

Fifth Grade

Grade level Description

Teachers fill in here.

Bible

Theme/Master Question:

Chronicles through Malachi, Job

Description:

This class is a graded course and is intended to build the students' love of scripture and knowledge of the historical events and context of the books of Chronicles through Malachi, including Job. Emphasis is placed on practical application through teacher-led devotions and memorization of key passages aimed at building character and godliness.

This is done through:

- research work by small groups and individuals on specific projects;
- integration with art, geography, history, and music;
- building models, making drawings, writing stories, playing games, and making collections and displays;
- dedicated memory work time during “memory period”;
- studying, drilling, and reviewing flashcards;
- teacher-led devotionals.

Grammar/Composition

Theme/Master Question:

How can good grammar lead to good thinking?

Description:

This course continues the grammar school study of formal English grammar as well as the fundamentals of composition. Students master parts of speech and apply their knowledge of words to form strong written and oral compositions. This study lays essential groundwork for future lessons in logic and rhetoric and is a key part of the overall curriculum. (See also Spelling / Penmanship.)

This is done through:

- primarily large-group instruction using *Shurley* grammar question and answer flow;
- review of all basic grammar instruction through repeated chants, jingles, and applications;
- individual instruction and editing;

- imitation of well-written works to teach writing skills;
- integration with other subjects in writing / oral presentations;
- frequent creative writing exercises involving the elements of a story, connected with literature/reading
- peer editing and student presentations on composition work;
- keeping a commonplace journal from 1st to 4th grades incorporating quotes;
- connection with the class theme of Four Loves as appropriate.

Spelling/Penmanship

Theme/Master Question:

How does well-ordered spelling and writing help to order our thoughts?

Description:

This course continues the grammar school study of spelling and handwriting. Students continue to refine their handwriting, especially cursive, in their second year of study. This study lays essential groundwork for future lessons in logic and rhetoric and is a key part of the overall curriculum.

This is done through:

- review of all basic grammar instruction through repeated chants, jingles, and applications;
- individual instruction and editing;
- class spelling bees;
- using imitation of well-written works to teach writing skills;
- integration with other subjects in writing / oral presentations;
- frequent creative writing exercises involving the elements of story, connected with literature / reading;
- dedicated memory work time during “memory period”;
- peer editing and student presentations on composition work, and cursive writing practice.

Literature/Reading

Theme/Master Question:

How do the stories of ages past relate to us today?

Description:

The aim of this course is to help students demonstrate adequately improve in their reading skills, their understanding of literature, and their application of literary skills. Fourth-grade literature focuses on primarily historical fiction, fantasy, and adventure-themed pieces tying in with the study of the Middle Ages.

This is done through:

- small reading groups where students read orally, listen, and follow along with other students;
- individual oral reading to the teacher, teacher's aide, or parent volunteer;
- discussion about the book, in large or small groups, and answering oral and written questions;
- using pictures, objects, projects, personal stories, guest speakers, or field trips to increase comprehension and vocabulary, relating as much as possible to the lives of the students;
- providing time for silent reading and teacher or guest reading to students;
- integration with art, Bible, grammar, history, Latin, etc.;
- providing required oversight of independent reading.

Math

Theme/Master Question:

How do mathematics reflect the ordered world of God's creation and his immutable, logical character?

Description:

This course continues the grammar school study of arithmetic. Students should demonstrate an increasing understanding that God gave us numbers and mathematical systems to help us in life and to also help us understand His immutable (unchangeable) and logical character.

This is done through:

- teaching is primarily lecture and coaching, presenting new material and reviewing with the class using individual whiteboards at the desk, followed by working with students individually and in small groups to practice problem-solving strategies and conceptual thinking about math;
- math is connected as often as possible to real-life situations and challenges;
- emphasis is placed on logical evaluation of how and why math works and rote memorization of math facts;
- math drills and games;
- class begins each day with a brief activity, questions to consider, or math drill to prepare for the lesson or review.

History/Geography

Theme Question:

Middle Ages, Renaissance, and Reformation

Description:

This course continues the grammar school study of history, focusing primarily on Europe during the Middle Ages. Students focus on the key figures and events of the time period and celebrate with a Medieval Festival in the spring.

This is done through:

- primarily reading and discussion-oriented classes, based on individual or in-class readings as well as lectures;
- debates, recitations, reading, or history card worksheets, and student presentations;
- viewing and discussing pertinent works of art, literature, music, and poetry;
- class begins each day with a brief activity, questions to consider, or written response designed to focus the class discussion and prepare students for the lesson;
- research work by small groups and individuals on specific projects;
- field trips to related sites and museum exhibits;
- building models, making drawings, writing stories, playing games, and making collections and displays.

Science

Theme/Master Question:

The Four Loves: How are God's invisible attributes seen in the properties of matter and energy?

Description:

This course is the first of three courses in which students explore creation through the major fields of science—physics (4th grade), chemistry (5th grade), and biology (6th grade). Students practice carefully observing and describing God's creation through the study of energy; forces and motion; simple machines; waves, sound, color, and light; space and the solar system; electricity and magnetism; and the lives of important scientists. As students see how God's "invisible attributes, His eternal power and divine nature" are displayed through creation, the ultimate goal of the course is that our students know and worship God more fully.

This is done through:

- conducting experiments to raise or answer questions, discussing readings, and lecturing.
- applying to students' experiences concepts learned.
- creation of a science journal, including drawings, reading notes, and lab notes.
- experiments, averaging 4 per quarter.
- class begins each day with a brief activity, questions to consider, or written response designed to focus the class discussion and prepare students for the lesson.
- integration with and application of other subjects when possible. Students should practice handwriting, narration, fine observation, drawing, coloring, and descriptions as they create their science journals.
- teachers create one point of integration with their history time period each quarter.

Latin

Theme/Master Question:

The Four Loves: Why is Latin a special language in history?

Description:

This course continues a two-and-half-year grammar school program, which lays a foundation for learning Latin based on comprehensible input methods.

This is done through:

- Latin instruction should follow comprehensive input methods as much as possible; teacher will speak slowly, engage in unceasing repetition of phrases, and keep speech at a level where students comprehend what is said;
- new Latin structures should be used and practiced repeatedly until students are familiar with them;
- Latin workbook activities;
- readings from Latin readers;
 - large group oral translations;
 - individual oral translations;
 - acting out of Latin stories;
- Latin songs;
- as applicable, identify and discuss examples of the class theme of the Four Loves.