

## **6<sup>th</sup> Grade Language Arts**

**Course Title:** Language Arts-Grammar, Writing, Reading, Spelling & Poetry

**Course Type:** Academic

**Grade Level:** Sixth Grade

**Time on Task:** 1  $\frac{3}{4}$  hours per day, 8  $\frac{3}{4}$  hours per week

**Course Philosophy:** The nature of language arts reflects the nature and character of God both the process and product of communication. In language arts, students will learn to express themselves clearly and creatively through the skills of reading, grammar, writing, and spelling.

**Course Description:** The course attempts to stimulate a student's interest in reading and give him/her an opportunity to experience and discuss various types of literature. Careful attention is given to the elements of literature such as plot, characterization, themes, etc... Proper use of grammar is emphasized and reviewed to improve oral and written communication skills. Basic spelling rules and techniques are taught to improve written communication.

### **Spiritual Goals:**

1. Teach the child to read the Scriptures for him/herself. (II Timothy 3:16,17, II Peter 1:20, 21)
2. Enable the student to evaluate all methods of communication using God's Word as the standard. (Hebrews 5:14, II Peter 1:9, Proverbs 2)
3. Train the student to communicate the gospel of Jesus Christ clearly in the spoken and written word. ( I Peter 3:15)

## **Language Grammar**

### **Course Scope Sequence**

- Sentences
- Nouns
- Verbs
- Study and Reference Skills
- Pronouns
- Adjectives, Adverbs, and Prepositions
- Phrases and Clauses

### ***Biblically Integrated Concepts***

1. *Students will know language is an organized form of communication reflecting God's character. (I Corinthians 14:40)*
2. *Students will use language correctly and appropriately as an example of excellence in order to bring glory to God. (Colossians 3:17)*

## Course Objectives

The student will:

1. identify, write, and punctuate the four types of sentences: declarative, imperative, interrogative, and exclamatory.
2. identify simple/complete subjects and predicates.
3. diagram all sentence types.
4. combine sentences into compound and complex sentences.
5. differentiate simple, compound, and complex sentences.
6. identify subordinating conjunctions.
7. identify dependent and independent clause patterns.
8. identify prepositions, objects of the preposition, and prepositional phrases in sentences.
9. use commas appropriately in clauses, phrases, and compound sentences.
10. identify and correct fragments.
11. distinguish between proper/common, plural/singular nouns.
12. identify nouns: simple subjects, objects of the preposition, and direct objects.
13. use capitalization rules: proper nouns, titles,
14. use punctuation rules:
15. use abbreviations correctly: months, days, titles, times, measurement units.
16. identify appositives.
17. form plural nouns.
18. identify and write possessive forms of nouns.
19. identify and correct run-on sentences.
20. differentiate action and linking verbs.
21. identify and differentiate predicate nouns and predicate adjectives.
22. identify prepositional phrases, direct objects, and indirect objects.
23. diagram sentences with direct and indirect objects.
24. identify and label sentence patterns.
25. use correct subject/verb agreement.
26. use the following verbs correctly: lie/lay, sit/set, imply/infer, rise/raise, can/may.
27. use guide words and entry words.
28. use a dictionary for information about spelling, pronunciation, part of speech, and etymology.
29. determine the meaning of a word by comparing the context of the sentence and the definitions in a dictionary.
30. identify the parts of a newspaper.
31. take notes from an article.
32. use the Dewey decimal system to locate books in the library.
33. identify pronouns and their antecedents.
34. use proper number and gender agreement with pronouns.
35. identify pronouns as subjects, direct objects, indirect objects, or objects of a preposition.
36. identify reflexive/intensive, interrogative/demonstrative, definite pronouns.
37. differentiate demonstrative pronouns and adjectives.
38. identify and use possessive pronouns.
39. distinguish between the three principal parts and use the correct principal part to form verb tenses.

40. distinguish between regular and irregular verbs.
41. from contractions correctly.
42. correct double negatives in sentences.
43. identify prefixes, suffixes, and their meanings.
44. identify adjectives and adverbs and the words they modify.
45. use the correct comparative/superlative form of an adjective or adverb.
46. identify articles, demonstrative, and proper adjectives and they nouns they modify.
47. identify prepositional phrases and the nouns or verbs they modify.
48. expand sentences by adding prepositional phrases.
49. determine the proper usage of *good* and *well*.
50. determine the correct usage of fewer/less, between/among, and like/as.
51. identify prepositions, prepositional phrases, and objects of the preposition.
52. identify appositive phrases.
53. identify compound subjects/predicates in sentences.
54. diagram compound sentences.
55. identify dependent and independent clauses in a complex sentence.
56. identify subordinating conjunctions in a complex sentence.
57. combine independent clauses to make a complex sentence.

**Resources: BJU: English 6**

**Writing**

**Course Scope and Sequence**

- **Personal Narratives**
- **Newspaper Editorials**
- **Instructional Writing**
- **Research Reports**
- **Historical Fiction**
- **Compare-Contrast Essays**
- **Limerick and Free Verse**

***Biblically Integrated Concepts***

1. *Written communication is a powerful tool God has given us to influence people and should be done in such a manner that communicates His order. (John 20:30-31, I Corinthians 14:40)*

**Course Objectives**

**The student will:**

1. plan, draft, revise, proofread, and publish a personal narrative.
2. use dialogue in writing correctly.
3. use descriptive details, verbs, and adjectives in writing.
4. identify persuasive writing.
5. identify facts and examples that support reasons.
6. recognize propaganda tactics.
7. plan, draft, revise, proofread, and publish an editorial.
8. recognize precise and imprecise wording in instructions.

9. replace imprecise wording with precise wording.
10. choose appropriate time-order and spatial words in instructions.
11. plan, draft, revise, proofread, and publish instructions.
12. identify and practice good speaking and listening skills.
13. identify steps in writing a research report.
14. distinguishing between paraphrasing and plagiarizing.
15. prepare note cards for research.
16. write an outline.
17. draft, revise, proofread, and publish a research report.
18. identify the purpose of a bibliography.
19. cite sources correctly in a bibliography.
20. identify conflict and resolution in a story.
21. recognize plot structure in a typical story.
22. plan, draft, revise, proofread, and publish historical fiction.
23. organize details from research into a Venn diagram.
24. use comparing and contrasting words in writing.
25. draft, revise, proofread, and publish a compare-contrast essay.
26. identify the characteristics of a limerick.
27. generate rhyming words.
28. draft, revise, proofread, and publish free verse.
29. identify the proper form for a business letter.
30. plan, draft, revise, proofread, and publish a cover letter to the editor of a publication.

**Resources: BJU: English 6**

**Reading/Literature**

**Course Scope and Sequence**

- To increase speed and comprehension
- To increase fluency and expression in reading
- To identify key story elements: plot, characters, setting, climax, conclusion, goal, conflict, resolution
- To draw inferences and conclusions about text
- To summarize and paraphrase information including the main ideas and significant supporting details of a reading selection
- To identify figurative language and sound devices used in literature
- To analyze and evaluate information from a variety of sources
- To expand vocabulary through word study
- To make, confirm, and revise predictions during reading
- Determine the meaning of unknown words by using context clues
- Determine the meaning of unknown words by using a glossary or dictionary
- Recognize structural patterns found in informational text: compare/contrast, cause/effect, problem/solution
- Identify theme and main idea of a text
- Distinguish between fact and opinion in writing

- Share and discuss books with peers
- To select reading material appropriate for the reading level
- Identify parts of a book
- Use card catalog
- Identify different genre of literature: fantasy, folklore, historical fiction, nonfiction, biography, myth, fable

***Biblically Integrated Concepts:***

1. *God's will is that people should read with understanding. God made sure that His message was written so that people could read it and know His will. (2 Timothy 3:16-17)*
2. *Using the principles in God's Word, a student can discern values and world views while reading literature. (Hebrews 4:12)*

**Course Objectives:**

**The student will:**

1. adjust the speed of reading according to content.(PASS)
2. comprehend what is read.
3. demonstrate expression in reading.
4. identify and describe main characters in a story.(PASS)
5. contrast and compare characters in a story.(PASS)
6. determine the setting of a story.
7. summarize the plot of a story in a few sentences.(PASS)
8. restate the climax of a story.
9. relate the conclusion of a story.(PASS)
10. explain the conflict/resolution in a story.(PASS)
11. analyze the themes within a story.(PASS)
12. identify and analyze common themes across texts.(PASS)
13. make inferences, predictions, generalizations, and draw conclusions supported by evidence presented in text.(PASS)
14. relate cause/effect found in literature.(PASS)
15. distinguish between fact and opinion in writing.(PASS)
16. restate the main idea of a paragraph.(PASS)
17. critique an author's work.
18. summarize a book and share it with the class.(PASS)
19. use dictionary/glossary to determine unknown words.(PASS)
20. interpret context for clues to determine unknown words.
21. identify the parts of a book.
22. classify literature into groups according to genre.(PASS)
23. comprehend figurative language in writing (e.g., metaphor, simile, personification).(PASS)
24. recognize words which determine sequence and their contribution to the meaning of the text (e.g., as a result, first of all, furthermore, finally).
25. contrast points of view (first and third person) in text.
26. determine the author's purpose (to persuade, inform, entertain) and point of view.(PASS)

27. demonstrate appropriate use of informational sources (e.g., reference books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, electronic card catalogs and databases, tables of contents, glossaries, indexes, magazines, newspapers, and the Reader's Guide to Periodical Literature).(PASS)

**Literature Selections:**

*\*Incoming Summer Reading-Where the Red Fern Grows*  
*Island of the Blue Dolphins*  
*Number the Stars*  
*Belle Prater's Boy*  
*Prince Caspian*

**Resources:**

Literature Selections  
 Accelerated Reader Program  
 Star Reading Tests  
 Literacy Skills Tests  
 Library  
 Read and Think Comprehension Sheets

**Field Trips:**

Public Library

**Spelling and Poetry**

**Course Scope and Sequence**

- learn and apply phonics rules
- increase vocabulary
- identify synonyms, antonyms, and homonyms
- write good sentences
- write dictated sentences
- learn exact meanings of words
- learn pronunciation of words
- use dictionaries
- understand dictionary markings for pronunciation
- identify misspelled words
- improve proofreading skills
- identify the different usages of some troublesome pairs of words
- enjoy and appreciate good poetry
- read poetry with appropriate expression

**Course Objectives**

**The student will recall the meaning and spelling of the following roots, prefixes, and suffixes:**

Roots	Prefixes	Suffixes
aster, astr	con, com	cy

auto	in, im, ir	ed
bibli	sub	ian
bio, bious	dia	able, ible
dic, dict	mono	ance
fer	bi, bin, bis	ity
fort	tri	ory (adj.)
geo	de	ory (noun)
graph, gram	super	ful
hydr, hydro	re	ian, an (adj.)
grat	dis	ian, an (noun)
manu	inter	fy
flu	be	tude
mit	ana	ence, ency
medi	mis	ic
phon	ab, abs	age
polis	circum, circ	ile
rupt	para	less
salv, salut	contra, contro	ly (adj.)
sci	non	ly (adv.)
scrib, scrip	per	ment
sent, sens	extra, extro	ize
spher	es	ent
struct	en	er
voc	pre	ery
uni	peri	en
vac	hypo	ous
vert, vers	ante	ness
viv, vita	sur	ist
ven, vent	anti, ant	ant
ali, alter	un	ism
log, logy	ob	al
omni	trans	
tele	epi	
the, theo	pro	
therm	post	
	in	
	cata	

**Resources:**

**Abeka: Spelling and Poetry 6**

## 6<sup>th</sup> Grade Mathematics

**Course Title:** 6<sup>th</sup> grade Mathematics

**Course Type:** Academic

**Grade Level:** 6<sup>th</sup>

**Time on Task:** 1 hour per day, 5 hours per week

**Course Philosophy-**God is a rational, orderly God, and mathematics demonstrates God's order even in an abstract world. Exactness, preciseness, and completeness can be discovered in Mathematics, just as it is in God's world. Just as the Bible says "precept upon precept, line upon line..." (Isaiah 28:10), students of mathematics must build concept upon concept in mathematics.

**Course Description:** Seventh grade mathematics provides students with a solid foundation of skills and concepts needed for success in analytic and quantitative courses. The interrelationship of fractions, decimals, and percents is reinforced throughout the text, and geometric concepts are continually practiced.

### Spiritual Goals

1. To help students develop an awareness that God has given reasoning abilities to man as a gift to be used daily. (Philippians 4:9, Job 32:8, James 1:17, I Corinthians 2:16, Genesis 1:26)
2. To help students gain attitudes and habits of good stewardship. (Proverbs 19:15, Hebrews 6:12, Matthew 25:14-30)
3. To help students recognize God's exactness, preciseness, and completeness through the study of mathematics. (Colossians 1:16-19, Psalm 8:3-9)

### Course Scope and Sequence

- number theory
- whole numbers
- number notation
- number families
- number lines
- ratio and proportion
- decimals
- graphs and tables
- percent
- fractions
- statistics/probability
- estimation
- money
- geometry
- algebra concepts
- measurement

***Biblically Integrated Concepts:***

- 1. The student will recall verses that prove God's exactness, preciseness and completeness. (Colossians 1: 16-19, Psalm 8)***
- 2. The student will explain how mathematics reveals God's exactness, preciseness, and completeness. (Colossians 1: 16-19, Psalm 8)***
- 3. The student will display attitudes and habit of good stewardship in their daily work.***

**Number concepts and theory**

The student will:

1. factor whole numbers.
2. determine the least common multiple.
3. complete a given pattern.(PASS)
4. use divisibility rules.
5. use factor trees to determine prime factorization.(PASS)
6. compare whole numbers and integers.
7. compare and order negative numbers.
8. graph inequalities.
9. read and write place value of digits through trillions.
10. write whole numbers in expanded notation using powers of ten.
11. write numbers using scientific notation.
12. use negative exponents in scientific notation.
13. multiply by powers of ten.
14. recall negative exponent rules.
15. use expanded notation with exponents.
16. round whole numbers to the nearest whole number (tens-millions).
17. write reciprocals of whole numbers.
18. find missing digits in addition, subtraction, multiplication, division.
19. add, subtract, multiply, and divide whole numbers.

**Ratios and Proportion**

The student will:

1. write ratios.
2. use ratios to complete business applications of ratios.
3. solve ratio problems using the total.
4. use scale to write proportions and find measurements.
5. use proportion to solve percent problems.

**Decimals**

The student will:

1. change decimals to fractions or percents.(PASS)
2. round decimals (tenths-millionths).
3. round repeating decimals.
4. compare decimals.
5. read and write decimals (tenths to millionths).

6. find decimal part of a number.
7. change decimals to scientific notation.
8. add, subtract, multiply, and divide decimals.
9. change decimals to mixed numbers.(PASS)

## **Graphs**

The student will:

1. read and interpret pictographs, bar graphs, line graphs, and circle graphs.(PASS)
2. read and interpret tables.(PASS)
3. plot points.
4. graph points on a coordinate plane.
5. plot rectangular coordinates.
6. locate points by plotting and determining location.

## **Percents**

The student will:

1. recognize parts in a whole.
2. write a percent as a fraction or decimal.(PASS)
3. find the percent of a whole.
4. find the whole when a percent or part is known.
5. use proportions to solve percent.
6. understand more than 100 percent.
7. determine probability with percent.(PASS)
8. determine fractional percents.
9. determine increases in percent.
10. compute sales tax and total price with percents.
11. calculate simple interest.

## **Fractions**

The student will:

1. read and write fractions.
2. read and write mixed numbers.
3. compare fractions.(PASS)
4. add, subtract fractions with like and unlike denominators.
5. multiply and divide fractions.(PASS)
6. determine common denominators of fractions.
7. write reciprocals of fractions.
8. recall common fractions/percent equivalencies.(PASS)
9. write mixed numbers as decimals.
10. determine equivalent fractions.(PASS)
11. change improper fractions to whole or mixed numbers.
12. reduce fractions.
13. find a fraction to complete a whole.
14. find a whole when a fraction is known.
15. add, subtract, multiply, and divide mixed numbers.
16. change fractions to decimals.(PASS)

## **Statistics and Probability**

The student will:

1. determine simple and compound probabilities.(PASS)
2. determine chance and odds.
3. average numbers.
4. determine the mean, median, mode, and range.(PASS)

## **Estimation**

The student will:

1. estimate answers in addition, subtraction, multiplication, and division.
2. estimate square roots.

## **Money**

The student will:

1. recognize forms of money.
2. write dollars and cents in correct form.
3. add, subtract, multiply, and divide money.
4. round money to the nearest dollar or digit.
5. determine simple and compound interest.
6. compute sales tax.

## **Geometry**

The student will:

1. identify lines (parallel, perpendicular, intersecting, horizontal, vertical, oblique).
2. use letters to name lines.
3. define points.
4. identify segments.
5. identify regular shaped polygons.
6. identify complex shaped polygons.
7. compute circumference of circles.(PASS)
8. use formulas to determine perimeter, area, circumference.(PASS)
9. recognize geometric solids (cube, triangular prism, rectangular prism, cylinder, cone, pyramid, sphere).
10. measure angles.(PASS)
11. recognize angles (right, obtuse, acute, straight, complementary, supplementary, vertical).(PASS)
12. name angles.(PASS)
13. solve problems using the Pythagorean theorem.
14. determine volume of cubes, rectangles, pyramids, cones, right square prisms, right triangular prisms, and right circular cylinders).
15. recognize similar triangles by angles and sides.
16. classify triangles (scalene, isosceles, equilateral, acute, right, obtuse).

## **Algebra Concepts**

The student will:

1. solve for the unknown in addition, subtraction, multiplication, and division equations.(PASS)

2. use parentheses in equations.**(PASS)**
3. determine the absolute value of integers.
4. divide integers.
5. evaluate expressions by finding their value (negative and positive numbers).**(PASS)**
6. use formulas to solve equations.**(PASS)**
7. recall the addition rule for algebraic equations.
8. recall the multiplication/division rule for algebraic equations.
9. solve equations with addition, subtraction, multiplication, and division.**(PASS)**
10. solve equations with fractions, percent, decimals, and proportions.**(PASS)**
11. recall the order of operations.**(PASS)**

### **Measurement**

The student will:

1. identify English/Metric abbreviations.
2. convert units of time, area, volume.**(PASS)**
3. add and convert mixed measures.**(PASS)**
4. subtract and convert mixed measures.**(PASS)**
5. recall metric measures (length, liquid, weight).
6. recall English measures (length, liquid, weight).
7. measure using metric measures and English measures.
8. measure to the nearest  $\frac{1}{4}$ ,  $\frac{1}{8}$ , and  $\frac{1}{16}$  of an inch.

**Resources:** Saxon Publishers: Math 87

## 6<sup>th</sup> Grade Science

**Course Title:** Earth Science

**Course Type:** Academic

**Level:** 6<sup>th</sup> Grade

**Time on Task:** Approximately 45 minutes per day, 5 days per week

**Course Philosophy:** Science reflects the magnificent order and complexity of the things God has placed about us. The student's mind is challenged to understand the invisible force that holds together all concrete things.

**Course Description:** The course will attempt to present the world as the creation of God and lead the student to glorify Him as the controller and sustainer. The course will concentrate on earth science. Topics such as rocks, minerals, the atmosphere, and the solar system will be studied. The scientific method will be presented, and students will be encouraged to use this method to gain information about God's creation.

### **Spiritual Goals:**

1. Teach the child to recognize God as the creator of the heavens and the earth and everything in them. (Genesis 1:1, Psalms 95:3-5; Isaiah 66:1-2, Isaiah 45:18, John 1:3)
2. Lead the student to recognize that God created all living things and that these living things are fearfully and wonderfully made. (Psalm 139:14, Isaiah 43:7)
3. Train the student to evaluate the truth of all science by the Bible, since it alone is absolute truth. (Isaiah 8:20, John 1:14)

### **Course Scope and Sequence**

- **Geology**
- **The Dynamic Earth**
- **Water and Water Systems**
- **Meteorology**
- **The Environment**
- **Astronomy**

### ***Biblically Integrated Concepts:***

1. *Our only authoritative source of knowledge concerning the origin of the earth is what God says in the Bible. (Genesis 1, Psalm 24, Jeremiah 10:10-13)*
2. *The Flood was of major significance, causing great disturbances of the earth. (Genesis 7:11, Genesis 8:13-14)*
3. *God controls the movements of the earth itself—rotation on its axis and revolution around the sun. (Joshua 10:12-14)*
4. *The conservation of natural resources is part of man's responsibility to God. (Genesis 2:15, Exodus 23:10-11)*
5. *A new earth and a new heaven will replace the ones we now know. (Isaiah 65:17, Revelation 21:1)*

**6. *The universe is dependable and orderly, not a chaos without principles.***  
***(Colossians 1:16-17)***

**Course Objectives:**

**The student will ...**

1. observe and measure using appropriate tools. **(PASS)**
2. classify objects and organisms according to observable properties. **(PASS)**
3. ask questions and design investigations that lead to scientific inquiry. **(PASS)**
4. identify a testable hypothesis for an experiment. **(PASS)**
5. design and conduct experiments. **(PASS)**
6. report data in an appropriate method when given data. **(PASS)**
7. interpret and evaluate data tables, graphs, etc... **(PASS)**
8. use observations, make accurate measurements, and identify and control variables. **(PASS)**
9. use technology to gather data and analyze results of investigations. **(PASS)**
10. identify safety hazards in the classroom and explain ways to make the classroom safe.
11. discuss how to apply environmental science and good stewardship to his/her daily life.
12. identify four basic characteristics that all minerals share.
13. name several properties used to identify minerals.
14. distinguish between a rock and a mineral.
15. conduct an experiment to observe how igneous rocks form.
16. compare and contrast intrusive/extrusive igneous rocks.
17. describe how compaction and cementation make layers of sedimentary rock.
18. explain the effects of the following on rocks: heat, pressure, chemical activity.
19. identify the five basic substances involved in the rock cycle.
20. identify the core, crust and mantle on a diagram of the earth.
21. describe the core, crust and mantle of the earth.
22. recall the volume and mass of the earth for each of the following: core, crust, mantle.
23. compare/contrast the three layers of the mantle.
24. compare and contrast the continental crust with the oceanic crust.
25. perform an experiment to demonstrate how water can break rocks.
26. describe how temperature and water cause mechanical weathering.
27. define chemical weathering.
28. compare chemical weathering in moist, hot climates with that in dry, cold climates.
29. identify factors influencing the rate at which weathering processes occur.
30. list several natural methods for controlling floods.
31. test soil to determine the amount of organic matter.
32. identify three ways an entire organism can be preserved.
33. identify and describe the three types of stress that the Earth's crust experiences.
34. describe three ways mountains are formed.
35. list three different types of seismic waves (from fastest to slowest) and identify what they travel through.
36. explain why volcanoes occur at the boundary of tectonic plates.
37. perform an experiment to demonstrate how volcanoes are formed.

38. identify the six types of volcanic eruptions from strongest to gentlest.
39. explain how volcanic activity can benefit creation.
40. label the steps on a diagram of the water cycle.
41. compare and contrast a valley glacier and a continental glacier.
42. explain how ground water can be misused and the consequences of the misuse.
43. list and describe four kinds of rivers.
44. list advantages/disadvantages of using dams for hydroelectric power.
45. identify the two types of currents that form near the shore.
46. list the four factors affecting ocean tides.
47. describe the continental margin, continental shelf, and continental slope.
48. label and describe the following layers of the atmosphere: troposphere, stratosphere, mesosphere, and thermosphere.
49. define the following as related to weather: conduction, convection and radiation.
50. compare and contrast the weather in low/high pressure areas.
51. identify the following types of clouds: cirrus, cirrocumulus, and cirrostratus, altostratus, altocumulus, stratus, nimbostratus, stratocumulus, and cumulonimbus.
52. explain how the following form: snow, sleet, hail, hurricanes, and tornadoes.
53. explain how cold/warm fronts form.
54. list several instruments used to gather data on weather.
55. explain how ocean currents affect climate.
56. identify the three major climate zones and where each is located.
57. distinguish between nonrenewable/renewable resources.
58. list three types of fossil fuels and explain how they are formed.
59. list ways he/she can use minerals responsibly.
60. identify causes and solutions for erosion.
61. name several alternative energy sources and explain how they work.
62. list advantages/disadvantages of incineration and sanitary landfills.
63. compare/contrast reflecting and refracting telescopes.
64. label the layers of the sun and the sun's atmosphere.
65. identify features of Earth that make it possible for life to thrive.
66. list the nine major planets in order from the sun.
67. list features significant of each planet.
68. differentiate between asteroids, meteors, meteoroids, and meteorites.
69. define the following: solstice, equinox.
70. explain how the seasons and weather would be different if Earth were not tilted on its axis.
71. distinguish between apparent/absolute magnitude.
72. describe the three basic types of galaxies.
73. perform an experiment to demonstrate how a rocket works.
74. discuss two reasons we should continue to pursue space exploration.

**Resources:**

Christian Schools International: Earth Science

Delta Science Kit: Rocks and Minerals

## 6<sup>th</sup> Grade History

**Course Title:** History and Geography

**Course Type:** Academic

**Time on Task:** approximately 3 1/3 hours

**Course Philosophy:** History is the written record of God's dealings with men as individuals and as communities or nations. God is sovereign and is actively orchestrating events in the lives of these individuals and nations. God requires submission to those placed in authority. As servants of God, students must be taught their responsibility in serving as salt and light in the community or nation in which God has placed them.

**Course Description:** The sixth grade curriculum focuses primarily on the history and geography of the Western Hemisphere. The course will present the geography, governments, industries, and peoples of the Western Hemisphere. Geography will cover such skills as locating specific areas on maps, identifying directional indicators, using scale to determine distances, and identifying geographical landforms. History will cover significant events in the countries of the Western Hemisphere and the effects of these events. Students will also be presented with modern day life in the countries studied.

### **Spiritual Goals:**

1. To teach the student that God has organized life in such a way that people live in groups in order to learn from and help one another. (I Corinthians 12, Ephesians 4:4-14)
2. To teach the student that God has a plan for individuals and nations, and He is bringing this plan to completion. History records the progress of that plan. (Jeremiah 29:11, Deuteronomy 6:1-25)

### **Course Scope and Sequence**

- Demonstrate knowledge of directional indicators on a map
- Locate specific places on a map
- Identify famous personalities and their impact on history
- Identify significant events in the history of countries of the Western Hemisphere and explain the cause and effect of these events
- Memorize historical documents

### ***Biblically Integrated Concepts:***

1. *The student will recognize that God has organized life in such a way that people live in groups in order to learn from and help one another. (Romans 12:4-5)*
2. *The student will recognize that God commands our submission to those in positions of governmental authority. (Romans 13:1)*

3. *The student will understand that God has a plan for individuals and countries and will carry that plan to completion. (Jeremiah 29:11)*
4. *The student will recognize that God is actively involved in the lives of individuals, communities, and nations and sovereignly controls in all circumstances. (Daniel 2:20-23)*

### **Geography:**

#### **The student will:**

1. identify north, south, east, west, southeast, southwest, northeast, northwest on a map.(PASS)
2. locate specific places of interest on a map.(PASS)
3. identify basic landforms and bodies of water on a map.(PASS)
4. use the scale on a map to determine distances between two locations.
5. describe the geography of the countries of the Western Hemisphere.
6. identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, diagrams, timelines, and other representations.(PASS)

### **History:**

#### **The student will:**

1. identify the first Americans, the areas they settled, and the way they lived.
2. identify and describe areas of the tundra and northern woodlands including climate, animals, people, plants.
3. identify the provinces of Canada, their geography, climate, animals, people, plants.
4. identify significant events and significant people and their effect upon the history of Canada.
5. identify and describe areas of the eastern United States including climate, animals, people, plants.
6. identify significant events and significant people and their effect upon the history of the eastern United States.
7. identify and describe areas of the North American Plains including climate, animals, people, plants.
8. identify significant events and significant people and their effect upon the history of the North American Plains.
9. identify and describe areas of the American West including climate, animals, people, plants.
10. identify significant events and significant people and their effect upon the history of the American West.
11. identify significant events and people and their effect upon the history of America during the colonial days.
12. describe everyday life during the colonial period.
13. identify significant events and people from the French and Indian War and the War for Independence and their effect upon history.
14. describe significant events and people involved in the settling of the Northwest Territory.
15. describe significant events and people involved in the first and second Great Awakening.
16. identify famous missionaries and their effect on the spread of the gospel in North America.

17. describe significant events and people involved in the exploration and settlement of the Louisiana Territory.
18. identify significant events and people involved in the War of 1812.
19. identify significant events and people involved in the war with Mexico.
20. identify significant events and people involved in the Civil War and their effect upon the history of United States.
21. identify significant events and people involved in the expansion of the western frontier.
22. identify famous American inventors, evangelists, businessmen and their influence upon the United States.
23. identify significant events and people involved in the settling of Alaska and Hawaii.
24. identify significant events and people involved in the Spanish-American War and their effect upon the history of the United States.
25. describe life in America during the early 1900's including homes, work, education, religion, technology, inventions, transportation and communication, etc...
26. identify significant events and people involved in World War I and their effect upon the history of the United States.
27. identify significant events and people involved in World War II and their effect upon the history of the United States.
28. identify significant events and people involved in the Civil Rights Movement and their effect upon the history of the United States.
29. identify and describe the countries of Middle America (Mexico, Central America, and the West Indies) including geography, climate, people.
30. identify significant events and people and their effect upon the history of Middle America.
31. describe life in Middle America today.
32. identify significant events and people and their effect upon the history of South America.
33. describe life in various South American countries including homes, work, education, religion, transportation, communication.
34. compare and contrast common characteristics of culture, such as language, customs, shelter, diet, traditional occupations, belief systems, and folk traditions.(PASS)
35. identify and describe major world political systems and the role of governmental involvement in such systems (such as dictatorships, constitutional monarchies, and representative democracies).(PASS)
36. memorize *The American's Creed, Preamble to Constitution, First Amendment to the Constitution, The Rights of Americans*, the fifty states and their capitals, and the U.S. Presidents.
37. memorize excerpts from the *Declaration of Independence* and Lincoln's *Gettysburg Address*.

**Resources:**

Abeka: New World History and Geography in a Christian Perspective

## **Sixth Grade Bible**

**Course Title:** Bible

**Course Type:** Academic

**Grade Level:** 6<sup>th</sup> grade

**Time on Task:** approximately 30 minutes four days a week, 2 hours per week

**Course Philosophy:** The study of God's Word is the heart and core of a Christian school. Our mission is to train students to be spiritually strong and knowledge of God's Word is the foundation for being spiritually strong. Knowledge of the Scriptures will give students a ruler for measuring the accuracy of everything they are taught.

**Course Description:** The course will review material studied the previous year from the Old and New Testament. The students will closely examine Paul's pastoral letters to Timothy and Titus. An in-depth study of James, I, II, II John and Revelation will be presented. Students will be encouraged to make Godly choices based on their study of God's Word.

### **Spiritual Goals:**

1. To lead the student to see that man's rebellion and disobedience have hindered God's ideal plan for fellowship with His creation.
2. To help the student understand what it means to "love the Lord your God with all your heart, soul, mind, and strength, and love your neighbor as yourself."
3. To encourage the student to be involved in carrying out the Great Commission.
4. To encourage the student to show leadership by exercising spiritual strength. (I Timothy 4:11-12)
5. To develop a firm grasp of the truth which will enable the student detect deceivers of the message of God. (II John 7-11)

### **Course Scope and Sequence**

- **Israel's demand for a king**
- **The consequences of sin**
- **God's forgiveness**
- **Divisions of the Old Testament Books**
- **Characteristics and Attributes of God**
- **The reign of King David**
- **The destruction of Jerusalem**
- **The return of the Israelites to Jerusalem**
- **Jesus as our model**
- **The Great Commission**
- **Godly Leadership**
- **The Parables of Jesus**
- **James: Faith and Works**
- **James: Prejudices**
- **James: Controlling the tongue**

- **I John: The Real Righteousness**
- **I John: Real Love**
- **II John: Saturated in Truth**
- **III John: Supporting Those in the Ministry**
- **The Origin and Authenticity of the Word of God**
- **The Importance of Bible Study**
- **Unity of Believers**
- **Heaven and Hell**
- **Self Esteem**
- **Revelation: Being an Overcomer**
- **Revelation: Strength in the Face of Persecution**
- **Revelation: The Defeat of Satan**
- **Revelation: Eternity in Heaven**

### **Course Objectives**

The student will:

1. recognize that man's rebellion and disobedience have hindered God's ideal plan for fellowship with His creation.
2. cite examples of God's forgiveness, lovingkindness, and leadership even after Israel rejected Him.
3. categorize the books of the Old Testament into the proper divisions.
4. list attributes and characteristics of God and cite verses which verify these attributes.
5. identify areas in his/her personal life that need to fall under the kingship of Jesus Christ.
6. share personal examples of forgiveness.
7. discuss the concept of covenant.
8. discuss the importance of imitating Christ.
9. identify his/her circle of influence.
10. examine the Great Commission and how he/she can be involved in carrying out the Great Commission.
11. brainstorm strategies for carrying out the Great Commission.
12. search for meaning from Christ's parables.
13. identify leadership qualities from the Scriptures.
14. develop a spiritual fitness plan.
15. discuss the importance of duty as seen in the parable of the unworthy slave.
16. discuss the relationship of faith with works.
17. recognize any prejudices that may be in his/her life.
18. be challenged to value God's worth in all people.
19. be encouraged to assess their own use of words and the powerful effect their speech has on all of their relationships.
20. discuss the accountability of using proper words.
21. write stories with a moral.
22. define complete faith.
23. discuss the effectiveness of prayer.
24. practice using encouraging words.

25. examine the analogy of God and light, along with practical ways to exhibit righteousness to others.
26. discuss and compare the four qualities of light to the level of a Christian's commitment.
27. actively seek opportunities to demonstrate God's love.
28. discuss the differences in the perceptions of love and God's love.
29. understand that a firm grasp of the truth is the best method to detect deceivers of God's message.
30. identify motives behind misrepresenting truthful information.
31. write letters of encouragement to missionaries around the world.
32. define and discuss the meaning of the word *reputation*.
33. compare and contrast the character of Gaius, Diotrephes, and Demetrius from the book of III John.
34. discuss the importance of Biblical accuracy.
35. examine various Bible study tools.
36. brainstorm the things that denominational churches share in common.
37. read and examine the passages about division in the church body.
38. create slogans that embody a unity theme.
39. define self esteem and its importance.
40. discuss the need for a personal prayer time to promote growth in a relationship with Jesus Christ.
41. locate and read Scriptures regarding Hell.
42. locate and read Scriptures regarding Heaven.
43. discuss the basic themes of Revelation.
44. identify the distinct characteristics of the seven churches in Revelation.
45. compare the choices of the seven churches to his/her own choices.
46. be encouraged to bring their problems to the throne of God.
47. complete a character study of Satan by examining passages in Revelation 12.
48. discuss the spiritual battle faced by Christians.
49. write a descriptive paper about Heaven based on Revelation 21.

**Resources:**

Standard Publishing: Biblical Choices for a New Generation: The God of Eternity