



Fifth Grade Core Curriculum

Table of Contents

Bible	2
Writing Composition	3
Grammar	4
Mathematics	5
Reading	7
Science.....	9
History.....	10
Spelling	11

BIBLE CURRICULUM



❖ **Instructional Goals**

The students will understand God's faithfulness to His people through Biblical character studies. The students will have the opportunity to examine their own character and assess it according to God's grace and faith in their lives.

❖ **Instructional Objectives**

The students will:

- ◆ Learn faithful choices made by prophets and apostles
- ◆ Learn God supports the faith of His people
- ◆ Learn to know the basics of our faith
- ◆ Learn how to live and tell about our faith
- ◆ Learn and practice character traits
- ◆ Apply God's principles to their lives
- ◆ Apply Crusader Code: responsible, respectful, honest, safe, kind to real life situations

❖ **Units Studied**

- ◆ The divided kingdom and God's faithfulness in their new surroundings
- ◆ Biblical instruction to God's people
- ◆ Basic understanding of their faith
- ◆ Learning how to live out and share their faith
- ◆ Peacemakers
- ◆ Crusader Code

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Devotions and prayer
- ◆ Chapel
- ◆ Plays, research, presentations
- ◆ 120 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Attentiveness and participation in class
- ◆ Written, oral, and art projects
- ◆ Bible verse test
- ◆ Periodic testing

❖ **Text/Resources**

- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Biblical Choice for a New Generation, Standard Publishing, 2002
- ◆ Chapel each week



- ◆ The Young Peacemakers; chapters 1,2, 9-12, Shepherd Press, 1997
- ◆ Walk Through the Bible Ministries, Inc. 1989

WRITING COMPOSITION CURRICULUM

❖ Instructional Goals

Students will build on previous skills to develop competence in basic writing skills needed to combine sentences, write a good topic sentence, expand paragraphs, and to write various kinds of paragraphs. Students also develop their skills for combining paragraphs into stories, compositions, letters, and reports. They are taught to use the writing process (pre-writing, drafting, revision, editing and publishing). They learn to express their thoughts and feelings through the written word. Writing is integrated with topics in Bible, Reading, History, and Science. Students will learn to effectively communicate their thoughts, feelings, experiences, and knowledge of God's word to others.

❖ Instructional Objectives

The students will:

- ◆ Write clearly and orderly using a variety of styles and forms
- ◆ Write complete sentences using proper capitalization and punctuation
- ◆ Write using basic paragraph form
- ◆ Revise and proofread own work
- ◆ Work with peers in revision groups offering positive comments and constructive suggestions
- ◆ Take notes from reading materials
- ◆ Make an outline to be used for a report
- ◆ Write a content area report

❖ Units Studied

- ◆ Book reports
- ◆ Research reports
- ◆ Journaling
- ◆ Outlines
- ◆ Creative Writing
- ◆ Editing
- ◆ Note-taking
- ◆ Paragraph form
- ◆ Excellence in Writing- outline, dress up, sentence openers

❖ Instructional Methods



- ◆ Direct instruction
- ◆ Journals
- ◆ Rubric
- ◆ Brainstorming
- ◆ Peer editing
- ◆ Cooperative learning
- ◆ Note-taking
- ◆ 115 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Attentiveness and participation in class
- ◆ Rubrics
- ◆ Special projects
- ◆ Writing samples
- ◆ Reports
- ◆ Journaling

❖ **Text/Resources**

- ◆ Easy Grammar, Wanda Phillips, Scottsdale, AZ, 1994
- ◆ Wacky Wee Search, Barry Lane, Discover Writing Press, Shoreham, VT, 2001
- ◆ Why We Run With Scissors, Barry Lane, Discover Writing Press, Shoreham, VT, 2001
- ◆ Six Trait Crate, Scholastic, 2004
- ◆ Excellence in Writing, Andrew Pudewa, 1995

GRAMMAR CURRICULUM

❖ **Instructional Goals**

Language in grade five reviews, reinforces, and introduces skills in punctuation, capitalization, and usage skills. Students will review the parts of speech, learn how they can be used most effectively, and work to communicate clearly in written language. Language and grammar usage is integrated with Bible, reading, science, history, and spelling. Students need to learn language and grammar to effectively communicate and influence the world around them.

❖ **Instructional Objectives**

The students will:

- ◆ Identify and label parts of speech
- ◆ Create grammar rule booklets to apply and practice rules



- ◆ Practice grammar skills through proofreading for capitals, punctuation, and usage
- ◆ Learn basic structural parts of a sentence: prepositional phrases, verbs, subjects, direct objects, infinitives, adjectives, etc.

❖ **Units Studied**

- ◆ Prepositions
- ◆ Verbs: action, linking
- ◆ Nouns/subjects
- ◆ Adjectives
- ◆ Adverbs
- ◆ Pronouns
- ◆ Interjections
- ◆ Sentence types
- ◆ Capitalization
- ◆ Punctuation

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Sentence strips
- ◆ Pantomimes
- ◆ White Boards
- ◆ Student created rule books
- ◆ Daily Oral Language
- ◆ 85 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Attentiveness and participation in class
- ◆ Tests and quizzes
- ◆ Special projects
- ◆ Rubric
- ◆ Transfer of grammar usage in all subjects
- ◆ White boards

❖ **Text/Resources**

- ◆ Easy Grammar: Grades 5 and 6, ISHA Enterprises, INC., 1994
- ◆ Daily Oral Language, McDougal, Litterall and Company, 1989
- ◆ Daily Grams; Easy Grammar, ISHA Enterprises, INC., 1987



MATHEMATICS CURRICULUM

❖ Instructional Goals

The mathematics program builds on prior concepts of addition, subtraction, multiplication, and division. It introduces and builds skills with fractions, decimals, pre-algebra, percentage, geometry and measurement. It builds on making math useful in their lives every day, helping students understand how these concepts relate to one another, and teaching skills that will allow the students to make more effective use of these concepts.

❖ Instructional Objectives

The students will cover the following concepts:

- ◆ Review place value
- ◆ Understand and calculate using addition, subtraction, multiplication, and division processes to three digit whole numbers and decimals
- ◆ Compute averages, mean, median, and range
- ◆ Compute with decimals, understanding their purpose in fractional numbers and money
- ◆ Understand basic concepts of plane geometry
- ◆ Use story problems to allow students to discover mathematical common sense and critical thinking, and mental math strategies
- ◆ Estimate and approximate answers when appropriate
- ◆ Apply use of mental math to problem solve
- ◆ Articulate logical reasoning in problem solving
- ◆ Factor numbers to prime in order to be utilized in GCF and LCM
- ◆ Solve pre-algebraic expressions utilizing order of operations
- ◆ Develop understanding of basic mathematical terminology
- ◆ Understand and apply, percentage,

❖ Units Studied

- ◆ Place value and counting
- ◆ Add, subtract, multiply, divide whole number, decimals, and fractions
- ◆ Estimation
- ◆ Problem solving and applications
- ◆ Geometry

❖ Instructional Methods

- ◆ Direct Instruction
- ◆ Practice: white board, paper, pencil
- ◆ Manipulatives
- ◆ 215 minutes per week



- ❖ Evaluation Techniques
 - ◆ Tests
 - ◆ Daily work, practice and enrichment worksheets
 - ◆ Speed drills using Mad Minutes
 - ◆ Periodic reviews
 - ◆ Daily Cumulative Review
 - ◆ Informal evaluation as to whether the student is able to make practical application of the concepts taught.

- ❖ Text/Resources
 - ◆ Scott Foresman-Addison Wesley, 2001
 - ◆ Daily Cumulative Reviews, Scotts Foresman-Addison Wesley
 - ◆ Mad Minutes Math Activities, Addison Wesley Co., 1981

READING CURRICULUM

- ❖ **Instructional Goals**

Since most students have mastered the basic reading skills by fifth grade, we want to provide meaningful reading experiences while reinforcing reading skills. The curriculum broadens the scope of the child's reading experience by including a variety of literature types. Critical thinking skills are emphasized along with developing vocabulary, word attack skills, comprehension skills, and study skills. Students learn to examine literature and evaluate it from a Christian perspective. Learning to read enables the students to obtain knowledge in all subjects to comprehend God's teaching, to apply His principles, for the overall good for living a life to glorify God.

- ❖ **Instructional Objectives**

The students will:

 - ◆ Foster the love and appreciation of books, literature and poetry, both Christian and secular
 - ◆ Stimulate, improve, and extend independent reading
 - ◆ Teach comprehension skills to enable the child to read accurately
 - ◆ Teach word-study skills in order that the child may understand more completely
 - ◆ Introduce students to new ideas
 - ◆ Introduce students to a variety of literature types
 - ◆ Help students predict and think critically about key concepts
 - ◆ Understand and identify parts of a novel: setting, plot, theme, and characterization



❖ **Units Studied**

- ◆ Treasures
- ◆ Poetry
- ◆ Literary devices: main idea, details, plot, setting, characterization, sequence, cause and effect, conflict, resolution, climax
- ◆ Fables
- ◆ 2 book reports
- ◆ The Cay

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Plays
- ◆ Illustrations
- ◆ SRA
- ◆ Discussion groups: small and large
- ◆ Skill Practice
- ◆ Graphing, diagrams, charts
- ◆ 155 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Attentiveness and participation in class
- ◆ Tests and quizzes
- ◆ Special projects
- ◆ Reading verification
- ◆ Book reports: written and oral
- ◆ Contributions to class discussion

❖ **Text/Resources**

- ◆ SRA, McGraw Hill, 2000
- ◆ Poetry- teacher notes
- ◆ Treasures, McMillan/McGraw-Hill, 2007
- ◆ Treasures Anthology, McMillan/McGraw-Hill, 2007
- ◆ Plays from Ancient History Readers Theater, Teacher Created Resources, 2008
- ◆ The Cay, Learning Links, Inc. 2003
- ◆ The Cay, Teacher Created Resources, 2008
- ◆ Aesop's Fables, Scholastic Inc. 1963



SCIENCE CURRICULUM

❖ **Instructional Goals**

Science students in Christian education involve themselves in more than "the search for scientific knowledge". One way God has chosen to reveal Himself is through His wonderful creation. By systematically studying scientific concepts from a Christian perspective, students understand nature and its forces in a way that is consistent with Biblical principles and perspectives. Fifth grade science brings the students, through discovery methods, to a better understanding and respect for God's creation.

❖ **Instructional Objectives**

The student will:

- ◆ Collect, record and interpret data
- ◆ Analyze data
- ◆ Problem solve
- ◆ Observe, synthesize, evaluate and apply data
- ◆ Measuring and using numbers
- ◆ Collecting and recording data
- ◆ Generating and expressing ideas
- ◆ Infer and predict

❖ **Units Studied**

- ◆ The Solar System and Beyond
- ◆ Populations and Ecosystems
- ◆ Energy, Work, and Machines
- ◆ Light and Sound
- ◆ The Solid Earth
- ◆ Plants
- ◆ Movement and Control

❖ **Instructional Methods**

- ◆ Direct Instruction
- ◆ Demonstrations
- ◆ Labs
- ◆ Lab: 40 minutes per week
- ◆ Classroom: 100 minutes per week

❖ **Evaluation Techniques**

- ◆ Tests
- ◆ Projects
- ◆ Labs



- ◆ Work sheets
- ◆ Group work
- ◆ Participation

❖ **Text/Resources**

- ◆ Discovery Works Grade 5, Silver Burdett Ginn, 1999
- ◆ Hands-on Science Specialist (see science appendix)

HISTORY CURRICULUM

❖ **Instructional Goals**

The fifth grade history curriculum is a sequential study of ancient civilizations beginning with early Mesopotamia cultures, Israel, Egypt, Greece, Rome, Byzantium, and Middle Ages. The students will gain a deeper understanding of God's hand in history.

❖ **Instructional Objectives**

The students will:

- ◆ See the working of God in the history of human kind
- ◆ Understand the past and its relationship to our present culture
- ◆ Understand the relationship between geography and history and the influence of the former on the latter
- ◆ Look at and discriminate between human-centered and God-centered points of view
- ◆ Develop a sense of time and order

❖ **Units Studied**

- ◆ World Geography
- ◆ Mesopotamia
- ◆ Ancient Israel
- ◆ Ancient Egypt
- ◆ Ancient Greece
- ◆ Ancient Rome
- ◆ Byzantium
- ◆ Middle Ages

❖ **Instructional Methods**

- ◆ Direct Instruction
- ◆ Research projects
- ◆ Simulation games
- ◆ Plays



- ◆ 160 minutes per week

❖ **Evaluation Techniques**

- ◆ Tests
- ◆ Maps
- ◆ Workbook
- ◆ Projects and reports
- ◆ Time lines and journals

❖ **Text/Resources**

- ◆ Old World History and Geography 3rd edition, A Beka Publishing, 1991
- ◆ Heritage Studies 6 grade second edition, Jones U. Press, 1998
- ◆ Heritage Studies 6 grade, St. Worktext BJU Press, 2000
- ◆ Ancient World Reading Theater, Teacher Created Resources, 2008
- ◆ Ancient Simulations, Teacher Created Materials, 2004
- ◆ World History Simulations, Teacher Created Materials, 1993
- ◆ Read Aloud Plays Ancient World, Scholastic, 2005

SPELLING CURRICULUM

❖ **Instructional Goals**

The fifth grade Spelling curriculum focuses in on 675 high frequency word, frequently misspelled words. The skills presented include the review of all basic phonic principles and spelling generalizations with a special focus on exceptions. The student will learn to spell high frequency words and their word forms in order to express their ideas more clearly in writing. The student will learn to spell words, retain spellings and use the word in daily writing. The student's spelling vocabulary will be expanded. Words will be taken from current curricular areas to encourage good spelling in all written communications. Teacher chosen word list will target words that challenge all students.

❖ **Instructional Objectives**

The students will cover the following concepts:

- ◆ Words most frequently used and misspelled in writing
- ◆ Words of advanced vocabulary levels and of higher challenge
- ◆ Words that represent current curricular studies
- ◆ Basic phonics principles and spelling generalizations with special focus on exceptions
- ◆ Apply phonetic and structural analysis to the spoken and written word
- ◆ Develop skill in using content and context clues for vocabulary acquisition
- ◆ Create sentences using correct spelling



❖ **Units Studied**

- ◆ Spelling by analogy
- ◆ Short and long vowel spelling patterns
- ◆ Consonant spelling patterns
- ◆ Hard/soft consonant spelling
- ◆ Consonant blends
- ◆ Irregular spellings
- ◆ Multi-syllabic words
- ◆ Silent letters
- ◆ Spelling digraphs
- ◆ Spelling diphthongs
- ◆ Spelling vowel-r
- ◆ Spelling soft-syllable endings
- ◆ Letter/letter group substitutions
- ◆ Prefixes/suffixes

❖ **Instructional Methods**

- ◆ Direct Instruction
- ◆ Tests
- ◆ Daily work
- ◆ 90 minutes per week

❖ **Evaluation Techniques**

- ◆ Tests
- ◆ Daily work
- ◆ Transfer of skills to other work

❖ **Text/Resources**

Rebecca Sitton Spelling Sourcebook for Fifth Grade Teachers 2nd edition, Egger Publishing, Inc., 2002