

# Curriculum Guide

## Fifth Grade

### Math

**Philosophy Statement:** In mathematics God has blessed His creation with the ability to count, tell time, and make change. This is not an accident; it is a reflection of God's goodness. As students learn to appreciate God's gift of numbers and use of addition, subtraction, multiplication, and division, they should concurrently develop a heart of praise and thanksgiving in their study of mathematics. In mathematics, the student will see the order and truth God created. Just as the Bible says "precept upon precept, line upon line . . ." (Isaiah 28: 10), students will build concept upon concept in mathematics.

**Course Objective:** The students will explore and experience a variety of different concepts of mathematics including place value, basic properties of addition, subtraction, multiplication, and division, and the concepts of fractions and decimals. They will use manipulatives with geometry and graphing. They will work weekly on solving multi-step problems.

**Textbook:** Purposeful Design Grade 5

**Materials:**

- Student Textbook
- Teacher manual
- Tests and quizzes
- Speed drills
- Informational posters
- Teacher made materials

**Time Allotment:** 60 minutes per day, 5 days a week

**Biblical Integration:**

God made everything to work together just right. (Job 38-39) The universe is a geometrical mathematical design by God. He is the creator of all things and this includes numbers. Numbers work together just right and are never changing, just as God is never changing.

God in Christ created all things and that "He is before all things, and in Him all things hold together" (Colossians 1.17). God is the source of all knowledge, and He is the One who gives meaning to all of creation

**Course Content:**

Weeks 1-4

Week 1-3

Chapter 1: Place Value

*Essential Skills: demonstrates understanding of place value up to hundred billions*

*Compares multi-digit numbers using  $<$   $>$   $=$*

- I can read and write whole numbers to hundred thousands.
- I can read and write whole numbers to hundred billions.
- I can compare and order whole numbers to hundred billions.
- I can round whole numbers to millions.
- I can read and write decimals to the hundredths.
- I can read and write decimals to thousandths.
- I can compare and order decimal numbers.
- I can round decimal numbers to a specified place.
- I can solve word problems involving whole numbers and decimals.

Weeks 3-6

Chapter 2: Addition and Subtraction

*Essential Skills: Demonstrate addition and subtraction fact fluency within 20*

- I can use rounding and front-end estimation to estimate whole-number sums.
- I can use rounding to estimate whole-number differences.
- I can add and subtract four digit numbers.
- I can subtract across zeros.
- I can solve word problems involving addition and subtraction.
- I can find the value of an unknown in a number sentence.
- I can estimate decimal sums.
- I can add decimals to the thousandths place.
- I can identify commutative, associative and zero properties of addition.
- I can use rounding to estimate decimal differences.
- I can identify equivalent decimals.
- I can add zeros to make equivalent decimals for subtraction.
- I can subtract decimals to the thousandths place.
- I can solve up to two-step problems involving decimal numbers.

Weeks 7-9

Chapter 3: Multiply Whole Numbers

- I can learn the different properties of multiplication.
- I can learn what a multiple is.
- I can identify multiples of 10, 100, and 1000.
- I can identify common and least common multiples of whole numbers.
- I can find the greatest common factor of numbers.
- I can multiply up to three digit factors with regrouping.
- I can estimate products.
- I can solve problems using multiplication.
- I can use a calculator to solve multistep problems.
- I can write base numbers and exponents.

- I can use lattice multiplication.

Weeks 10-15

#### Chapter 4: 1 Digit Divisors

- I can identify numbers that are divisible by 2,3,5,6,9,10.
- I can review the rules of division.
- I can identify the parts of a division sentence.
- I can divide two and three digit dividends to find quotients with remainders.
- I can estimate quotients.
- I can divide four and five digit dividends by one digit divisors.
- I can solve word problems using division.

#### Chapter 5: 2 Digit Divisors

- I can use division patterns to solve problems with divisors that are multiples of 10.
- I can estimate quotients.
- I can use 2 digit divisors.
- I can solve word problems using division.

Week 16: Cumulative Review/Project

Weeks 17-19

#### Chapter 7: Geometry

- I can identify points, line segments, lines, rays and planes.
- I can define and identify right, straight, acute and obtuse angles.
- I can use a protractor to measure and construct angles.
- I can classify triangles by the characteristics of their sides and angles.
- I can learn about polygons.
- I can identify a parallelogram, rhombus, trapezoid, square and rectangle.
- I can learn about polyhedrons.
- I can use problem-solving strategies to solve geometry problems.
- I can identify parts of a circle.
- I can identify lines of symmetry and symmetrical figures.
- I can name, define and perform transformations in geometry.
- I can identify congruent and similar lines, angles and figures.
- I can solve geometry word problems.

#### Chapter 13: Area, Perimeter and Volume

- I can find the area of a rectangle, right triangle, triangle, irregular figure..
- I can find the perimeter of a figure.
- I can find the circumference of a circle.
- I can locate and graph ordered pairs on a coordinate grid.
- I can find surface area of a rectangular prism.
- I can find the volume of a rectangular prism in cubic units.
- I can find the volume of rectangular prisms.
- I can solve word problems finding area, perimeter and volume.

Weeks 20-21

#### Chapter 6: Multiply and divide Decimals

- I can round factors to estimate decimal products.
- I can multiply a decimal factor by a whole number.
- I can multiply two decimal factors.
- I can solve decimal word problems using multiplication.
- I can divide a decimal by a whole number.
- I can solve problems that have zeros in the quotient or zeros added to the dividend.
- I can use the order of operation to solve equations.
- I can solve decimal and money problems using division.
- I can use order of operations to solve multi-step problems. (PEMDAS)

Weeks 22-24

#### Chapter 8: Integers and Fractions

- I can identify integers on a number line.
- I can compare and order positive and negative integers on a number line.
- I can use a number line to find sums and differences of integers and fractions.
- I can name fractions for a part of a whole, a part of a set, or a point on a number line.
- I can find equivalent fractions by multiplying or dividing.
- I can write equivalent decimals for fractions.
- I can define and identify prime and composite numbers.
- I can reduce fractions using the greatest common factor of a number.
- I can write fractions in the simplest form.
- I can find the least common denominator of numbers.
- I can compare and order fractions.
- I can convert between improper fractions and mixed numbers.
- I can solve word problems using fractions.

Weeks 25-28

#### Chapter 9: Add and Subtract Fractions

- I can add and subtract fractions with like denominators.
- I can add and subtract mixed numbers that have like denominators.
- I can add mixed numbers and rename the sum in simplest form.
- I can round to the nearest half or whole numbers to estimate sums and differences that involve mixed numbers or fractions.
- I can identify the least common denominator for fractions and mixed numbers.
- I can add and subtract fractions that have related denominators.
- I can add and subtract fractions by finding the least common denominator.
- I can add and subtract mixed numbers by renaming fractions.
- I can use the scale of a map to compute distance.

Weeks 29-31

#### Chapter 10: Multiply and Divide Fractions

- I can multiply two fractions.
- I can multiply fractions and whole numbers.
- I can multiply fractions and mixed numbers.
- I can solve problems using multiplication of fractions.
- I can divide a whole number or a fraction by a fraction.

Weeks 32-33

#### Chapter 11: Ratios, Proportions, & Percents

- I can write a ratio to compare two numbers.
- I can find equal ratios by using equivalent fractions and ratio tables.
- I can determine equal ratios using proportions.
- I can solve problems using data from scale drawings.
- I can identify the relationship between ratio and percent.
- I can change ratios to percentages and percentages to ratios.
- I can write a fraction as a percentage and a percentage as a fraction in simplest form.
- I can write a percentage for a decimal and a decimal for a percentage.
- I can find a percent of a number by using a decimal.
- I can solve word problems that involve percentages.

Weeks 34-38

#### Chapter 14: Graphs, Statistics and Probability

- I can collect and organize data.
- I can read and interpret pictographs and bar graphs.
- I can create and interpret histograms.
- I can construct, read and interpret line graphs.
- I can make, read and compare data on a circle graph.
- I can solve word problems involving graphs.
- I can make line plots and find the mode, median and mean of a set of data.
- I can learn about range.
- I can predict the probability of an outcome.
- I can find probable outcomes and corresponding fractions.

#### Chapter 12: Measurement

- I can work with customary and metric units of length.
- I can work with customary and metric units of capacity.
- I can work with customary units of weight.
- I can work with metric units of length.
- I can work with metric units of mass.
- I can work with Fahrenheit and Celsius scale
- I can calculate elapsed time.
- I can work with time zones.

Week 39: Review

**Areas to Be Evaluated:**

- Classwork assignments
- Homework assignments
- Quizzes
- Tests
- Participation during whole group/small group instruction

## **Course Description 5th Grade Reading**

**Philosophy Statement:**

Reading is an important skill that everyone should possess. It is essential in today's society. It is also essential in learning from God's word. We must be able to read and understand the Bible, if we want to improve our relationship with God and share His word with others. God communicates with us in writing through the Holy Bible. We must be able to comprehend His message as we read His word.

**Course Objectives:**

The students will receive instruction in and demonstrate the ability to read independently and orally through novel reading in the classroom and reading assignments three nights a week with a written summary of one night's reading. Students will be able to read and pronounce correctly common words used in grade appropriate literature. Students will expand their vocabulary and increase their comprehension skills by reading a variety of different forms of literature such as novels, short stories, charts, posters, and other various forms of reading. Book reports will be done several times throughout the year on different forms of literature, such as mystery, Christian, biography, short stories, etc.

**Time allotment:** 40 minutes per day, 5 days a week

**Biblical Integration:**

*The Bible tells people the right way to live. (Exodus 20:1-17) Characters in books make choices based on their values and beliefs. God's Word in the Bible reveals the moral standard we are to live by.*

*We see through the example of Joshua that each word from God is important and given for our understanding to follow God's direction. "Then afterward he read all the words of the law, the blessing and the curse, according to all that is written in the book of the law. There was not a word of all that Moses had commanded which Joshua did not read before all the assembly of Israel with the women and the little ones and the strangers who were living among them" (Joshua 8:34-35).*

*Jesus sought opportunity to read and share knowledge. "And He came to Nazareth, where He had been brought up; and as was His custom, He entered the synagogue on the Sabbath, and stood up to read" (Luke 4:16).*

**Textbook:** Reading 5 Bob Jones Press

**Materials:**

- Student novels and comprehension activities
- Reading textbook and workbook
- Scholastic News Magazines
- Teacher-made materials
- RAZ Kids running records

**Course Content:**

<i>Quarter 1</i>	<i>Wonder</i> <i>Reading Unit 1 Creatures</i>  <i>-Identifies important story elements</i> <i>-ask and answers questions to demonstrate understanding of text</i> <i>-compares and contrasts settings/characters (line this up with writing)</i>
<i>Quarter 2</i>	<i>The BFG</i> <i>Reading Unit 3 Celebrations</i>
<i>Quarter 3</i>	<i>Number the Stars (Wwll in history)</i> <i>Reading Unit 5: Heroes</i>
<i>Quarter 4</i>	<i>City of Ember</i> <i>Reading Curriculum Novel Studies</i>

*Week 1-4 (Wonder & Reading Assessments)*

- I can follow classroom rules and organize my supplies.
- I can learn about the habits and behaviors of good readers.
- I can ask and answer questions about a given text.
- \_\_\_\_\_ (find a better novel study & specify objectives here)

*Week 5 (Where the Red Fern Grows)*

- I can identify the setting..
- I can explain how figurative language enhances the regional element of the story.
- I can identify the main character's good traits and motives.
- I can identify a main character's irresponsible behavior.
- I can identify the main character's response to the sinful behavior of others.
- I can explain how descriptive details enhance the mood of a story.
- I can explain how good characters in a story can reflect the character of God.

- I can ask and answer questions about a given text.
- I can read for a sustained period of time.

Week 6 ( *Various poetry, Chinchilla!, Looking to Crickets*)

- I can identify *tone* as part of an author's craft.
- I can identify vivid words and phrases used to describe characters or creatures.
- I can infer the author's tone toward creatures and characters based on descriptions.
- I can compare and contrast the tone of different poems.
- I can identify the point of view from which a selection is written.
- I can identify and follow an author's sense of humor throughout the story.
- I can infer the author's purpose and theme in a story.
- I can identify key elements of a worldview thinking.
- I can ask and answer questions about a given text.
- I can read for a sustained period of time.

Week 7 (*Monkey and Crocodiles, Grandmother Spider Steals the Sun, Readers Theatre, Book Report activity*)

- I can recall key elements of and participate in a reader's theatre.
- I can identify key elements of a trickster tale.
- I can identify the problem and solution of a story.
- I can infer and evaluate the values reflected in a folktale.
- I can explain how a given folktale is a trickster tale.
- I can ask and answer questions about a given text.
- I can read for a sustained period of time.

Week 8 (*A Dog Named Sergeant Stubby, The Story of How a Girl Brought Joy to the Heart of the King*)

- I can recall elements of an informational text.
- I can distinguish between text features and graphic features.
- I can explain how the section title relates to the main idea of each section.
- I can conduct online research to learn more about a topic.
- I can summarize information.
- I can identify cultural elements within the setting of a folktale.
- I can identify character traits.
- I can infer character motives.
- I can identify the problem and solution in a story.
- I can ask and answer questions about a given text.
- I can read for a sustained period of time.

Week 9 (*The Eagle, Balaam's Prophecies, story outcomes, The Beginning of the Armadillos*)

- I can explain how alliteration and rhyme add to the beauty of a sound poem.
- I can identify and explain imagery, simile, and metaphor in poetry.
- I can identify and explain personification in poetry.

- I can identify negative traits of a character.
- I can contrast a character's traits with God's traits.
- I can identify cause-effect relationships.
- I can compare and contrast characters' actions.
- I can identify invented words and infer the meaning of these words based on context clues.
- I can explain how repetition enhances a story.
- I can recall elements of a trickster tale.
- I can ask and answer questions about a given text.
- I can read for a sustained period of time.

Week 10-13 *The BFG*

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Week 14 (Celebrations Unit: *I Hear America Singing, By the Dawn's Early Light, The Spirit of '76*)

- I can identify imagery in the poem
- I can analyze the structure of the poem
- I can infer the theme of the poem and the values it portrays
- I can evaluate the poem's message about work based on biblical principles
- I can identify people and events that led to the writing of America's national anthem
- I can identify positive traits of historical figures in the account
- I can infer emotions felt by Francis Scott Key that caused him to write the anthem
- I can identify messages that the image communicates.
- I can explain the artist's inspiration for the painting.
- I can explain how the painting became so popular.
- I can analyze why the painting communicates a powerful message.

Week 15 (*Holy Celebrations Part 1 & 2*, I can identify the reasons for each holiday)

- I can identify what each celebration pictures
- I can explain what Christians can learn from the holidays God gave to Israel
- I can identify the reasons for each holiday
- I can explain what Christians can learn from the Offering of Firstfruits and the Feast of Weeks
- I can identify what the Day of Atonement and the Feast of Booths pictured.
- I can compare and contrast the Day of Atonement practices with the truths they pictured
- I can make personal applications from reading about the Day of Atonement.

Week 16 *Thanks a Million*

- I can identify key elements of a riddle
- I can identify literary devices in the poems (rhyme, onomatopoeia, metaphor, alliteration, sensory details)
- I can infer the common theme among all the poems BWS
- I can explain how each poem presents the theme in a different form BWS

- I can create a thank-you card with a Bible verse using a concordance (online or other) or online Bible.

#### *Week 17 Silver Packages*

- I can explain how the author's use of present tense draws the reader into the story
- I can trace the main character's development in the story
- I can analyze how the main character's change benefits himself and others
- I can infer the theme
- I can evaluate the theme based on biblical teaching

#### *Week 18 Vasko's Christmas Rescue*

- I can trace the events of the plot through the story's beginning, middle, and end
- I can identify the mood from details in the story
- I can infer the symbolism in story events
- I can Infer the theme
- I can evaluate the theme from a biblical worldview

#### *Week 19 Review/ Christmas Bells (Comp Assessment 5/Running Records?)*

- I can summarize the plots of Silver Packages and "Vasko's Christmas Rescue"
- I can compare the themes of Silver Packages and "Vasko's Christmas Rescue"
- I can analyze the characteristics of a good Christmas story.
- I can identify the rhyme scheme of the poem
- I can explain the historical context of the song
- I can infer the theme.
- I can relate the refrain to the theme of the song.
- I can evaluate the relevance of the theme historically and in the present day

#### *Week 20 Number the Stars*

- (insert skills)

#### *Week 23-24 Eric Liddell: Something Greater Than Gold*

- I can infer character traits of Eric Liddell.

#### *Weeks 25 The Sword & the Stone; Pegasus*

#### *Weeks 26 Granddaughters Sled & The King and the Shirt*

*Week 27 Stormalong & Comprehension Assessment*

*Week 28 Cinderella & Cinderella: The Graphic Novel*

*Week 29-32 The City of Ember*

*Week 33-36 Novel Study from BJU (Misty, Brady, or The Horse and His Boy)*

*Week 37-39 Review/Informational Reading*

**Areas to be Evaluated:**

- Classwork and homework assignments
- Tests, quizzes, and projects
- Oral reading and participation
- Special skill activity sheets
- Scholastic News activities
- Running records

## **Course Description Fifth Grade Science**

**Philosophy Statement:** Science for the Christian is a study of God's creation. The exploration of the creation should yield a direct appreciation for the creative work of God. All that can be known of God we know through the creation and science is the study of that work. Students will continually be called on to see the divine order of creation, its implications for other subjects, and be stirred to think about the work of an infinitely loving, good God who has prepared a place for us to live temporally and eternally.

**Course Objectives:** The students will explore and experience a variety of areas within the field of science including life, physical, earth sciences, and balance in the human body, through the use of reading, discussion, participating in experiments, and utilization of the scientific process.

**Textbook:** Science Level Five (Purposeful Design)

**Materials:**

- Teacher textbook

- Student textbook
- Student notebook
- Quizzes and tests
- Teacher-made resources
- Posters
- Project materials

**Time allotment:** 45 minutes? 5 days a week

**Biblical Integration:**

The natural world is in a constant state of change (Job 14:7-9, 19; Isaiah 24:4; 51:6; Matthew 6:19; Hebrews 1:10-12)

God uses the creation to reveal His existence and character (Romans 1:20; Hebrews 3:3-4).

**Course Content:**

<b>Quarter 1</b>	<ul style="list-style-type: none"> <li>• <b>Chp. 1 &amp; 2 Natural Cycles</b></li> <li>• <b>Chp. 3 Cells</b></li> </ul>
<b>Quarter 2</b>	<ul style="list-style-type: none"> <li>• <b>Chp. 5 Measuring Matter</b></li> <li>• <b>Chp. 7 Force &amp; Work</b></li> </ul>
<b>Quarter 3</b>	<ul style="list-style-type: none"> <li>• <b>Chp. 9 Earth's Processes</b></li> <li>• <b>Chp. 11 Weather &amp; Climate</b></li> <li>• <b>Chp. 12 Sun, Earth, &amp; Moon</b></li> </ul>
<b>Quarter 4</b>	<ul style="list-style-type: none"> <li>• <b>Chp. 12 Sun, Earth, &amp; Moon</b></li> <li>• <b>Chp.14 Diseases</b></li> <li>• <b>Chp. 13 Transitions</b></li> </ul>

**Unit One: Life Science: Cycles**

Weeks 1-3

Chapter 1:Natural Cycles

- I can study the concept of a cycle and analyze its benefits.
- I can learn about the cycling of important elements between living and nonliving components.
- I can summarize the stages of the water cycle.
- I can tell about the main components of the carbon and oxygen cycle.
- I can identify the components of the nitrogen cycle and explain the importance of nitrogen to living things.
- I can study data related to the nitrogen cycle, compare the strength of acids, and infer the effects of disrupting a biogeochemical cycle.

- I can formulate ways to prevent air pollution.

### Chapter 2: Life Cycles (Student choice project)

- I can define the seven stages of the human life cycle.
- I can relate my understanding of three general concepts regarding life cycles to the specific life cycle of bacteria.
- I can analyze a fungal life cycle by examining a fungal life stage and the growth of mold.
- I can recount the life cycle of the flowering bean plant, compare variables which influence seed germination and dissect a flower.
- I can summarize the stages in the salmon life cycle and associate each stage with one or more habitats.
- I can list the three life stages of brine shrimp.
- I can list causes and effects of malaria.

Weeks 6-7

### Chapter 3: Cells

- I can compare the process of machinery parts working together and how it relates to the cell theory.
- I can state the cell theory, label and describe the functions of major organelles and distinguish between plant and animal cells
- I can summarize how traits are controlled by DNA, genes and chromosomes.
- I can list, and illustrate the cell cycle.
- I can relate the levels of cell organization to the development of an organism beginning with a fertilized egg.
- I can observe animal and plant cells and tell the difference between the two.
- I can explain how cancer develops.
- I can describe at least three common types of cancer.
- I can list three methods of treatment.
- I can identify four ways to help prevent certain cancers.

## **Unit 2: Physical Science: Transformations**

Weeks 10-12

### Chapter 5: Measuring Matter \*\*align this unit with Chp. 13 in Math\*\*

- I can learn about standard units of measurement.
- I can compare the metric and customary measurement system.
- I can measure and calculate area and volume.
- I can distinguish between mass and weight and cite the differences between the Celsius and Fahrenheit scales.
- I can calculate the density of an object.

- I can learn about buoyancy.

(Chapter 6: Changing Matter )-- didn't do in 2023-2024, but possibly combine with Chp. 5

- I can describe how a physical change affects bonds and physical properties.
- I can differentiate van der Waals forces from chemical bonds.
- I can distinguish between substances and mixtures.
- I can use physical changes to separate mixtures.
- I can identify differences between chemical and physical changes.
- I can contrast chemical and nuclear changes.
- I can identify fission and fusion.
- I can demonstrate the solubility and insolubility of different liquids.
- I can analyze how combustion is used to power a variety of vehicles.

Week 15-17

### Chapter 7: Force and Work

- I can learn the advantages of using tools to accomplish work.
- I can describe the relationship between speed, velocity and acceleration.
- I can calculate the speed of a given object.
- I can use the appropriate metric unit to calculate force and work.
- I can classify and describe levers and inclined planes as types of simple machines.
- I can locate and label the load, effort and fulcrum for each of three classes of levers.
- I can learn the three classes of levers.
- I can describe the relationship of the distance between the effort and the fulcrum to the amount of effort needed in a first class lever.
- I can calculate the grade of a slope.

Weeks 20-21

### Chapter 9: Earth's Process

- I can learn about natural, predictable, and necessary life changes.
- I can distinguish between physical and chemical changes in matter.
- I can learn about the rock cycle and name the three major rock types.
- I can learn several minerals that are useful in daily life.
- I can summarize the theories of plate tectonics and continental drift.
- I can identify key features of the ocean floor and explain how they were formed.
- I can evaluate how salinity, density and temperature affect ocean currents.
- I can compare solutions with different densities.
- I can associate water density with ocean currents.
- I can explore the concept of magnetism to changes on the ocean floor.

## **Unit 3: Earth and Space Science: Predictability**

Weeks 24-25

### Chapter 11: Weather and Climate

- I can explore three pertinent properties of air.
- I can evaluate the relationship between unequal heating, differences in air pressure, and convection currents and relate how those relationships influence the formation of wind.
- I can learn about the different global wind belts and the factors that influence their formation.
- I can classify four types of air masses and two types of fronts.
- I can determine the relationship between an air mass and a front.
- I can learn about the common symbols used on weather maps.
- I can learn about an anemometer.
- I can prepare a weather forecast using a weather map and common weather symbols.
- I can compare and contrast mountain breezes, valley breezes, jet streams and monsoons and describe how each is formed.

Weeks 29-30

### Chapter 12: Sun, Earth, and Moon

- I can learn the historical names of the moon.
- I can compare and contrast the motions of Earth and its moon and state four factors that influence these motions.
- I can learn how Earth's tilt during its revolution around the sun causes the seasons, solstices, and equinoxes.
- I can learn about moon phases and lunar and solar eclipses.
- I can learn how tides occur and the difference between a spring and a neap tide.
- I can construct a simple telescope.
- I can learn facts about the Apollo11 moon mission and label three types of features on a lunar map.

### **Unit: Human Body: Balance**

Weeks 33-34

### Chapter 14: Disease

- I can associate the malfunctions and failures of commonly used items to the illnesses and diseases of the human body.
- I can learn about leprosy.
- I can learn the differences in infectious and noninfectious diseases.
- I can identify four major groups of pathogens.
- I can describe viral reproduction.
- I can identify genetic disorders and allergies as noninfectious diseases.
- I can identify integral parts of the immune and lymphatic system and discuss the functions of each.

Weeks 37-38

### Chapter 13: Transitions

- I can learn that the endocrine system changes during puberty.
- I can label the six parts of the endocrine system and compare it to the nervous system.

- I can label the structure of the skin and describe the cause and effect relationship between skin glands and pubescent changes.
- I can associate the growth spurts of puberty with the endocrine system, genetics and healthy eating and exercise.
- I can label the basic structures of a tooth and evaluate my oral hygiene habits.
- I can distinguish between primary and permanent teeth.
- I can evaluate my daily lifestyle choices in terms of balance and self-control.
- I can summarize the processes that stipulate and regulate the human body's sleep cycle.

**Areas to be Evaluated:**

- Class Notes
- Quizzes
- Tests
- Class assignments during whole group instruction

**Additional Activities:**

- Blookets
- Science Projects

## Course Description Fifth Grade Bible

**Philosophy Statement:** The study of God's Word provides a strong foundation in the life of a Christian. By studying the Bible, students and staff gain knowledge, understanding, and a clear application for their lives. By training students early in their life, the Bible will become an essential tool for students as they mature throughout their life. By memorizing Scripture, students will have it ingrained into their minds; so when trials and temptations come, they will have the wisdom from God in their mind and in their heart. Daily study of the Scriptures in class will show the students the importance of the Bible in the teacher's hearts and minds.

**Course Objectives:** The students will do a weekly study on the books in the Old Testament, and learn how the stories in the Old Testament fit together. They will also learn important life principles from each book. They will be challenged to see how they can apply these principles to their own lives.

**Textbook:** m

**Materials:**

- Student workbook
- Holy Bible
- Story Videos
- Teacher Manual

**Time Allotment:** 30 minutes per day, 4 days per week, Chapel-1 day per week

**Course Content:**

## Week 1

### Lesson 1 The Word of God

- I can summarize the complementary themes of Genesis and Revelation
- I can explain the key benefits of Scripture to believers.
- I can learn that the Bible was inspired by one, divine Author - God.
- I can learn that Scripture follows a unified story that begins in Genesis and ends in Revelation.

## Week 2

### Lesson 2 Sin and Redemption

- I can summarize key events of the Fall narrative in Genesis 3.
- I can list major results of the Fall.
- I can recognize significant figures from Genesis 1-10.
- I can learn that sin has terrible consequences that affect us even today.

## Week 3

### Lesson 3 Abraham, Sarah and Isaac

- I can recognize common terms for the people of Israel.
- I can recall the basic parts of the Abrahamic covenant.
- I can identify significant locations in the life of Abraham
- I can explain the events surrounding Abraham and Isaac's trip to Mount Moriah.
- I can define faith as trust in the unseen promises of God.

## Week 4

### Lesson 4 Jacob and Esau

- I can explain how Jacob convinced Esau to sell his birthright.
- I can recall the causes and consequences of Jacob and Rebekah's trickery.
- I can explain why God continued to care for Jacob.

## Week 5

### Lesson 5 The Trials of Joseph

- I can describe the animosity from Joseph's brothers.
- I can recall events surrounding Joseph's enslavement and imprisonment.
- I can explain how God used dreams in Joseph's life
- I can affirm the presence of God's care even during difficult times.

## Week 6

### Lesson 6 The Mercy of Joseph

- I can explain how Joseph helped Pharaoh and rose to power in Egypt.
- I can recall the ways Joseph tested his brothers when they tried to buy food.
- I can describe Joseph's attitude toward his past hardship and his brothers' sins.
- I can recognize the tribes of Israel as descendants of Jacob's sons.

## Weeks 7

### Lesson 7 Israel in Bondage

- I can explain Israel's circumstances at the time of Moses' birth.

- I can recall the events surrounding Moses' birth and later flight from Egypt.
- I can summarize God's message and charge for Moses in Exodus 3-4.
- I can recognize the name Yahweh as a holy name for God.

#### Week 8

##### Lesson 8 The Exodus from Egypt

- I can recall several of the plagues that God sent on the Egyptians.
- I can explain the origins of the Jewish Passover.
- I can describe the events surrounding Israel's exodus from Egypt.
- I can recognize notable locations along Israel's route through the wilderness.

#### Week 9

##### Lesson 9 The Law of God

- I can recognize and explain the Ten Commandments.
- I can describe the events surrounding Israel's worship of the golden calf.
- I can recognize elements of the Tabernacle
- I can apply the Ten Commandments to modern situations.

#### Week 10– Review/Fall Bible Activity

#### Week 11

##### Lesson 10 Our Holy God

- I can define the concept of holy as righteous, sinless and set apart.
- I can explain the role of Levites in Israel's worship of God.
- I can recall the purpose of several kinds of Old Testament sacrifices.
- I can describe the way that Jesus fulfilled the roles of priest and sacrifice.

#### Week 12

##### Lesson 11 God Guides His People

- I can recall ways that God provided for Israel in the wilderness.
- I can explain why the Israelites chose not to enter Canaan at first.
- I can describe the events surrounding Balaam's meeting with the king of Moab.

#### Week 13

##### Lesson 12 Moses' Final Charge

- I can recall essential themes from Moses' Final charge to Israel.
- I can describe the circumstances of Moses' death.
- I can recognize notable locations along the Israelites' route from Egypt to Canaan.

#### Week 14

##### Lesson 13 Entering the Land

- I can recall ways that God prepared and encouraged Joshua.
- I can explain the events surrounding Israel's crossing of the Jordan.
- I can identify and develop opportunities to encourage or edify others.

#### Week 15

#### Lesson 14 Conflict in Canaan

- I can explain how Rahab helped the two spies and joined the nation of Israel.
- I can recall God's instructions regarding Jericho and Ai.
- I can describe the events surrounding the fall of Jericho and Ai.

#### Week 16– Review/Thanksgiving

#### Week 17

##### Lesson 15 Judging Israel

- I can describe the cycle of suffering and deliverance during the judges period.
- I can define repentance as a turning from sin toward God.
- I can explain how God defeated Jabin's army
- I can explain how God defeated the Midianites.

#### Week 18

##### Lesson 16 The Story of Ruth

- I can recall the major figures and events in the story of Ruth.
- I can describe Christ's role as redeemer.
- I can discuss ways to show godly compassion.

#### Week 19

##### Christmas Activities & Lesson 17

- I can recognize notable biblical figures from Israel's history, from the patriarchs through the time of the judges.
- I can recall biblical vocabulary
- I can identify some important locations from the Old Testament.
- I can explain some of God's major promises in the Old Testament.

\*\*Week 19 was the days before and after Christmas Break

#### Week 20

##### Lesson 18 The Last Judge of Israel

- I can describe the circumstances of Samuel's birth.
- I can recall how God first spoke to Samuel.
- I can explain why the Israelites demanded a king to lead them.
- I can describe ways to learn God's truth.
- I can explain reasons for talking with God.

#### Week 21

##### Lesson 19 The First King of Israel

- I can explain the purpose of anointing as practiced in ancient Israel.
- I can recall examples of Saul's disobedience.
- I can explain Saul's attempts to excuse his disobedience.
- I can distinguish true obedience from a show of worship.

#### Week 22

##### Lesson 20 The Loyalty of David

- I can recall why God anointed David as the next king of Israel.
- I can describe the events surrounding the death of Goliath.

- I can explain how Saul revealed his envy and fear of David.
- I can recall ways that Jonathan and David showed loyalty to each other.
- I can explain why David chose not to kill Saul.
- I can describe how David reacted to Saul's death.

## Week 23

### Lesson 21 The Reign of David

- I can describe ways that King David showed trust in God.
- I can recall God's most important promises to David.
- I can explain some of the consequences of David's census.
- I can explain how David showed repentance in Psalm 51.

## Week 24

### Lesson 22 The Reign of Solomon

- I can recall part of David's last charge to Solomon.
- I can describe highlights of the construction of the first Temple in Jerusalem.
- I can explain how God responded to Solomon's request for wisdom.
- I can recall the Queen of Sheba's visit to Solomon's court.
- I can explain how Solomon ignored God's covenant.

## Week 25

### Lesson 23 Elijah and Elisha

- I can recall the reasons behind the division of Israel into two kingdoms.
- I can distinguish the kingdom of Israel from the kingdom of Judah.
- I can recall how Ahab and Jezebel opposed God.
- I can describe the events surrounding Elijah's confrontation on Mount Carmel.
- I can explain several miracles that God did through Elisha.

## Week 26

### Lesson 24 Ezra the Teacher

- I can recall the broad consequences of the Babylonian Exile.
- I can describe the events surrounding the construction of the second Temple in Jerusalem.
- I can explain Ezra's role in the reconstruction of Jerusalem.
- I can explain why some Israelite men chose to divorce wives from other nations.

## Week 27

### Lesson 25 Nehemiah the Organizer

- I can describe the events surrounding Nehemiah's return to Jerusalem.
- I can recall how the Jews responded to opposition while rebuilding.
- I can explain Christ's teaching on service and leadership from Matthew 20 and John 13.
- I can define godly leadership as service to help others follow God.

## Week 28

### Lesson 26 Queen Esther

- I can describe the important events and figures from the Book of Esther.
- I can recall the risks and challenges faced by Esther.

- I can affirm God's providence in Esther's life.

#### Week 29

##### Lesson 27 The Suffering of Job

- I can describe the major events recorded in the Book of Job
- I can recall some of the explanations offered for Job's suffering.
- I can explain how God finally answered and blessed Job.
- I can recognize questions common to those who endure suffering.

#### Week 30

##### Lesson 28 Songs of Praise

- I can define psalm as a sacred song
- I can explain the main theme and imagery of Psalm 1
- I can define Messiah and Christ as a person anointed for a special role.
- I can recognize messianic prophecies in the Psalms.
- I can recall Old Testament commands to keep God's Word.

#### Week 31

##### Lesson 29 Wisdom and Vanity

- I can explain the "fear of the Lord" as used in Scripture.
- I can distinguish foolishness from mere ignorance.
- I can recall several ways that biblical proverbs compare wise people with fools.
- I can explain the concept of vanity as used in Ecclesiastes.
- I can recall the duty given at the conclusion of Ecclesiastes.

#### Week 32

##### Lesson 30 The Three Prophets

- I can recognize major themes and imagery from the Books of Isaiah, Jeremiah, and Ezekiel.
- I can define idolatry as the practice of worshiping idols or false gods.

#### Week 33- Easter (RightNow Media The Origins of Easter Bible Study)

- I can explain the significance of Easter.
- I can explain the Gospel.

#### Week 34

##### Lesson 31 Daniel's Discipline

- I can describe how Daniel avoided eating the king's food while still showing respect.
- I can explain the imagery and meaning of Nebuchadnezzar's dream in Daniel 2.
- I can describe the events surrounding Shadrach, Meshach and Abednego's refusal to worship an idol.

##### Lesson 32 Daniel's Devotion

- I can describe the events surrounding the fall of Belshazzar
- I can describe the events surrounding Daniel's time in the lions' den.
- I can recall several ways that God blessed Daniel's faith.

#### Week 35– Testing & Spiritual Emphasis Week (Finish up Daniel lesson)

## Week 36

### Lesson 33 The Prophet Who Ran

- I can describe the major events recorded in the Book of Jonah.
- I can recall ways that God showed patience with Jonah.
- I can explain how God justified His mercy to the Ninevites.

## Week 37

### Lesson 34 The Minor Prophets

- I can recognize several themes from the Minor Prophets
- I can affirm God's care for His people.

## Week 38

### Lesson Review

I can recall important events from Israel's history, from the early kings through the post-exilic period.

- I can recall biblical vocabulary studied this year.
- I can recognize notable biblical figures from the Old Testament.

### Areas to Be Evaluated

- Quizzes/tests
- Class assignments
- Projects

## Course Description Fifth Grade History

**Philosophy Statement:** History is really "His story. From Creation, to the Fall, to the Flood, to the dispersion throughout the earth, to the selection of Abraham and his descendants from which Christ came into the world, God has orchestrated His plan with a singular purpose: "Look unto me, and be ye saved, all the ends of the earth: for I am God, and there is none else" (Isaiah 45:22). Mankind is fulfilling the creative mandates of establishing dominion and inhabiting the earth and reflects the characteristics of God as he seeks to gain knowledge and live within a social system.

**Course Objective:** The students will explore and experience the discovery and development of the New World by reading, researching, discussing, and analyzing a variety of materials as well various cultures that contributed to United States history.

**Textbook:** *New World History and Geography 6* ABeka Book History Series

### Materials:

- Textbooks
- Teacher manual
- Maps/atlasses
- You Tube videos/course videos

- Teacher made materials

**Time Allotted:** 30 minutes per day, 5 days per week

**Biblical Integration:**

History teaches us what mankind, his culture and society, would be like with or without God. The gift of choice pervades every culture. Choosing to live for the one true God or not has serious ramifications. The study of social studies shows the consequences of the choice man makes when he chooses whom he will serve. We also learn that the end does not always justify the means. It is always right to do right. It is always right to follow God, and God blesses those who obey Him. *Romans 15:4 For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope. Psalm 144:15 Happy are the people who are in such a state; Happy are the people whose God is the Lord. Joshua 24:15 Choose this day whom you will serve, whether the gods your fathers served in the region beyond the River, or the gods of the Amorites in whose land you dwell. But as for me and my house, we will serve the LORD.*

**Course Content:**

Quarter 1	<ul style="list-style-type: none"> <li>• Chp. 3 Canada</li> <li>• Chp. 7</li> </ul> <p><b>Project: Travel Brochure about famous US place from Chp. 4, 5 &amp; 6</b></p>
Quarter 2	<ul style="list-style-type: none"> <li>• Chp. 8</li> <li>• Chp. 10- Civil War</li> </ul> <p><b>Project: Research a famous American invention from Chp. 11</b></p>
Quarter 3	<ul style="list-style-type: none"> <li>• Chp. 12 WW 1</li> <li>• Chp. 13 WW 2</li> </ul>
Quarter 4	<ul style="list-style-type: none"> <li>• Chp. 14 19th &amp; 20th Century</li> <li>• Central &amp; South America (Chp 15-18)</li> </ul> <p><b>Project: Country project from Chp. 15-18 (We could have a country fair– see if 6th grade wants to join in with their Nation notebooks?)</b></p>

Weeks 4-5

1st Quarter History Project: Choose region of US from Chp. 4, 5, & 6 to research

- I can research a region of the US and create a travel brochure.

Unit 3: Canada-The Second Largest Country

- I can learn about various geographic regions of Canada.
- I can learn highlights of Canadian history.
- I can learn about the maritime provinces of Canada.
- I can learn about Quebec and Ontario.
- I can learn about the prairie provinces of Canada.
- I can learn about British Columbia and the Territories.

- I can learn about the people, resources, and industry of Canada.
- I can learn about the Canadian government.

Weeks 8-9

United States History

Unit 7: The Colonial Heritage

- I can learn how the English colonized America.
- I can learn about the Pilgrims and their desire for religious freedom.
- I can learn about The New England Colonies.
- I can learn about the Middle Colonies.
- I can learn about the Southern Colonies.
- I can learn about the Great Awakening.

Weeks 13-14

Unit 8: George Washington and the New World's First Republic

- I can learn about his involvement with the French and Indian War.
- I can learn about threats to American freedoms.
- I can learn about the fight for independence.
- I can learn about the battles for independence.
- I can learn how a new nation was born
  - The articles of Confederation
  - The Constitution of the United States
  - The three branches of government
  - The Bill of Rights
  - The first President
  - A new capital

Week 17-19

2nd Quarter History Project: Unit 11- Choose invention to research.

Unit 10: Division and Reunion

- I can learn about slavery, compromise, and states' rights.
- I can learn about the beginning of the Civil War.
- I can learn about important Civil War battles.
- I can learn about other events during Civil War times.
- I can learn about Booker T. Washington and George Washington Carver.

Project: Assign invention: Unit 11: The Nation Grows and Prospers

- I can learn about the western frontier.
- I can learn about immigration, revival and industry.
- I can learn about inventions
  - Robert Fulton and the steamboat
  - Samuel Morse and the telegraph
  - Alexander Graham Bell and the telephone
  - Thomas Edison and his many inventions

- Henry Ford and the automobile
- Jan Ernst Matzeliger and the first shoe-lasting machine
- Norbert Rillieux who invented a sugar-refining process
- Granville T Woods and his many inventions for the railway
- Garrett Morgan and the gas mask and the traffic signal
- Wright brothers and the airplane
- Robert H Goddard and his rocket invention
- New Frontiers
  - Alaska
  - Hawaii
  - The Spanish-American War

Weeks 22-23

#### Unit 12: Into the Twentieth Century

- I can learn about our country in 1900.
- I can learn about President Theodore Roosevelt.
- I can learn about World War 1.
- I can learn about the time between the two World Wars.

#### Unit 13: No Substitute for Victory

- I can learn about different dictators.
- I can learn about the beginning of World War II
- I can learn about the United States entering World War II.
- I can learn about continuing world problems
  - The United Nations and the spread of Communism
  - Berlin is divided
  - Israel becomes a nation
  - The Korean War

Week 26-28

#### Unit 14: Time for Freedom and Responsibility

- I can learn about the years of prosperity and opportunity following World War II
- I can learn about preserving freedom in an age of big government
- I can learn how Ronald Reagan led a return to patriotism and family values.
- I can learn how America fought for freedom in other countries during the presidency of George H. W. Bush.
- I can learn about the close of the twentieth century
  - President Bill Clinton
  - The rise of terrorism in America
- I can learn about the events in the early years of the 21st century.

Weeks 31-32

Project: Choose a Central/South American country to research for a country fair

#### Unit 15: Mexico and Central America

- I can learn differences in Anglo-America and in Latin America
- I can learn about Mexico: Land of the Aztecs

- Early Indian Civilizations
- Spanish Discovery
- Mountains, plains and plateau
- Climate
- Natural Resources
- I can learn about Central America
  - Location and Geography
  - Mayas: Builders of Civilization
  - Climate
  - Natural Resources
  - Wildlife
- I can learn about the countries of Central America
  - Belize
  - El Salvador
  - Honduras
  - Guatemala
  - Nicaragua
  - Panama

Weeks 35-36

#### Unit 16: The West Indies” Islands of the Caribbean

- I can learn about the early history of the West Indies
- I can explore the West Indies
  - Geography
  - Animals and vegetation
  - Industry
- I can learn about the people and islands of the West Indies.
  - Puerto Rico
  - Hispaniola
  - The Bahama Islands
  - Virgin Islands
  - Leeward Islands
  - Windward Islands
  - Netherland Antilles
  - Trinidad and Tobago
- I can learn about Cuba.

Weeks 37-38

#### Unit 17: South America: Continent of Natural Resources

- I can explore South America.
- I can learn about the Amazon and its peoples.
- I can learn highlights of South American History

#### Unit 18: Nations of South America

- I can learn about Peru, Ecuador and Bolivia.
- I can learn about Colombia, Venezuela and The Three Guianas.

- I can learn about Brazil.
- I can Learn about Argentina, Chile, Paraguay and Uruguay.

**Areas of Evaluation:**

- Class notes
- Class assignments
- Quizzes/tests
- Projects

## **Course Description Fifth Grade Language Arts: Grammar**

**Philosophy Statement:** Language is a wonderful gift from God. God created Adam and Eve with the ability to think and speak. Language made it possible for them to communicate with God and with each other. God wants us to communicate with Him and with each other. He has given us the great gift of communication which allows us to hear, listen, speak, write, and read. By utilizing the rules of grammar and spelling, and practicing our listening, speaking, and reading skills, we can communicate more effectively with each other and help to speak and write more effectively about God's word.

**Course Objective:** The students will receive instruction in and demonstrate the ability to use grammar rules when writing and speaking. Students will be able to write complete sentences, write descriptive paragraphs, address envelopes, write different types of letters, complete a book report, and write a research paper on the life of a famous person. They will use correct capitalization and punctuation as they write and strive to incorporate learned skills into their writing to add description and detail. Students will also learn to utilize important tools such as the dictionary, thesaurus, atlas, and encyclopedia. Students will be able to identify verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. All students will communicate by writing in print and cursive forms.

**Biblical Integration:** Intended for the transmission of hope and love, the gift of language can be used directly or subtly to bring glory and honor to God or to man. Through a biblically integrated course of study, students will be able to recognize when, where, and why they and others glorify the Creator or the creation. We learn to read and write well because God has created the written word, and He has placed the mystery of salvation in a written story.

**Textbook: BJU English 5, Second Edition**

**Materials:**

- BJU Student textbook
- Student tests
- Grammar videos (You Tube)

- Student dictionaries
- Teacher-made materials

**Time Allotment:** 30 minutes a day, 5 days per week

## **Course Content:**

Weeks 1-3

Sentences

- I can distinguish between sentences and fragments.
- I can correct fragments in my daily writing.
- I can identify complete subjects and predicates and simple subjects and predicates.
- I can recall the definitions of nouns and pronouns and distinguish between the two.
- I can explain the 4 types of sentences and correctly punctuate each.
- I can change a sentence from one sentence type to another using word order and punctuation.
- I can diagram the simple subject and simple predicate in a sentence.
- I can distinguish between imperative and declarative sentences and imperative and exclamatory sentences.
- I can identify sentences with a compound subject or compound predicate.
- I can correctly use conjunctions to form compound predicates and compound subjects.
- I can correctly use conjunctions to form compound sentences from simple sentences.
- I can diagram compound sentences, compound predicates, and compound subjects.
- I can recall the definition of prepositions and prepositional phrases.
- I can identify prepositions, objects of the preposition, and prepositional phrases.
- I can write compound sentences and demonstrate understanding and use of compound predicates and subjects and prepositional phrases.

Weeks 6-7

Nouns

- I can recall that a noun names a person, thing, place, or animal.
- I can distinguish between common and proper nouns.
- I can distinguish between and identify singular and plural nouns.
- I can learn about and understand that nouns can be used as subjects and as objects.
- I can demonstrate understanding to capitalize proper nouns that name titles of works (poems, books, movies, etc.)
- I can identify nouns that can become abbreviations and their corresponding spelling and punctuation.
- I can form plural nouns by following the guidelines for adding -s and -es.
- I can follow the guidelines for forming plural nouns with words ending in y, o, f, or fe.
- I can correct misspelled plural nouns.
- I can identify and demonstrate use of plural nouns that change their spelling.
- I can distinguish between singular and plural possessive nouns.
- I can write possessive forms of plural nouns.

- I can demonstrate understanding and use of commas in various contexts.

Weeks 10-12

Verbs

- I can recall the definitions of action verbs and linking verbs and distinguish between the two.
- I can identify sensory verbs and verbs of *be* used as linking verbs.
- I can identify a predicate noun or predicate adjective to which the subject is linked by a verb.
- I can identify prepositional phrases.
- I can follow guidelines for identifying, diagramming, and labeling sentence patterns.
- I can distinguish between main verbs and helping verbs.
- I can identify the form of the helping verb that agrees with the subject.
- I can learn about *confusing verbs* and their correct usage in writing.
- I can identify words that come between helping verbs and main verbs.
- I can correctly form contractions using pronouns and verbs.
- I can correctly form contractions using verbs and the word *not*.
- I can identify double negatives and correct within a sentence.
- I can show correct use of commonly misused verbs (ie lie vs lay).

Week 15-17

Pronouns- Chapter 9

- I can distinguish between singular and plural pronouns.
- I can correctly replace singular and plural nouns with their corresponding pronouns.
- I can replace the subject of a sentence with a subject pronoun.
- I can write sentences with subject pronouns and object pronouns.
- I can determine if an object pronoun is a direct object or the object of a preposition.
- I can correctly replace subjects and objects with their corresponding pronouns.
- I can combine sentences to form compound subjects or direct objects.
- I can correctly identify pronouns and their antecedents.
- I can write pronouns that rename antecedents.
- I can identify possessive nouns as singular or plural.
- I can correctly use possessive pronouns in my daily writing.
- I can identify reflexive pronouns and the subjects they rename.
- I can differentiate between reflexive pronouns and their various uses.
- I can correctly use homophones in my daily writing.

Review/Assessments

- Use this week to review any complex concepts/skills that need extra reinforcement.
- Use this week for any winter assessments data that is needed.
- Use this week for any holiday writing/craft activities.

## Weeks 19-21

### More Verbs

- I can differentiate between past, present, and future tense verbs.
- I can identify sentence patterns and correctly label them with abbreviations.
- I can diagram sentences.
- I can correctly choose present tense verbs that agree with the subject.
- I can correctly choose when to add -s or -es, including changing y to i to add -es.
- I can correctly choose present tense verbs when forming compound subjects by using *or*, *either/or*, or *neither/nor*.
- I can write past tense verbs by adding -ed.
- I can determine when to change y to i when adding -ed.
- I can follow the guidelines for doubling the final consonant when adding -ed.
- I can identify past participle verbs.
- I can determine if a helping verb agrees with the subject of a sentence.
- I can choose the correct forms of commonly misused verbs (ie catch vs caught).
- I can choose the correct spelling for irregular verbs.
- I can identify a perfect-tense verb.
- I can determine if a perfect-tense verb is written in present, past, or future tense.
- I can identify various prefixes and suffixes and their meanings.

## Weeks 24-25

### Adjectives and Adverbs

- I can recall the definition of adjectives and adverbs.
- I can identify adjectives and the nouns or pronouns they describe.
- I can identify articles, demonstratives, and proper adjectives as adjectives.
- I can diagram adverbs and adjectives in a sentence.
- I can distinguish between adjectives and adverbs and the words they each describe.
- I can identify negative adverbs: not, never, nowhere, and rarely.
- I can identify adverbs that describe verbs, adjectives, and other adverbs.
- I can correctly use the forms of adjectives and adverbs that compare (-er/-est).
- I can correctly use the forms of adjectives and adverbs that compare using most, more, less, and least.
- I can identify *good* as an adjective and *well* as an adverb.
- I can use the correct comparison forms for the adjectives: good, better, best, badly, worse, and worst.
- I can use the correct comparison forms for the adverbs: well, better, best, badly, worse, and worst.
- I can identify and show understanding of conjunctions: *and*, *but*, and *or*.
- I can locate words or groups of words that conjunctions join.
- I can recognize how commas are used with conjunctions in a series and in a compound sentence.

## Weeks 29-30

### More About Sentences

- I can recall the definition of a preposition.

- I can determine when to use *between* and *among*.
- I can identify prepositions, objects of prepositions, and prepositional phrases in sentences.
- I can correctly use a comma after a dependent clause at the beginning of a complex sentence.
- I can demonstrate when to correctly use commas in letters, dates, and addresses.
- I can demonstrate when to correctly use commas with quotation marks and dialogue.
- I can demonstrate when to correctly use commas with direct address, before a coordinating conjunction, in a series of words, with an appositive, an introductory word, or a long introductory phrase.
- I can identify the subject and verb in a sentence that has prepositional phrases.
- I can expand a sentence by adding prepositional phrases or adverbs.
- I can replace the object of the preposition with an object pronoun.
- I can differentiate between a word used as a preposition and that same word used as an adverb.
- I can identify subordinating conjunctions.
- I can identify dependent and independent clauses.
- I can differentiate between simple, compound and complex sentences.
- I can combine simple sentences to form compound and complex sentences.

Weeks 34-39

Iowa Test Prep/Test

Review

### **Areas to Be Evaluated**

- Class work (independent, small group, whole group)
- Quizzes/tests
- Homework
- Class observations

## **Course Description Fifth Grade Language Arts: Writing**

**Philosophy Statement:** Language is a wonderful gift from God. God created Adam and Eve with the ability to think and speak. Language made it possible for them to communicate with God and with each other. God wants us to communicate with Him and with each other. He has given us the great gift of communication which allows us to hear, listen, speak, write, and read. By utilizing the rules of grammar and spelling, and practicing our listening, speaking, and reading skills, we can communicate more effectively with each other and help to speak and write more effectively about God's word.

**Course Objective:** The students will receive instruction in and demonstrate the ability to use grammar rules when writing and speaking. Students will be able to write complete sentences, write descriptive paragraphs, address envelopes, write different types of letters, complete a book report, and write a research paper on the life of a famous person. They will use correct capitalization and punctuation as they write and strive to incorporate learned skills into their writing to add description and detail. Students will also learn to utilize important tools such as the dictionary, thesaurus, atlas, and encyclopedia. Students will be able to identify verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. All students will communicate by writing in print and cursive forms.

**Biblical Integration:** Intended for the transmission of hope and love, the gift of language can be used directly or subtly to bring glory and honor to God or to man. Through a biblically integrated course of study, students will be able to recognize when, where, and why they and others glorify the Creator or the creation. We learn to read and write well because God has created the written word, and He has placed the mystery of salvation in a written story.

**Textbook:** English 5: Grammar and Writing Bob Jones Press

**Materials:**

- BJU student workbook
- Graphic organizers
- Writing journal
- Writing rubrics
- Teacher-made materials
- Poetry books, fiction/non-fiction books, research articles

**Time Allotment:** 30 minutes a day, 3 days per week

## **Content:**

Week 1

Laying the Foundation

- I can follow classroom rules and organize my supplies.

Weeks 4-5

Writing a Personal Narrative (Chp. 8)

- I can recall the definition of a personal narrative.
- I can identify point of view (1st person, 2nd person, 3rd person).
- I can brainstorm possible topics for a personal narrative using a graphic organizer.
- I can identify run-on sentences.
- I can learn two methods for revising run-on sentences that can occur in story-telling.
- I can learn and demonstrate a variety of ways to begin and close a personal narrative.
- I can outline/plan events and details to include in a personal narrative.
- I can use time-order words to make the order of events clear to the reader.
- I can include dialogue and the use of quotation marks in my narrative.
- I can expand my writing with adjectives and adverbs.
- I can plan, draft, revise, and publish my personal narrative.
- I can participate in a writing conference to help improve my writing.
- I can use proofreading skills to edit my writing for grammar and spelling errors.

Week 8-9

Writing a Compare-Contrast Essay

- I can recall and recognize logical structure to a paragraph.
- I can identify the topic sentence of a paragraph.
- I can explain the meanings of *comparing* and *contrasting*.
- I can identify excess and unnecessary sentences that do not belong in a paragraph.
- I can demonstrate use of placing comparing and contrasting words in a paragraph.
- I can identify the parts of a model essay.
- I can use a thesaurus to locate like and similar words.
- I can explain the stages of the writing process.
- I can brainstorm a list of ideas/topics for an essay.
- I can list details about each topic and organize each in a venn diagram.

- I can recall the purpose of each paragraph in a compare-contrast essay before drafting.
- I can plan, draft, revise, and publish a compare-contrast essay.
- I can participate in a writing conference to help add improvements to my writing.
- I can use proofreading skills to edit my writing for grammar and spelling errors.

## Weeks 13-14

### Writing a Persuasive Business Letter

- I can recall the meaning of *persuade/persuasion*.
- I can distinguish between strong reasons and weak reasons.
- I can identify supporting facts and examples for reasons.
- I can write reasons to support my opinions.
- I can recognize dishonest tactics in persuasion and different types.
- I can rewrite dishonest persuasion to be honest.
- I can identify 4 features of good business letters.
- I can learn about the 6 distinct parts of a business letter.
- I can recognize there is a proper form to a business letter.
- I can brainstorm and choose a purpose for my own business letter.
- I can research and locate the address of that business.
- I can learn the correct form for writing business addresses.
- I can recall the 4 P's of business letter writing before drafting.
- I can plan, draft, revise, and publish a persuasive business letter.
- I can participate in a writing conference to help add improvements to my writing.
- I can use proofreading skills to edit my letter for grammar and spelling errors.
- I can publish my persuasive business letter in Google docs.

## Weeks 17-19

### Diamante and Sense Poem Writing

- I can recall that poetry takes on many forms and can rhyme and not rhyme.
- I can recall the use of thesaurus and its importance in poetry writing.
- I can use a thesaurus to find interesting, unusual, and appropriate words.
- I can learn about the characteristics of a *diamante poem*.
- I can learn about the meaning of *antonyms*.
- I can brainstorm and choose two nouns to contrast in a diamante poem.
- I can plan, draft, revise, and publish a diamante poem.
- I can learn about the characteristics of a *sense poem*.
- I can brainstorm and choose a topic for a sense poem.
- I can plan, draft, revise and publish a sense poem.
- I can use proofreading skills to edit both my poetry for grammar and spelling errors.
- I can publish a poem using Google docs and insert images/clip art.

### Review/Assessments

- Use this week to review any complex concepts/skills that need extra reinforcement.
- Use this week for any winter assessments data that is needed.
- Use this week for any holiday writing/craft activities.

## Weeks 20-23

### Study and Reference Skills

- I can locate important elements in a book (author, illustrator, publisher, title page, copyright page, table of contents, index, glossary, and bibliography).
- I can correctly use a contents page and index page to locate information.
- I can explain the differences between fiction, non-fiction, reference materials, and biography.
- I can demonstrate understanding of when to search by author, title, or keyword.
- I can learn about the various parts of a dictionary (guide words, entry words, pronunciation, and etymology) and its use for identifying meaning and spelling of words.
- I can use guide words to locate words in a dictionary or articles in an encyclopedia.
- I can determine the meaning of a word by comparing the context of the sentence with definitions in the dictionary.
- I can demonstrate how to use an atlas, an almanac, a textbook, and an encyclopedia for information.
- I can demonstrate how to take notes from various sources.

## Weeks 24-28

### Writing a Research Report

- I can recall the definition and purpose of a research report.
- I can identify the content of a given research report.
- I can evaluate a student model of a research report.
- I can explain the steps in writing a research report.
- I can brainstorm topics for a research report.
- I can prepare notecards for a research report.
- I can analyze notes and disregard notes that do not belong.
- I can take notes from non-fiction sources.
- I can write an outline, with its necessary levels, from details on notecards.
- I can plan, draft, revise, and publish a research report.
- I can expand my writing by combining sentences for variety.
- I can include a complete bibliography with my research report to site source information.
- I can use proofreading skills to edit my writing for grammar and spelling errors.

### Historical Figure Research Report

- I can review the main parts of a paragraph.
- I can demonstrate that a research paragraph has a topic sentence, detail sentences, and a closing sentence.
- I can choose a historical figure and read a biography/non-fiction book and/or articles about him/her.
- I can write down important facts about a historical figure on a graphic organizer.
- I can plan, draft, revise, and publish a paragraph about a historical figure.
- I can use proofreading skills to edit my paragraph for spelling and grammar errors.

## Weeks 31-32

### Writing a Book Review

- I can define the meaning and purpose of a book review.
- I can express my opinions clearly and respectfully.
- I can demonstrate ability to formulate reasons for an opinion.
- I can distinguish between negative and positive opinions.
- I can formulate an overall opinion of a book prior to drafting.
- I can recognize the proper structure of a book review.
- I can brainstorm both positive and negative aspects of a book.
- I can use graphic organizers to plan a book review.
- I can identify characteristics of good endings and bad endings.
- I can use a thesaurus to add interesting, appropriate, and unusual words.
- I can plan, draft, revise, and publish a book review.
- I can participate in a writing conference to help add improvements to my writing.
- I can use proofreading skills to edit my writing for grammar and spelling errors.
- I can publish my book review using Google docs and insert clip art/images.

## Weeks 35-36

### Writing Imaginative Instructions

- I can recognize the difference between precise and imprecise wording in directions.
- I can locate precise words in a thesaurus.
- I can add details to a sentence to make the writing more precise.
- I can understand the role and importance of imagination in creativity.
- I can analyze a student model of instructions.
- I can brainstorm an imaginative topic to explain.
- I can complete a time-order chart to plan instructions.
- I can recall the structure of paragraphs that give instructions.
- I can plan, draft, revise, and publish imaginative instructions about a given topic.
- I can participate in a writing conference to help add improvements to my writing.
- I can use proofreading skills to edit my writing for grammar and spelling errors.

## Weeks 37-39

### Writing a Play

- I can recognize the differences between a play and a short story.
- I can explain the dramatic impact of a play.
- I can learn about features of a play.
- I can analyze a student model of a play.
- I can brainstorm a list of fables or folktales to dramatize.
- I can plan for one or two settings for a play.
- I can use a character web to develop characters.
- I can identify the parts of a play's plot.
- I can map the action in a play using a graphic organizer.
- I can divide the chosen fable or folktale into scenes during the planning stage.
- I can formulate scene description, action, and dialogue to include.
- I can plan, draft, revise, and publish a play.

- I can participate in a writing conference to help add improvements to my writing.
- I can use proofreading skills to edit my play for grammar and spelling errors.
- I can publish my play using Google docs.

**Areas of Evaluation:**

- Class work (small group, partner work, whole group, independent work)
- Class writing projects
- Scoring rubrics

## **Course Description Fifth Grade Spelling**

**Philosophy Statement:** The beliefs and practices underlying the teaching of spelling at Bethesda Christian Academy are guided by current educational research on best practices in literacy and writing. At Bethesda Christian Academy we believe that Spelling instruction can be designed to help children better understand the key knowledge, resulting better in both reading and writing. Students will understand that grammar, spelling, vocabulary, composition, and literature are all skills used to glorify God. Through careful analysis, the students will be able to understand the organization of the written word.

**Course Objective:** Students will learn how to examine words to discover the regularities, patterns and conventions of the English language in order to read, write, and spell. Students will not just memorize a list of words for the test. Upon completion, students will be able to transfer this spelling knowledge to their writing.

**Biblical Integration:** *“In the beginning God made from nothing the heavens and the earth.” Genesis 1. God spoke all of Creation into existence. He has authority on spoken language. His word is shared in written communication through the Bible, so we must learn to spell, read, and write to read and share His word.*

**Materials:**

- Words Their Way textbook and word sorts

- Spelling Notebooks
- Teacher-made materials
- Phonics videos (You Tube)

**Time Allotment:** 20-30 minutes per day, 5 days per week

**Course Content:** Each student will be evaluated at the beginning of the year to identify their current spelling level. After the initial evaluation, students will be placed in groups based on need and given words each week that build upon that need. Students will continue to move through the Words Their Way phases throughout the year. Success is measured when a student is spelling words correctly in their writing, not just for the test.

Weeks 1-2

Laying the Foundation

- I can complete a spelling inventory to determine my developmental spelling level
- I can follow classroom rules and organize my classroom supplies.

Weeks 3-9 (no spelling Week 5)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 10-20 (use Weeks 10-11 as one whole week for a spelling unit; no spelling Weeks 14, 16, 19, 20)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 21-28 (no spelling Weeks 22, 26; use Weeks 27-28 as one whole week for a spelling unit)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Weeks 29-39 (no spelling Weeks 33, 35, 39; use Weeks 36-37 as one whole week for a spelling unit)

Spelling Sorts

- I can sort and spell new words each week based on a specific feature; differentiated spelling patterns based on my individual spelling needs.

Week 38-39 Greek/Latin Roots

- I can identify Greek and Latin roots in English words.
- I can use these roots to determine a words meaning.

**Areas to be Evaluated:**

- Weekly spelling words
- Class participation/independent work
- Weekly tests
- Periodic spelling inventories