw man” concept.
- defining evolution in two ways.
- comparing/contrasting the Gospel versus the antigospel.

### 2nd Quarter: Designing Self-Control

#### **B.ACO 6.4 Evolution in Pop Culture**

The saint will articulate what is wrong in the media through ...

- identifying the quantity of evolutionary ideas presented in viewed television
- recognizing the influence that media has on our lives that are contrary to biblical principles.
- describing how Lot was drawn into the worldly influences of Sodom and Gomorrah (Genesis 13:8-9).
- explaining the role of science fiction in the media.

#### **B.ACO 6.5 Defending their Beliefs in Pop Culture**

The saint will articulate the Truth in God’s Word by...

- identifying several of the evolutionary thoughts presented in mainstream media
- explaining a crucial fault in the Intelligent Design model in relation to eternity. (Philippians 2:9-11)
- defining “syncretism”.
- presenting the Gospel in an informal group setting initiated by regular conversation.

#### **B.ACO 6.6 Counterfeit Reality**

The saint will know Truth by...

- giving several examples of counterfeit reality in our society.
- defining “secularism”.
- listing and explaining several attributes of God.
- willing identify the difference between facts and assumptions.
- willing name the key idea behind scientific evolutionism. (Spiritual blindness)

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### 3rd Quarter: Developing Self-Control

#### **B.ACO 6.7 Reality Check**

The saint will defend Truth by...

- a) explaining the difference between science and science fiction.
- b) specifying the biblical reasons why UFOs and aliens do not exist.
- c) concluding that evolution kills people.

#### **B.ACO 6.8 Fossils: Fact or Fiction?**

The saint will provide earthly evidence that supports Truth by ....

- a) defining “missionary” and how it applies to each of them.
- b) identifying what worldviews have to do with fossils.
- c) describing how fossils are formed and how they substantiate the biblical account of a global catastrophic flood.
- d) giving evidence that refutes the “millions-of-years” theories that evolutionists propagate.

#### **B.ACO 6.9 Where’s the Beef?**

The saint will refute evolution by...

- a) giving examples of fossils that contradict the scientific theory that fossils are made over a long period of time.
- b) identifying gaps in evidence needed to support molecules-to-man evolution.
- c) conveying that all fossil records show that “ turtles have always been turtles, bugs have always been bugs, spiders have always been spiders, etc.”
- d) applying the literal interpretation principle of hermeneutics in Bible study.

#### **B.ACO 6.10 Simple Tools for Brain Surgery**

The saint will gain a deeper understanding by ...

- a) stating questions that can be used to make an unsaved person think about his or her foundational beliefs.
- b) identifying the biggest problem Christians face in using these questions.
- c) explaining why museums are “the secular temples of our day”.
- d) summarizing “Pascal’s wager”.
- e) listing several beliefs of a humanist.
- f) listing the three possibilities that man could claim about what happens after one dies.

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### 4th Quarter: Destination of Self-Control

#### **B.ACO 6.11 The Uncut Version**

The saint will...

- a) identify flaws in the belief system of individuals.
- b) give examples of a situation in which a historical person made a choice that was not good for mankind.
- c) explain an instance that an evolutionist will show a belief in absolutes.

#### **B.ACO 6.12 Special Forces for the Savior**

The saint will...

- a) diagnose the cause of racial problems in our society.
- b) prioritize the concepts presented in Revelation 5.
- c) compare/contrast Christians as minorities with the rest of culture.
- d) examine themselves in relation to bias/prejudice in their lives compared to biblical principles.

#### **B.ACO 6.13 The “Dream” Team**

the saint will...

- a) give examples of Christians who have fallen into sin, repented, and experienced forgiveness and usefulness to God afterward.
- b) relate some of the hard choices they have had to make or will have to make to stand up for their faith.
- c) use proper hermeneutical principles to interpret Scriptures.
- d) identify the original vs. the culturally accepted definitions of “tolerance”.
- e) state/explain what is the greatest evangelistic marketing tool a Christian has.

#### **B.ACO 6.14 Seeing the Big Plan**

The saint will ....

- a) recognize that everything from Creation to the New Heaven and Earth is a part of God’s plan.
- b) understand that mankind was created to worship and glorify Him.
- c) realize that salvation has always been by grace through faith in Jesus Christ.



# Language arts

## ACADEMIC CONTENT OBJECTIVES



Central Christian Academy teaches Language Arts because through speaking, reading, and writing, saints will be able to better understand God's Word and communicate its message to others (2 Timothy 2:15).

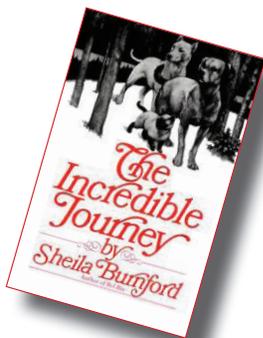
In the sixth grade, the saints will read independently a variety of fiction and nonfiction texts, including a significant number of classic works, for appreciation and comprehension. The four award winning classic literature titles: "**The Incredible Journey**", "**The Witch of Blackbird Pond**", "**The Hobbit**", and "**The Giver**" will serve as the primary text for students to develop their Language Arts skills. The sixth grade saints will be an active participant in classroom discussions. The saints will use Biblical principles to present fact and personal testimony, understand differing viewpoints, and analyze the effectiveness of group communication. The saints will continue in the study of the elements of media literacy as introduced in earlier grades. The saints will begin the study of word origins and continue vocabulary development. The saints will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. They will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, technology will be used as a tool to research, organize, and communicate information. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

The following objectives, while aligned with the Sixth Grade English Virginia Standards of Learning, have been adjusted to reflect Biblical Truth and the specific curriculum used at Central Christian Academy.

### Communication: Speaking, Listening, Media Literacy

**LA.ACO 6.1** The saint will participate in and contribute to small-group activities.

- Communicate as leader and contributor.
- Evaluate own contributions to discussions.
- Summarize and evaluate group activities.
- Analyze the effectiveness of participant interactions.



**LA.ACO 6.2** The saint will present, listen critically, and express opinions in oral presentations.

- Distinguish between fact and opinion.
- Compare and contrast viewpoints.
- Present a convincing argument.
- Paraphrase and summarize what is heard.
- Use language and vocabulary appropriate to audience, topic, and purpose.

**LA.ACO 6.3** The saint will understand the elements of media literacy.

- Compare and contrast auditory, visual, and written media messages.
- Identify the characteristics and effectiveness of a variety of media messages.
- Craft and publish audience-specific media messages.

### Reading

**LA.ACO 6.4** The saint will read and learn the meanings of unfamiliar words and phrases within authentic texts.

- Identify word origins and derivations.
- Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
- Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- Identify and analyze figurative language.
- Use word-reference materials.
- Extend general and specialized vocabulary through speaking, listening, reading, and writing.

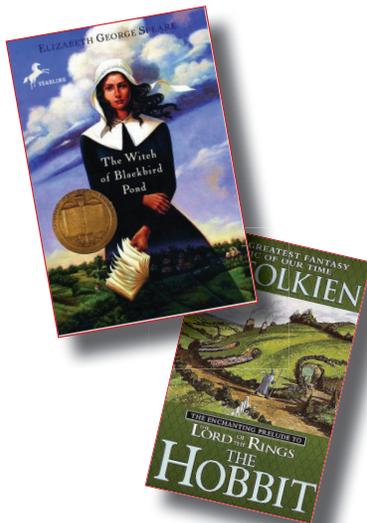
**LA.ACO 6.5** The saint will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Make, confirm, and revise predictions.
- c) Describe how word choice and imagery contribute to the meaning of a text.
- d) Describe cause and effect relationships and their impact on plot.
- e) Use prior and background knowledge as context for new learning.
- f) Use information in the text to draw conclusions and make inferences.
- g) Explain how character and plot development are used in a selection to support a central conflict or story line.
- h) Identify the main idea.
- i) Identify and summarize supporting details.
- j) Identify and analyze the author's use of figurative language.
- k) Identify transitional words and phrases that signal an author's organizational pattern.
- l) Use reading strategies to monitor comprehension throughout the reading process.

**LA.ACO 6.6** The saint will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
- b) Use prior knowledge and build additional background knowledge as context for new learning.
- c) Identify questions to be answered.
- d) Make, confirm, or revise predictions.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Differentiate between fact and opinion.
- g) Identify main idea.
- h) Summarize supporting details.

- i) Compare and contrast information about one topic, which may be contained in different selections.
- j) Identify the author's organizational pattern.
- k) Identify cause and effect relationships.
- l) Use reading strategies to monitor comprehension throughout the reading process.



## Writing

**LA.ACO 6.7** The saint will write narration, description, exposition, and persuasion.

- a) Identify audience and purpose.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- d) Establish a central idea and organization.
- e) Compose a topic sentence or thesis statement if appropriate.
- f) Write multiparagraph compositions with elaboration and unity.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- i) Revise sentences for clarity of content including specific vocabulary and information.
- j) Use computer technology to plan, draft, revise, edit, and publish writing.

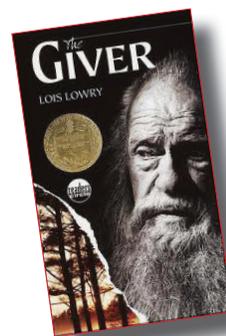
**LA.ACO 6.8** The saint will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
- b) Use subject-verb agreement with intervening phrases and clauses.
- c) Use pronoun-antecedent agreement to include indefinite pronouns.
- d) Maintain consistent verb tense across paragraphs.
- e) Eliminate double negatives.
- f) Use quotation marks with dialogue.
- g) Choose adverbs to describe verbs, adjectives, and other adverbs.
- h) Use correct spelling for frequently used words.

## Research

**LA.ACO 6.9** The saint will find, evaluate, and select appropriate resources for a research product.

- a) Collect information from multiple sources including online, print, and media.
- b) Evaluate the validity and authenticity of texts.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Cite primary and secondary sources.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.





# ACADEMIC CONTENT OBJECTIVES



Central Christian Academy teaches Mathematics because God designed our world with precision. The study of Mathematics at Central Christian Academy is more than the study of numbers alone. It is the study of how math reflects the perfection of God's creation. Through this course, students will discover a relationship between creation and mathematics. It will help students gain a greater understanding of who God is.

Through daily calendar and literature unit activities, sixth grade students will see that Math skills are essential to their every day lives. They will see that mathematical concepts are a part of God's design and perfect plan for His creation.

The sixth grade academic content objectives are a transition from the emphasis placed on whole number arithmetic in the elementary grades to foundations of algebra. The standards emphasize rational numbers. Students will use ratios to compare data sets; recognize decimals, fractions, and percents as ratios; solve single-step and multistep problems, using rational numbers; and gain a foundation in the understanding of integers. Students will solve linear equations and use algebraic terminology. Students will solve problems involving area, perimeter, and surface area, work with  $\pi$  (pi), and focus on the relationships among the properties of quadrilaterals. In addition, students will focus on applications of probability and statistics. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technology such as calculators, computers, and spreadsheets. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students will also identify real-life applications of the mathematical principles they are learning and apply these to science and other disciplines they are studying.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of objectives. Problem solving has been integrated throughout the six content areas. The development of problem solving skills is a major goal of the mathematics program at every grade level. Instruction in the process of problem solving is integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

The following objectives, while aligned with the Sixth Grade Mathematics Virginia Standards of Learning, have been adjusted to include Biblical principles and the specific curriculum used at Central Christian Academy.

## **Number and Number Sense**

### **Focus: Relationships among Fractions, Decimals, and Percents**

**M.ACO 6.1** The student will describe and compare data, using ratios, and will use appropriate notations, such as  $\frac{a}{b}$ , a to b, and a:b.

**M.ACO 6.2** The student will

- investigate and describe fractions, decimals, and percents as ratios;
- identify a given fraction, decimal, or percent from a representation;
- demonstrate equivalent relationships among fractions, decimals, and percents; and
- compare and order fractions, decimals, and percents.

**M.ACO 6.3** The student will

- identify and represent integers;
- order and compare integers; and
- identify and describe absolute value of integers.

**M.ACO 6.4** The student will demonstrate multiple representations of multiplication and division of fractions.

**M.ACO 6.5** The student will investigate and describe concepts of positive exponents and perfect squares.

## Computation and Estimation

### Focus: Applications of Operations with Rational Numbers

**M.ACO 6.6** The saint will  
a) multiply and divide fractions and mixed numbers; and  
b) estimate solutions and then solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions.

**M.ACO 6.7** The saint will solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of decimals.

**M.ACO 6.8** The saint will evaluate whole number numerical expressions, using the order of operations.

## Measurement

### Focus: Problem Solving with Area, Perimeter, Volume, and Surface Area

**M.ACO 6.9** The saint will make ballpark comparisons between measurements in the U.S. Customary System of measurement and measurements in the metric system.

**M.ACO 6.10** The saint will  
a) define  $\pi$  (pi) as the ratio of the circumference of a circle to its diameter;  
b) solve practical problems involving circumference and area of a circle, given the diameter or radius;  
c) solve practical problems involving area and perimeter; and  
d) describe and determine the volume and surface area of a rectangular prism.

## Geometry

### Focus: Properties and Relationships

**M.ACO 6.11** The saint will  
a) identify the coordinates of a point in a coordinate plane; and  
b) graph ordered pairs in a coordinate plane.

**M.ACO 6.12** The saint will determine congruence of segments, angles, and polygons.

**M.ACO 6.13** The saint will describe and identify properties of quadrilaterals.



## Probability and Statistics

### Focus: Practical Applications of Statistics

**M.ACO 6.14** The saint, given a problem situation, will  
a) construct circle graphs;  
b) draw conclusions and make predictions, using circle graphs; and  
c) compare and contrast graphs that present information from the same data set.

**M.ACO 6.15** The saint will  
a) describe mean as balance point; and  
b) decide which measure of center is appropriate for a given purpose.

**M.ACO 6.16** The saint will  
a) compare and contrast dependent and independent events; and  
b) determine probabilities for dependent and independent events.

## Patterns, Functions, and Algebra

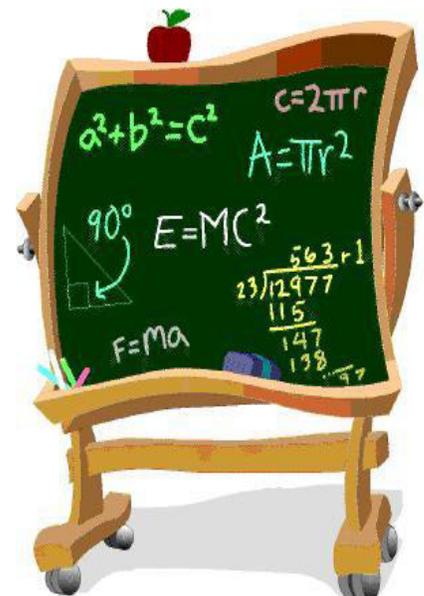
### Focus: Variable Equations and Properties

**M.ACO 6.17** The saint will identify and extend geometric and arithmetic sequences.

**M.ACO 6.18** The saint will solve one-step linear equations in one variable involving whole number coefficients and positive rational solutions.

**M.ACO 6.19** The saint will investigate and recognize  
a) the identity properties for addition and multiplication;  
b) the multiplicative property of zero; and  
c) the inverse property for multiplication.

**M.ACO 6.20** The saint will graph inequalities on a number line.





# science ACADEMIC CONTENT OBJECTIVES



Central Christian Academy teaches Science because it is important for saint to gain an understanding of the world God created. Science should open a child's mind to the wonders of creation and see how it reveals God's glory. The scientific process and investigations help students to think through God's purpose and His expectations for how we should take care of the earth.

The sixth grade objectives continue to emphasize data analysis and experimentation. Methods are studied for testing the validity of predictions and conclusions. Scientific methodology, focusing on precision in stating hypotheses and defining dependent and independent variables, is strongly reinforced. The concept of change is explored through the study of transformations of energy and matter. The objectives present an integrated focus on the role of the sun's energy in Earth's systems, on water in the environment, on air and atmosphere, and on basic chemistry concepts. A more detailed understanding of the solar system and space exploration becomes a focus of instruction. Natural resource management, its relation to public policy, and cost/benefit trade-offs in conservation policies are introduced.

The sixth grade objectives focus on saint growth in understanding the scientific view defines the idea that explanations of nature are developed and tested using Biblical principles, observation, experimentation, models, evidence, and systematic processes. Science includes the concepts that scientific explanations are based on logical thinking; are subject to the truth of God's Word. The observational, inferential, and experimental evidence; are open to rational critique; but can never contradict the Word of God. The saint will learn that the science can provide explanations and predictions within God's creation, but cannot be used to answer all questions. Those cases require faith in Him.

The following objectives, while aligned with the Sixth Grade Science Virginia Standards of Learning, have been adjusted and in some cases refuted to include Biblical principles and the specific curriculum used at Central Christian Academy.

## Scientific Investigation, Reasoning, and Logic

**S.ACO 6.1** The saint will demonstrate an understanding of scientific reasoning and logic to God's creation by planning and conducting investigations in which

- observations are made involving fine discrimination between similar objects and organisms;
- precise and approximate measurements are recorded;
- scale models are used to estimate distance, volume, and quantity;
- hypotheses are stated in ways that identify the independent and dependent variables;
- a method is devised to test the validity of predictions and inferences;

- one variable is manipulated over time, using many repeated trials;
- data are collected, recorded, analyzed, and reported using metric measurements and tools;
- data are analyzed and communicated through graphical representation;
- models and simulations are designed and used to illustrate and explain phenomena and systems; and
- current applications are used to reinforce science concepts.

## Force, Motion, and Energy

**S.ACO 6.2** The saint will investigate and understand the basic sources of energy God provides. The origins, transformations, and uses of energy will be explored. Key concepts include

- potential and kinetic energy;
- the role God gave the sun in the formation of most energy sources on Earth;
- nonrenewable energy sources;
- renewable energy sources; and
- energy transformations.

**S.ACO 6.3** The saint will investigate and understand God's design of solar energy within the atmosphere, the hydrosphere, and on Earth's surface. Key concepts include

- Earth's energy budget;
- the role of radiation and convection in the distribution of energy;
- the motion of the atmosphere and the oceans;
- cloud formation; and

e) the role of thermal energy in weather-related phenomena including thunderstorms and hurricanes.

### Matter

**S.ACO 6.4** The saint will investigate and understand that God's creation (all matter) is made up of atoms. Key concepts include

- atoms consist of particles, including electrons, protons, and neutrons;
- atoms of a particular element are alike but are different from atoms of other elements;
- elements may be represented by chemical symbols;
- two or more atoms interact to form new substances, which are held together by electrical forces (bonds);
- compounds may be represented by chemical formulas;
- chemical equations can be used to model chemical changes; and
- a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.

**S.ACO 6.5** The saint will investigate and understand the unique properties and characteristics of water and the roles God gives it within our environment. Key concepts include

- water as the universal solvent;
- the properties of water in all three phases;
- the action of water in physical and chemical weathering;
- the ability of large bodies of water to store thermal energy and moderate climate;
- the importance of water for agriculture, power generation, and public health; and
- the importance of protecting and maintaining water resources.

**S.ACO 6.6** The saint will investigate and understand the properties God gave air and the structure and dynamics God created within our atmosphere.

Key concepts include

- air as a mixture of gaseous elements and compounds;
- pressure, temperature, and humidity;
- atmospheric changes with altitude;
- God's control over our atmosphere and the importance of caring for the air quality He gives;
- the relationship of atmospheric measures and weather conditions; and
- basic information from weather maps, including fronts, systems, and basic measurements.

### Living Systems

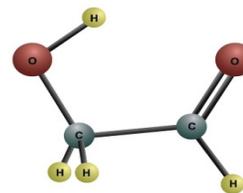
**S.ACO 6.7** The saint will investigate and understand God's provisions within watershed systems. The natural processes and human interactions that affect them will be studied. Key concepts include

- the health of ecosystems and the abiotic factors of a watershed;
- the location and structure of Virginia's regional watershed systems;
- divides, tributaries, river systems, and river and stream processes;
- wetlands;
- estuaries;
- major conservation, health, and safety issues associated with watersheds; and
- water monitoring and analysis using field equipment including hand-held technology.

### Interrelationships in Earth/Space Systems

**S.ACO 6.8** The saint will investigate and understand God's design and organization of our solar system and the interactions among the various bodies that comprise it. Key concepts include

- the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets;
- relative size of and distance between planets;
- the role of gravity;
- revolution and rotation;
- the mechanics of day and night and the phases of the moon;
- the unique properties God gave Earth;
- God's placement of the Earth's tilt and the relationship to the seasons;
- the cause of tides; and
- the history and technology of space exploration.



### Earth Resources

**S.ACO 6.9** The saint will investigate and understand public policy decisions relating to the environment and how believing in an omniscient and omnipresent God affects these decisions. Key concepts include

- management of renewable resources;
- management of nonrenewable resources;
- the mitigation of land-use and environmental hazards through preventive measures; and
- cost/benefit tradeoffs in conservation policies.



# social studies

## ACADEMIC CONTENT OBJECTIVES



Central Christian Academy teaches Social Studies because it is important for saints to gain an understanding of their heritage as it relates to Biblical principles and the society in which we live. History is considered to be “His stories” and will be compared to Biblical references.

The sixth grade saint will continue the study of history that began in second, third, fourth, and fifth grade. They have already covered history spanning from Creation (4,000 B.C.) to the Age of Resolve (1707). This course will enable students to examine history and geography from 1700 A.D. to the present. Studying the Wars of Independence to the events of modern times will help the sixth grade saint better understand and defend their faith. Geographic influences on history will continue to be explored, but increasing attention will be given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, to raise questions, and to marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. Our CCA saints will discover how the presence or absence of self control has shaped our history.

The following material will be taught using The Mystery of History Volume IV by Linda Lacour Hobar (2013), materials from the Answers in Genesis, Wallbuilders, and reliable internet resources.

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### Skills Throughout the Year

**SS.ACO 6.1** The saint will improve skills in historical research and geographical analysis by  
a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1700 A.D. ;  
b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1700 A.D. ;  
c) identifying geographic features important to the study of world history since 1700 A.D. ;

d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 1700 A.D. to the present;  
e) analyzing trends in human migration and cultural interaction from 1700 A.D. to the present;  
f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events since 1700 A.D.

**SS.ACO 6.2** The saint will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1700 A.D. by  
a) locating major states and empires;  
b) describing the distribution of major religions;  
c) analyzing major trade patterns;  
d) citing major technological and scientific exchanges in the Eastern Hemisphere

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## The Definition of Independence

### **1700 to 1870 A.D.**

**SS.ACO 6.3** The saint will demonstrate knowledge of the

- Thirteen Colonies
- Age of Enlightenment and the Great Awakening
- French and Indian War
- American and French Revolutions
- Napoleonic Wars: Battle of Waterloo
- Mexican and Greek War of Independence
- War of 1812
- Industrial Revolution
- American Civil War part 1

**SS.ACO 6.4** The saint will demonstrate knowledge of the missions and missionaries of this period:

- William Wilberforce

**SS.ACO 6.5** The saint will study influential people from 1700-1870:

- Thomas Jefferson
- Benjamin Franklin
- Catherine the Great: Empress of Russia
- Simon Bolivar: Liberator of South America
- Napoleon III
- Abraham Lincoln
- Karl Marx
- Charles Darwin

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## The Design of Ideologies

### **1860 to 1912 A.D**

**SS.ACO 6.6** The saint will demonstrate knowledge of the

- Trail of Tears
- Fall of the Alamo and the Texas War of Independence
- American Civil War
- Abolitionism
- Spanish-American War
- French Occupation of Cambodia
- Women's Suffrage

**SS.ACO 6.7** The saint will demonstrate knowledge of the missions and missionaries of this period:

- Hudson Taylor
- David Livingstone
- Florence Nightingale: "Lady with the Lamp"

**SS.ACO 6.8** The saint will demonstrate knowledge of key people of this period:

- George Muller
- Louis Pasteur
- Thomas Edison
- Alexander Graham Bell
- Maximillian I

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## The Development of the Modern World

### **1903 to 1945 A.D**

**SS.ACO 6.9** The saint will demonstrate knowledge of

- World War I
- Irish Civil War
- the Great Depression
- the Spanish Civil War
- the Holocaust
- World War II
- the Cold War

**SS.ACO 6.10** The saint will demonstrate knowledge of the missions and missionaries of this period:

- Billy Sunday

**SS.ACO 6.11** The saint will demonstrate knowledge of key people of this period:

- Wilbur and Orville Wright
- Helen Keller
- Albert Einstein
- Vladimir Lenin
- Benito Mussolini
- Joseph Stalin
- Mohandas K. Gandhi
- Adolf Hitler

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## The Destination of Mankind

### **1945 A.D. to Present**

**SS.ACO 6.12** The saint will demonstrate knowledge of

- People's Republic of China & Communist Revolution in China
- Korean War
- Vietnam War
- Bay of Pigs Invasion and Cuban Missile Crisis
- Roe vs. Wade
- Collapse of the Soviet Union
- Global War on Terror

**SS.ACO 6.13** The saint will demonstrate knowledge of the missions and missionaries of this period:

- Mother Teresa
- Billy Graham

**SS.ACO 6.14** The saint will demonstrate knowledge of key people of this period:

- President Kennedy
- Martin Luther King, Jr.
- Saddam Hussein
- Nelson Mandela
- Osama Bin Laden



# *music* ACADEMIC CONTENT OBJECTIVES



Central Christian Academy teaches Music to extend our saints abilities and talents. Music was used throughout the Bible as a form of celebration and worship. The sixth grade academic content objectives involve saints at a higher level and further develop their music skills through singing, playing instruments, moving, and listening. The objectives encourage the reading of music notation and the assimilation of previous music study toward understanding the mechanics of a music score. Saints will explore the creative and expressive aspects of music through composing and arranging. Evaluation of music performances will allow students opportunities to apply music knowledge and experiences to new situations. The following objectives, while aligned with the Grades Six-Eight General Music Virginia Standards of Learning, have been adjusted to include Biblical principles and the specific curriculum used at Central Christian Academy.

## Performance and Production:

**MC.ACO 6.1** The saint will read and perform rhythmic, melodic, and harmonic patterns in praise.

**MC.ACO 6.2** The saint will sing and play music written in two or more parts.

**MC.ACO 6.3** The saint will participate in a variety of movement activities in the study of music.

1. Demonstrate a variety of styles, periods, and forms through structured and unstructured movement.
2. Demonstrate elements of music, using body percussion and other appropriate physical responses.

**MC.ACO 6.4** The saint will create music through a variety of experiences.

1. Discuss how a composer communicates ideas by manipulating elements of music.
2. Improvise melodies, rhythms, and harmonies.
3. Compose melodies, rhythms, and harmonies.
4. Create arrangements of known melodies, using traditional or nontraditional sound sources, including computer-related technology.

## Cultural Context and Music Theory:

**MC.ACO 6.5** The saint will investigate musical sounds, forms, styles, and genres through listening, discussing, writing, and performing

**MC.ACO 6.6** The saint will investigate the role of music in praise and worship.

1. Identify career pathways in music.
2. Identify positive and negative influences of daily music experience in one's spiritual life.



## Judgment and Criticism:

**MC.ACO 6.7** The saint will describe performances, live or recorded, using music terminology.

1. Develop criteria for evaluating music performances.
2. Identify music of diverse cultures, including representative composers.
3. Identify instruments, voice classifications (soprano, alto, tenor, bass), and a variety of performing ensembles aurally and visually.
4. Use traditional and nontraditional sound sources.

**MC.ACO 6.8** The saint will demonstrate appropriate performance behavior as a participant and/or listener.

1. Show the fruit of the Spirit and exhibit respect for the contributions of self and others within a music setting.
2. Demonstrate appropriate audience behavior for the context and style of music performed.

## Aesthetics:

**MC.ACO 6.9** The saint will identify and compare the relationships between music and other disciplines.



# physical education

## ACADEMIC CONTENT OBJECTIVES



Central Christian Academy believes that saints need to be physically active to grow properly. According to the National Association of Sports and Physical Education (NASPE), elementary classes should spend 150 minutes every week in physical education. Since God chooses our bodies for His temple and dwelling place, it is important that we take care of them (1 Corinthians 6:19-20). Therefore, CCA places a priority on children being active at school and emphasizes a strong physical education program. Saints in the sixth grade combine fundamental skills into more complex movement forms in modified games and recreational activities. Cooperative and competitive small-group games are pertinent. An emphasis is placed on developing skills and tactical understanding. Saints use feedback to initiate and maintain practice to improve skill performance. Saints assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Saints solve problems and make responsible decisions as they exhibit the fruit of the Spirit and work together. They identify and seek opportunities to participate in regular physical activity at home, church, and school.

The following objectives, while aligned with the Sixth Grade Physical Education Virginia Standards of Learning, have been adjusted to include Biblical principles and the specific curriculum used at Central Christian Academy.

### **Skilled Movement:**

**PE.ACO 6.1** The saint will demonstrate competence in locomotor, non-locomotor, and manipulative skill combinations and sequences in dynamic game, rhythmic, and fitness activities.

- Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.
- Demonstrate incorporating movement sequences into a rhythmic activity.
- Demonstrate skill in a variety of individual and team activities representative of different countries.

### **Movement Principles and Concepts:**

**PE.ACO 6.2** The saint will apply movement principles and concepts to movement-skill performance.

- Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.

b) Use feedback, including available technology, to improve skill performance.

c) Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).

d) Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).

### **Personal Fitness:**

**PE.ACO 6.3** The saint will use personal fitness tools and data to improve physical fitness.

- Use measurement and assessment tools and data (e.g., criterion-referenced health-related fitness standards, Internet, software data-management systems, heart-rate monitors, pedometers, skinfold calipers) to develop goals for improvement in at least two fitness components.

b) Describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs.

### **Responsible Behaviors:**

**PE.ACO 6.4** The saint will work independently and with others in physical activity settings.

- Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
- Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill by showing the fruit of the Spirit.
- Follow rules and safety procedures.
- Use practice time to improve performance.

### **Physically Active Lifestyle:**

**PE.ACO 6.5** The saint will identify and seek opportunities to participate in regular physical activity at home, church, school and in the community.



# ACADEMIC CONTENT OBJECTIVES



Central Christian Academy teaches Art to extend our saints abilities and talents. Various forms of art were used throughout the Bible. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, imagine, and create.

The academic content objectives for sixth grade emphasize exploration. Using the elements of art and the principles of design as a framework, students will investigate a variety of experiences and concepts. Saints will explore various two-dimensional and three-dimensional art media, using a variety of expressive and technical approaches. Saints will understand the factors that distinguish artistic styles and that clarify the role of art in American culture. Through critical examination, students will determine how artists convey meaning through the use of forms, media, and symbols. Saints will test and develop their own ideas regarding God's creation and the artistic ability He gives each of us. The saints will encounter philosophical and ethical questions. Upon the successful completion of the visual arts objectives for grade six, saints will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.

The following objectives, while aligned with the Grade Six Visual Arts Virginia Standards of Learning, have been adjusted to include Biblical principles and the specific curriculum used at Central Christian Academy.

## Visual Communication and Production



**A.ACO 6.1** The saint will solve design problems, using color relationships selected from the color wheel.

**A.ACO 6.2** The saint will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.

**A.ACO 6.3** The saint will use one-point perspective to create the illusion of depth in a two-dimensional drawing.

**A.ACO 6.4** The saint will depict the proportional relationships among the parts of the human body or among other objects.

**A.ACO 6.5** The saint will use visual memory skills to produce a work of art.

**A.ACO 6.6** The saint will collaborate with others to produce a work of art that characterizes a historical time period.

**A.ACO 6.7** The saint will use chiaroscuro to create the illusion of form in a work of art.

**A.ACO 6.8** The saint will produce a kinetic work of art.

**A.ACO 6.9** The saint will utilize fantasy as a means of expression in works of art.

**A.ACO 6.10** The saint will use computer graphics and computer-generated text to create original works of art.

## Cultural Context and Art History

**A.ACO 6.11** The saint will describe and discuss various types of collaborative art careers (e.g., architect, motion picture producer, animator, Web page designer, interior designer).

**A.ACO 6.12** The saint will identify the components of an artist's style, including materials, design, technique, and subject matter.

**A.ACO 6.13** The saint will identify major art movements in American culture from 1877 to the present, with emphasis on relating these movements to changes in science and technology.

**A.ACO 6.14** The saint will identify how artists contribute to the home, church, school, and society in general.

## Judgment and Criticism

**A.ACO 6.15** The saint will discuss the ways that art can be persuasive.

**A.ACO 6.16** The saint will explain how the elements of art, the principles of design, art techniques, and art media influence meaning in works of two-dimensional and three-dimensional art.

**A.ACO 6.17** The saint will demonstrate a knowledge of Biblical principles through inquiry skills and appropriate art vocabulary for

1. describing works of art;
2. responding to works of art;
3. interpreting works of art; and
4. evaluating works of art.

**A.ACO 6.18** The saint will interpret the ideas and emotions expressed in works of art, using appropriate art vocabulary.

**A.ACO 6.19** The saint will identify the relationship between art processes and final solutions.

**A.ACO 6.20** The saint will identify and examine the fruit of the Spirit and Biblical standards in the use of

1. print and digital images;
2. materials protected by copyright; and
3. information technology.

## Aesthetics

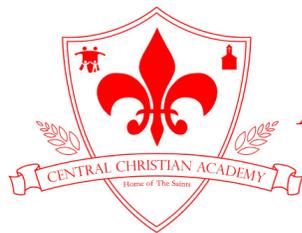
**A.ACO 6.21** The saint will respond to works of art and analyze those responses in terms of cultural and visual meaning.

**A.ACO 6.22** The saint will generate philosophical questions regarding meanings in works of art.

**A.ACO 6.23** The saint will describe the manner in which the belief systems of a viewer may influence contemplation of works of art..

**A.ACO 6.24** The saint will explain orally and in writing the means by which visual art evokes sensory and emotional responses.





*central christian*  
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WHERE HOME, CHURCH AND SCHOOL WORK TOGETHER

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