5th Grade
Language Arts

Course Title: Language Arts- Language Grammar, Writing, Reading, Spelling & Poetry
Course Type: Academic
Grade Level: Fifth Grade
Time on Task: 1¾ hours per day, 8¾ hours per week

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

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

Spiritual Goals:

1. Teach the child to read the Scripture for himself. (II Timothy 3:16, 17, II Peter 1:20,21)
2. Enable the student to evaluate all methods of communication using God's Word as a standard. (Hebrews 5:14, II Peter 1:19, Proverbs 2)
3. Train the student to communicate the gospel of Jesus Christ clearly in the spoken and written word. (I Peter 3:15)

Language Grammar

Course Scope and Sequence

- **Sentences**
- **Nouns**
- **Verbs**
- **Study and Reference Skills**
- **Pronouns**
- **Adjectives and Adverbs**

Biblically Integrated Concepts

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

Course Objectives:

The student will:

1. identify sentences and fragments.
2. correct fragments.**(PASS)**

3. identify complete subjects and predicates, simple subjects and predicates, compound subjects and predicates.
4. identify nouns, pronouns, verbs, adjectives, adverbs, prepositions, direct objects, objects of the preposition, prepositional phrases, and conjunctions in sentences. **(PASS)**
5. identify and punctuate the following types of sentences: declarative, imperative, interrogative, and exclamatory sentence.
6. diagram sentences.
7. combine subjects and predicates by using *and*, *or*, *but*.
8. combine sentences to form compound sentences.
9. diagram compound sentences.
10. distinguish between common/proper nouns and singular/plural nouns.**(PASS)**
11. use proper capitalization rules: proper nouns, titles, months, days. **(PASS)**
12. use abbreviations correctly: months, days, titles, measurement units.**(PASS)**
13. form plurals of nouns correctly.**(PASS)**
14. distinguish between singular possessive/plural possessive nouns.**(PASS)**
15. use commas correctly: items in a series, dates, appositives, introductory words, direct address, compound sentences, dialogue, dependent clauses, greetings and closings in letters, addresses compound sentences.**(PASS)**
16. distinguish action verbs from linking verbs.
17. distinguish between subject nouns and predicate nouns.
18. label sentence patterns.
19. use proper subject/verb agreement.**(PASS)**
20. form contractions correctly.
21. correct double negatives in writing.
22. use correct forms of the following verbs: lie/lay, set/sit, rise/raise, teach/learn, let/leave, can/may.
23. identify and use correctly the following parts of a book: title page, copyright, table of contents, index, glossary, bibliography.**(PASS)**
24. differentiate fiction, nonfiction, reference materials, and biographies.
25. use a library correctly for research.**(PASS)**
26. identify and use guide words, entry words, pronunciation guide, and etymology on a dictionary page.**(PASS)**
27. determine which definition to use by the context of the sentence.**(PASS)**
28. take notes from an article.**(PASS)**
29. identify and use singular and plural pronouns correctly.**(PASS)**
30. identify and use subject, object, and possessive pronouns.**(PASS)**
31. identify the antecedent of a pronoun.
32. identify reflexive pronouns.
33. differentiate reflexive pronouns used as direct objects and reflexive pronouns used as objects of a preposition.
34. use homophones correctly.**(PASS)**
35. Differentiate present-, past-, and future-tense verbs.
36. use the proper tense verb in sentences.**(PASS)**
37. use proper spelling rules to form tenses of verbs.**(PASS)**
38. distinguish between adjectives/adverbs.**(PASS)**
39. use adverbs correctly to compare two items or three or more items.**(PASS)**
40. determine when to use *good* and *well* correctly.
41. determine when to use *between* and *among*.

42. expand sentences by adding prepositional phrases or adverbs.
43. identify subordinating conjunctions.
44. distinguish between dependent and independent clauses.
45. differentiate simple, compound, and complex sentences.
46. combine simple sentences to form compound and complex sentences.

Resources: BJU English 5

Writing

Course Scope and Sequence

- **Compare/contrast essay**
- **Business letters**
- **Diamante and sense poems**
- **Personal narratives**
- **Book reviews**
- **Research reports**
- **Writing instructions**
- **Plays**

Biblically Integrated Concepts

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

The student will:

1. identify topic sentences.**(PASS)**
2. recognize structure in paragraphs.
3. identify parts of an essay.
4. plan, draft, revise, and proofread a compare-contrast essay.**(PASS)**
5. correctly use a thesaurus.
6. identify the stages in the writing process.**(PASS)**
7. organize details in a Venn diagram.**(PASS)**
8. recognize errors using a proofreading checklist.
9. identify persuasion in writing as honest or dishonest.
10. identify parts of a business letter.
11. plan, draft, revise, proofread, and publish a persuasive business letter.**(PASS)**
12. address an envelope correctly.
13. identify characteristics of a diamante.**(PASS)**
14. draft, revise, proofread, and publish a diamante.
15. correct run-on sentences using 2 different methods.
16. identify first person point of view.
17. plan, draft, revise, proofread, and publish a personal narrative.**(PASS)**
18. plan, draft, revise, proofread, publish and present a book review.**(PASS)**
19. identify steps in writing a research project.**(PASS)**
20. prepare note cards for a research project.**(PASS)**
21. create an outline.
22. plan, draft, revise, proofread, and publish a research report.**(PASS)**
23. recognize the difference between precise and imprecise wording in instructions.

24. choose appropriate time order words to clarify instructions.
25. draft, revise, proofread, and publish imaginative instructions.**(PASS)**
26. identify features of a play.**(PASS)**
27. draft, revise, proofread, and publish a play.**(PASS)**

Resources: BJU: English 5

Reading/Literature

Course Scope and Sequence

- To increase speed and comprehension
- To increase fluency and expression in reading
- To identify key story elements: plot, characters, setting, climax, conclusion, goal, conflict, resolution
- To expand vocabulary through word study
- To make, confirm, and revise predictions during reading
- Determine the meaning of unknown words by using context clues
- Determine the meaning of unknown words by using a glossary or dictionary
- Recognize structural patterns found in informational text: compare/contrast, cause/effect, problem/solution
- Identify theme and main idea of a text
- Distinguish between fact and opinion in writing
- Share and discuss books with peers
- To select reading material appropriate for the reading level
- Identify parts of a book
- Use card catalog
- Identify different genre of literature: fantasy, folklore, historical fiction, nonfiction, biography, myth, fable

Biblically Integrated Concepts

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

Course Objectives:
The student will:

1. distinguish between God's truth and man's own thinking by comparing a variety of literature.
2. discern appropriate literature for a child of God.
3. adjust the speed of reading according to content.
4. comprehend what is read.**(PASS)**
5. demonstrate expression in reading.**(PASS)**
6. identify and describe main characters in a story.**(PASS)**
7. determine the setting of a story.

8. summarize the plot of a story in a few sentences.**(PASS)**
9. restate the climax of a story.
10. relate the conclusion of a story.**(PASS)**
11. explain the conflict/resolution in a story.**(PASS)**
12. analyze the themes within a story.**(PASS)**
13. predict outcomes in literature.**(PASS)**
14. relate cause/effect found in literature.**(PASS)**
15. distinguish between fact and opinion in writing.**(PASS)**
16. restate the main idea of a paragraph.**(PASS)**
17. critique an author's work.
18. summarize a book and share it with the class.**(PASS)**
19. use dictionary/glossary to determine unknown words.
20. interpret context for clues to determine unknown words.**(PASS)**
21. identify the parts of a book.
22. classify literature into groups according to genre.**(PASS)**

Literature Selections:
**Incoming Summer Reading-Cricket in Times Square*
The Good Master
The Door in the Wall
Maniac Magee
Amos Fortune, Free Man
The Lion, the Witch, and the Wardrobe

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

Field Trips:
Public Library

Spelling and Poetry

Course Scope and Sequence

- learn and apply phonics rules
- increase vocabulary
- identify synonyms, antonyms, and homonyms
- write good sentences
- write dictated sentences
- learn exact meanings of words
- learn pronunciation of words
- use dictionaries
- understand dictionary markings for pronunciation

- identify misspelled words
- improve proofreading skills
- identify the different usages of some troublesome pairs of words
- enjoy and appreciate good poetry
- read poetry with appropriate expression

Course Objectives

The student will be able to apply the following spelling rules in their daily school work:

1. double the final consonant before adding a suffix beginning with a vowel if:
    - The word has only one syllable or is accented on the last syllable.
    - The word ends in a single consonant preceded by a vowel.
2. do not double the final consonant if:
    - the last syllable is not accented.
    - the word does not end in a single consonant preceded by a single vowel.
3. for words ending in y preceded by a **consonant**, change the *y* to *i* before all suffixes except those beginning with *i*.
4. for words ending in *y* preceded by a **vowel**, do not change the *y* before adding a suffix.
5. in adding a suffix to a word ending in silent *e*, retain the *e* if the suffix begins with a **consonant**.
6. in adding a suffix to a word ending in silent *e*, drop the *e* if the suffix begins with a **vowel**.
7. *i* before *e* except after *c*.
8. *i* before *e* except after *c* or when sounded like */a/* as in neighbor and weigh.
9. do not use a hyphen when using the prefixes *non-*, *pro-*, and *un-* unless they are joined to a word beginning with a capital letter.
10. use a hyphen with the prefixes *ex-*, *self-*, and *elect-*.
11. memorize selected poems

Resources:

Abeka Books: Spelling and Poetry 5
ACSI Poetry Selections

5th Grade
Mathematics

Course Title: 5th grade Mathematics
Course Type: Academic
Grade Level: 5th
Time on Task: 1 hour per day, 5 hours per week

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

Course Description-Fifth grade mathematics includes the four basic mathematical processes: addition, subtraction, multiplication, and division. Fractions are major part of fifth grade mathematics. Students will learn to add and subtract fractions with different denominators, multiply fractions, reduce fractions, and write equivalent fractions. There is also an emphasis on problem solving, geometry, and measurements.

Spiritual Goals
1. To help students develop an awareness that God has given reasoning abilities to man as a gift to be used daily. (Philippians 4:9, Job 32:8, James 1:17, I Corinthians 2:16, Genesis 1:26)

2. To help students gain attitudes and habits of good stewardship. (Proverbs 19:15, Hebrews 6:12, Matthew 25:14-30)

3. To help students recognize God's exactness, preciseness, and completeness through the study of mathematics. (Colossians 1:16-19, Psalm 8:3-9)

Scope and Sequence

- whole number concepts and computation
- mental math
- problem solving
- patterns and sequences
- measurements
- fractions and mixed numbers
- geometry
- decimal numbers
- statistics and probability

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

Course Objectives:
The student will:

Whole number concepts and computation

1. count sequences.
2. identify even and odd numbers.
3. use money to illustrate place value.
4. compare whole numbers.
5. name and write numbers through hundred millions.
6. identify negative numbers.
7. read and write whole numbers in expanded notation.
8. use the addition, subtraction, multiplication, and division algorithm.
9. multiply by multiples of 10 and 100.
10. use multiplication to perform repeated addition.
11. add and subtract dollars and cents.
12. multiply by one-digit numbers.
13. multiply three factors.
14. find missing numbers in multiplication.
15. show divison three ways.
16. list the factors of whole numbers.
17. round numbers using a number line.
18. divide with zeros in the quotient.
19. perform short division.
20. multiply by two-digit numbers.
21. divide by multiples of 10.
22. multiply by three-digit numbers.
23. estimate answers.**(PASS)**
24. find the greatest common factors of specified numbers.**(PASS)**
25. divide by two-digit numbers.
26. round dollars and cents to the nearest dollar.
27. read and draw number lines.

Problem Solving

1. use formulas to solve word problems with certain key words.
2. find a missing number in addition, subtraction, multiplication, and division problems.**(PASS)**
3. solve problems about division of time.
4. solve two-step word problems.

Measurement

1. read an inch ruler to the nearest ¼ of an inch.
2. read a centimeter scale to the nearest tenth.
3. convert units of length, weight, mass, and liquid measures.**(PASS)**
4. read and write time from a clock.

Statistics and Probability

1. name a simple probability.**(PASS)**
2. determine probability and chance.**(PASS)**

Fractions and Mixed Numbers

1. read fractions with halves, fourths, and tenths.
2. picture fractions.
3. identify fractions on a number line.**(PASS)**
4. determine half of an odd number.
5. compare fractions.**(PASS)**
6. identify mixed numbers.
7. add and subtract fractions with common denominators.
8. add and subtract mixed numbers.
9. illustrate fraction stories.
10. simplify mixed measures.
11. divide and write quotients with fractions.
12. write fractions equal to 1.
13. subtract a fraction from 1.
14. subtract a fraction from a whole number greater than 1.
15. change improper fractions to whole or mixed numbers.
16. change improper mixed numbers to whole or mixed numbers.
17. multiply fractions.
18. identify and write equivalent fractions.
19. multiply fractions and whole numbers.
20. divide fractions.**(PASS)**
21. reduce fractions.
22. reduce mixed numbers.
23. write the reciprocal of a fraction.
24. round mixed numbers to the nearest whole number.
25. write a percent as a fraction.**(PASS)**
26. write mixed numbers as improper fractions.
27. add and subtract fractions.**(PASS)**
28. add and subtract mixed numbers.**(PASS)**
29. multiply mixed numbers.**(PASS)**

Decimal numbers

1. identify decimal place value through hundredths.**(PASS)**
2. write tenths, hundredths, and thousandths in decimal form.**(PASS)**
3. name points on a number line with decimal numbers.**(PASS)**

4. determine fractions of a second.
5. compare decimals.**(PASS)**
6. write equivalent decimal numbers.
7. add and subtract decimal numbers.**(PASS)**
8. add whole numbers and decimal numbers.**(PASS)**
9. simplify decimal numbers.
10. round decimal numbers to the nearest whole number.
11. multiply decimal numbers.**(PASS)**
12. multiply decimal numbers by 10, 100, and 1000.**(PASS)**
13. divide a decimal number by a whole number.**(PASS)**
14. divide decimal numbers by 10, 100, and 1000.**(PASS)**
15. divide by a decimal number.**(PASS)**

Geometry

1. identify and draw parallel, intersecting, and perpendicular lines.
2. identify and draw angles.**(PASS)**
3. draw segments to close in an area.
4. identify polygons.**(PASS)**
5. calculate the perimeter of polygons.**(PASS)**
6. identify the measures of circles.
7. recognize and name geometric solids.
8. use letters to name angles.**(PASS)**
9. calculate areas of rectangles.**(PASS)**
10. name line segments.
11. locate points on a coordinate graph.**(PASS)**
12. identify and use the directions on a com**PASS**.

Resources
Saxon Publishers**:** Saxon Math 65

5th Grade
Science

Course Title: Science
Course Type: Academic
Grade Level: 5th Grade
Time on Task: 45 minutes per day

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

Course Description: The course will attempt to present the world as the creation of God and lead the student to glorify Him as the controller and sustainer. The course will cover the following areas of science: Vertebrates, Human Body, Force/Motion/Electricity, Solar System, and Rocks and Minerals. The scientific method will be presented and students will be encouraged to use this method to gain information about God's creation.

Spiritual Goals:

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

Course Scope and Sequence

- **Vertebrates/Mammals**
- **The Living Sea**
- **Health and the Human Body**
- **Matter and Chemistry**
- **Light**
- **Plants**
- **Force, Motion, and Electricity**

Vertebrates/Invertebrates/Mammals

Biblically Integrated Concepts:

1. ***The student will relate the events of creation according to Genesis 1. (Genesis 1)***
2. ***The student will identify Scripture references that prove God's creative power. (Colossians 1:16, Psalm 8, Hebrews 11:3, Genesis 1, Job 26:7)***
3. ***The student will compose a three-paragraph composition proving God's unique design as exhibited through an invertebrate.***
4. ***The student will recognize God as the creator of all living things. (Genesis 1)***

5. ***The student will evaluate the truth of this unit of science by the Bible, since it alone is absolute truth. (Hebrews 4:12)***
6. ***The student will give examples of how God has designed vertebrates for their unique habitat and purpose.***
7. ***The student will explain Genesis 1:24-25.***
8. ***The student will recognize that God controls animals and on occasion used them to fulfill specific purposes of His own. (Leviticus 26:22, Numbers 22:28,30, I Kings 17:4-6, 2 Kings 17:25)***
9. ***The student will recognize that animals are governed by instincts, a fact which distinguishes them from man. (Matthew 23:37, Isaiah 1:3, Psalm 104:21-22, Job 37:5-8)***

Course Objectives:
The student will ….

1. observe and measure objects, organisms, and/or events using standard units of measure. **(PASS)**
2. plan and conduct an orderly investigation. **(PASS)**
3. report data using tables and graphs. **(PASS)**
4. interpret data tables and graphs. **(PASS)**
5. make predictions based on patterns in experimental data. **(PASS)**
6. communicate the results of investigations and/or give explanations based on data. **(PASS)**
7. list the characteristics of mammals (warm-blooded, backbone, produce milk, breathe with lungs, hair, four limbs, and give birth to live young).
8. give examples of God's order in creation as seen in Genesis 1.
9. list ways God has provided for animals to survive during the various seasons and climates.
10. compare and contrast vertebrates and invertebrates. (**PASS)**
11. distinguish between warm-blooded and cold-blooded animals.
12. classify mammals and give characteristics of each classification: rodents, marsupials, egg-laying, mammals, primates, and hoofed animals. (**PASS)**
13. describe the different types of hair/body covering for mammals.
14. explain the uses of hair/body covering for mammals.
15. identify other special structures God has given to mammals other than hair (ex. Horns, hooves, claws, nails, pouches, and mammary glands).
16. distinguish between carnivores, herbivores, insectivores, and omnivores. **(PASS)**
17. define and diagram a food chain. **(PASS)**
18. discover a food chain after dissecting an owl pellet. **(PASS)**
19. define habitat and explain how God designed animals for their habitats. **(PASS)**
20. distinguish between prey and predator.
21. explain God's purpose and design for animals in relationship to man.
22. briefly explain the need for animal conservation through pollution.
23. define the following terms: migrate, hibernate, instinct, adaptation, nocturnal, and classification.
24. give examples of God's balance in nature.
25. distinguish between endangered species and extinct animals. (**PASS)**
26. identify three endangered species.
27. research and gather data on a specific mammal.

28. compose a report on a specific mammal with the following information: description, habitat, food, enemies, reproduction, and special features.
29. distinguish between vertebrates and invertebrates.
30. identify the responsibilities of each of the following members of a honeybee society: drone, worker, and queen.
31. compare and contrast bees and yellow jackets.
32. list four ways to prevent insect stings.
33. define the following: food chain, larvae, migrate, mimicry, predator, and prey.
34. describe ways that insects use mimicry for protection.
35. illustrate a food chain involving plants and insects.
36. describe how insects use camouflage for protection.
37. compare and contrast spiders and insects.
38. list two characteristics of true bugs.
39. give two characteristics of spiders.
40. list four characteristics of beetles.
41. match insects with their distinguishing characteristics.
42. distinguish between cold-blooded/warm-blooded animals.
43. classify animals in the following categories: mammal, bird, fish, amphibian, and reptile.
44. identify the characteristics of each of the following: mammals, birds, fish, amphibians, and reptiles.
45. compare and contrast flight feathers, body feathers, and down feathers of birds.
46. list two unique characteristics of birds which enable them to fly.
47. compare and contrast bird wings.
48. identify various birds by their unique characteristics.
49. identify three unique tools God has given fish which enable them to live underwater.
50. classify fish into the following categories: jawless fish, cartilaginous fish, and bony fish.
51. identify various fish by their unique characteristics.
52. explain why fish are classified as vertebrates.
53. explain the purpose of the following for snakes: scaly skin, supple spine, scent organs, sensitive inner ears, and stretchable jaws.
54. identify various snakes by their unique characteristics.
55. identify the habitat of poisonous snakes in the United States.
56. Recall first aid tips for snakebites.
57. describe defense mechanisms of lizards.
58. explain how God has designed special features for a turtle's protection.
59. distinguish between an alligator and a crocodile.
60. list unique characteristics of the following amphibians: leopard frog, arrow-poison frog, mud puppy, hell bender, Japanese giant salamander, Surinam toad, and Darwin frog.
61. compose a report on a specific amphibian, reptile, or bird with the following information: description, habitat, food, enemies, reproduction, and special features.

Resources:
Life Christian Academy Curriculum Guide
Abeka: Investigating God's World

The Living Sea

Biblically Integrated Concepts:

1. ***The student will relate the events of creation according to Genesis 1. (Genesis 1)***
2. ***The student will identify Scripture references that prove God's creative power. (Colossians 1:16, Psalm 8, Hebrews 11:3, Genesis 1, Job 26:7)***
3. ***The student will compose a three-paragraph composition proving God's unique design as exhibited through sea animals.***
4. ***The student will recognize God as the creator of all living things. (Genesis 1, Psalm 95:5-7)***
5. ***The student will evaluate the truth of this unit of science by the Bible, since it alone is absolute truth. (Hebrews 4:12)***
6. ***The student will give examples of how God has designed sea animals for their unique habitat and purpose***.

Course Objectives:
The student will:

1. define the following words and terms: plankton, acquifers, evaporation, precipitation, high tide, low tide, spring tide, neap tide, intertidal zones, algae, univalves, bivalves, crustacean, molt, and ecology.
2. identify two things that show the power God has given the sea.
3. list nonliving resources found in the ocean.
4. identify the components of a water molecule.
5. write the scientific abbreviation of water.
6. explain the water cycle in his/her own words.
7. label a diagram of the water cycle.
8. distinguish between a high/low/spring/neap tide.
9. explain how the moon affects the tide.
10. compare and contrast the plants and animals of the high intertidal zone/middle intertidal zone/low intertidal zones.
11. explain how algae is helpful to people.
12. identify the following parts of an alga: blade, air bladder, and holdfast.
13. identify the following plants and animals of the sea: barnacle, mussel, sea anemone, sea urchin, shrimp, and oyster.
14. identify the following univalves and bivalves and give distinguishing characteristics of each: cowries, oysters, and clams.
15. list characteristics of crustaceans.
16. explain why a crustacean molts.
17. identify three crustaceans.
18. identify where coral reefs can be found.
19. match specific fish of the coral reef with their distinguishing characteristics: parrotfish, porcupine fish, sea horse, lion fish, and stonefish.
20. compare and contrast fish and whales.
21. list unusual characteristics of the following sea mammals: whales, walruses, seals, and sea otters.
22. list unusual characteristics of the following sea birds: albatrosses, gulls, and penguins.
23. list causes of ocean pollution.

24. classify sea animals in the following categories: fish, sea birds, sea mammals, and sea invertebrates.
25. research and gather data on a sea-dwelling animal.
26. compose a report on a sea-dwelling animal which includes the following: description, habitat, food, enemies, reproduction, and special features.

Resources:
Life Christian Academy Curriculum Guide
Abeka: Investigating God's World

Health/Human Body

Biblically Integrated Concepts:

1. ***The student will recognize the importance of stewardship of his/her own body as the temple of the living God. (I Corinthians 6:19, 20)***
2. ***The student will recognize the marvelous design of God in His creation of the human body. (Psalm 139:14)***
3. ***The student will memorize I Corinthians 6:19, 20 and explain the verses in his/her own words.***
4. ***The students will describe ways to maintain a healthy lifestyle and identify scriptures to support his/her findings. (Exodus 20:8-11, Leviticus 13:47-59, Leviticus 13:1-46, Leviticus 7:23-25, Proverbs 17:22)***
5. ***The student will write an essay describing the marvelous design of God as seen in the creation of the human body. (Psalm 139:13-16, Ecclesiastes 11:5, I Corinthians 12:12-26)***

Course Objectives:
The student will:
1. Observe and measure objects, organisms, and/or events using standard units of measurement. **(PASS)**
2. Classify a set of objects, organisms, and/or events using observable properties. **(PASS)**
3. Interpret data tables and graphs. **(PASS)**
4. Make predictions based on patterns in experimental data. **(PASS)**
5. Communicate the results of investigations and/or give explanations based on data. **(PASS)**
6. Define arteries, capillaries, veins, blood pressure, plasma.
7. Explain the function of each of the following: white blood cells, red blood cells, and platelets.
8. Label the parts of the heart and tell each part's function.
9. Calculate his/her target heart rate.
10. Name two ways to keep his/her heart healthy (aerobic exercise and sufficient rest).
11. Write an informative paragraph stating how alcohol, tobacco, and drugs affect the heart.
12. Write a report about a disease that affects the circulatory system.

Nutrition

1. list a source for each of the following nutrients: protein, carbohydrates, fats, fiber, liquids, calcium, and iron.
2. list one function for each of the following nutrients: protein, carbohydrates, fats, fiber, liquids, calcium, iron, potassium, Vitamin C, and Vitamin D.
3. use the food pyramid to plan healthy meals for a week.
4. discuss the harmful effects of obesity.

Digestive System

1. Trace the path of food through the body. **(PASS)**
2. Make a model of the stomach.
3. Construct a model to show how digested nutrients **PASS** into the blood in the small intestine.
4. Demonstrate that a cracker contains starch and explain how saliva can break down starch in a cracker.
5. Label the parts of the digestive system and tell each part's function.
6. Label the types of teeth and explain their job.
7. Define absorption, alimentary canal, gastric juice, saliva, bile, insulin, villi, fiber and peptic ulcer.
8. List six ways in which drinking sufficient liquids help his/her body.
9. Write a report about a disease that affects the digestive system.

Physical Fitness

1. compare the amount of air used in a single breath before exercise and after exercise.
2. develop his/her own exercise plan. (include aerobic exercises, muscular strength exercises, agility exercises and stretching exercises.)
3. label the following on a picture of the respiratory system: pharynx, larynx, lung, diaphragm, epiglottis, trachea, bronchial tube, bronchiole, alveoli, cilia, and brochi.
4. label the following on a picture of the muscular system: temporalis, gluteals, hamstrings, pectorals, deltoid, biceps, triceps, abdominals, quadriceps, sartorius, gastrocnemius, masseter, frontalis, and temporalis.
5. label the following on a diagram of the skeletal system: phalanges, metacarpals, carpals, ulna, radius, humerus, scapula, sternum, rib, vertebrae, clavicle, skull, coccyx, pelvis, femur, tibia, patella, fibula, tarsals, and metatarsals.
6. label the following on a diagram of the skin: sebaceous gland, epidermis, dermis, subcutaneous layer, sweat gland, and hair follicle.

Social/Mental Awareness

1. Recite and explain Luke 2:52.
2. explain benefits of good posture.
3. cite benefits of maintaining good hygiene in the areas of teeth and skin.
4. introduce his/herself to others in a proper manner.
5. answer the telephone in a polite manner.
6. list ways to be a good friend.
7. list ways to keep his/her mind alert.
8. explain how attitudes affect his/her actions and thinking.

Resources:
Life Christian Academy Curriculum Guide
Abeka: Enjoying Good Health
Carson Dellosa: The Human Body Teaching Unit
The Everything Human Body Book by Janice Van Cleave
Instructional Fair: Human Body

Chemistry and Matter

Biblical References and Objectives: The student will be able to…

1. ***Recite John 4:14 and explain that water is a molecule that we all need to live but that once we drink it we are soon thirsty again. The Bible says that whoever drinks the water that Christ gives him will never thirst and that this spring of water will bring us eternal life.***
2. ***Scientists cannot prove that molecules exist because molecules cannot be seen—how do they know molecules exist? Christians cannot prove that God exists using math or chemistry or laboratory experiments. Even though you can't prove scientifically that God is real, you know He is. This is faith. (Hebrews 11:1, I Peter 1:8,9)***
3. ***The molecules at the surface of the water cling together in a different way than the molecules within the liquid—this is surface tension. There is something about clinging that makes us feel secure. We can cling to God because He is all around us. (Proverbs 3:5, Psalm 33:22)***
4. ***Before the crystals were made, students were unable to tell the solution contained a "treasure". After the water evaporated, the crystals could be seen. The treasure we have as Christians is not always visible like money, expensive items, etc.. As a Christian our treasures are stored in heaven. The greatest treasure is eternal life. (Matthew 6:20, Matthew 13:45-46)***
5. ***It is truly miraculous the way elements hook together to form molecules. Every rock, every plant, every animal (even the air we breathe) is made up of these tiny particles, all working together. God's Word reminds us that as Jesus' followers we are to bond together, constantly supporting each other. Although we are each unique and we all have different characteristics (like the different elements), when we work together, we can accomplish amazing things. Instead of being critical, learn to look for the good in others and always strive to be supportive. (John 13:34-35, I Corithians 12)***
6. ***It is by God's power that matter holds together. (Nehemiah 9:6, Colossians 1:17)***
7. ***Changes in the form of matter and energy are continuously changing with a downward trend. (Psalm 102:25-26, Isaiah 51:6, I Peter 1:24)***
8. ***All matter was created by God. (Genesis 1:1)***
9. ***All energy comes from God and was created by Him. (Genesis 1:3-4, 16-17, Isaiah 45:5-7)***

Course Objectives:
The student will …

1. observe and measure using appropriate tools. **(PASS)**
2. classify objects and organisms using observable properties. **(PASS)**
3. ask questions and design investigations that lead to scientific inquiry. **(PASS)**
4. identify variables and controls in an experimental septup. **(PASS)**
5. identify a testable hypothesis for an experiment. **(PASS)**
6. design and conduct experiments. **(PASS)**
7. report data in an appropriate method when given data. **(PASS)**
8. interpret and evaluate data given in tables and graphs. **(PASS)**
9. use technology to gather data and analyze results of investigations. **(PASS)**
10. review data, summarize data, and form logical conclusions. **(PASS)**
11. define matter, mass, weight, and density.
12. list the three phases or states of matter: solid, liquid, and gas. **(PASS)**
13. place a check by the items that are made of matter.
14. calculate the volume of a solid wooden block. **(PASS)**
15. measure the volume of water in a beaker. **(PASS)**
16. demonstrate that matter takes up space.
17. perform a lab on a mystery material to determine its state of matter. **(PASS)**
18. identify the physical properties of matter. **(PASS)**
19. compare and contrast chemical and physical properties of matter. **(PASS)**
20. compare the properties of 2 different candy bars (density lab). **(PASS)**
21. define atom, molecule, nucleus, electron, proton, and neutron.
22. write the number of electrons, protons, and neutrons in the following; hydrogen, helium, carbon, oxygen, and sodium.
23. tell about the different theories of the atom.
24. name the three basic parts of the atom according to the Electron Cloud Model; protons, neutrons, and electrons.
25. label the parts of an atom.
26. write the number of protons and electrons contained in silver, carbon, sodium, neon, and iodine.
27. explain where the neutrons, protons, and electrons can be found.
28. define elements and compounds.
29. write the symbol for each element given.
30. locate metals, nonmetals, rare earth elements, and noble gases on the Periodic Table of the Elements.
31. list the Alkali metals and the Alkaline earth metals.
32. complete a chart on halogens that contain the name, atomic number, and symbol for each element.
33. explain how elements, compounds, and mixtures can be separated: nuclear reaction, chemical reaction, or physical reaction.
34. explain how the Periodic Table is organized by atomic number, families, periods, metals, nonmetals, metalloids, etc.
35. name one characteristic for each family of elements: Alkali metal, Alkaline earth metal, BCNO, Transition element, Halogens, Noble gases, Lanthanide series, and Actinide series.
36. identify the family to which each element given belongs. **(PASS)**
37. relate the elements and number of atoms when given a compounds name and formula.
38. define mixture and chemical reaction.

39. define a variety of terms: chemistry, neutral, electron cloud, shell, atomic number, periodic table of elements, metals, nonmetals, halogens, sublime, noble gases, molecular compound, crystal, ionic compound, and combustion.
40. know what is special about each of these substances; plutonium, osmium, mercury, bromine, oxygen, nitrogen, iodine, and diamond.
41. distinguish between mixtures and solutions. **(PASS)**
42. investigate mixtures and demonstrate ways to separate them.
43. write the correct type of chemical reaction next to each example given.
44. recognize signs of chemical changes.
45. demonstrate that chemical reactions use and give off heat energy. **(PASS)**
46. explain how litmus paper can determine whether a substance is an acid or a base.
47. learn what acids are and investigate how acids react with different substances.
48. test unknown chemicals to discover whether they are acids, bases, or neutral.
49. explain that physical changes alter only the physical properties of matter and that no new substances are formed.
50. recognize the difference between physical and chemical changes. **(PASS)**

Resources:
Abeka: Observing God's World
Milliken: Physical and Chemical Changes

Light

Biblically Integrated Concepts:

1. ***Not only did God create light, but He is light. (I John 1:5)***
2. ***God is the creator of light and the sun and stars. (Genesis 1)***
3. ***God, the Creator, designed our eyes, which are devices for detecting light.***
4. ***The New Jerusalem will have no need of the sun or moon because the glory of God will fill it with light. (Revelation 21:23)***

Course Objectives:
The student will:

1. Observe and measure using appropriate tools. **(PASS)**
2. Classify objects and organisms using observable properties. **(PASS)**
3. Ask questions and design investigations that lead to scientific inquiry. **(PASS)**
4. Identify variables and controls in an experimental septup. **(PASS)**
5. Identify a testable hypothesis for an experiment. **(PASS)**
6. Design and conduct experiments. **(PASS)**
7. Report data in an appropriate method when given data. **(PASS)**
8. Interpret and evaluate data given in tables and graphs. **(PASS)**
9. Use technology to gather data and analyze results of investigations. **(PASS)**
10. Review data, summarize data, and form logical conclusions. **(PASS)**
11. Define the following terms: energy, luminous, refraction.
12. Recall the speed of light.
13. Identify an object as transparent, opaque, or translucent.
14. List at least two luminous animals.
15. Describe several examples of the earliest man-made lights.
16. List the three ways that light may behave when it strikes an object.
17. Compare and contrast concave and convex mirrors and lenses.

18. Explain in his/her own words how the reflection of light is similar to bouncing a ball.
19. Explain how convex and concave lenses work.
20. Use a prism to observe the spectrum of light.
21. Recall the order of the colors in the spectrum.
22. Identify colors of the spectrum as warm or cool colors.
23. Label the following parts of the eye on a diagram: optic nerve, retina, iris, pupil, cornea and lens.
24. Explain in his/her own words how light reaches the eye and travels to the brain.
25. Distinguish between farsightedness and nearsightedness.
26. List unique characteristics of birds' eyes.
27. Identify compound eyes on an insect.
28. Explain why nocturnal animals' eyes glow in the dark.
29. Compare and contrast binocular and monocular vision and identify animals for each.

Resources:
Life Christian Academy Curriculum Guide
ABEKA Books: Investigating God's World

Plants

Biblically Integrated Concepts:

1. ***God created animals, plants, and humans to reproduce after their own kind. This principle is one of the great laws of God established at the time of Creation. (Genesis 1:11,21, 24, 25)***
2. ***When God created the world, He gave man dominion over it. God wants us to study His creation and learn to use it. (Genesis 1:28-30)***
3. ***Roots serve as anchors for plants. Wind, water, and animals can't easily uproot plants that have strong roots. God's Word tells us that people who don't believe in God have shallow roots or no roots at all. Remember to sink your roots deep into God's Word. (Matthew 15:3-9)***
4. ***God's handiwork is evident in the complexity of design as seen in the plant world. (Genesis 1:12, Psalm 8:1)***
5. ***God created plants with the ability to adapt to various conditions for survival.***
6. ***Recall the parable of the sower and the seeds in Luke 8:1-15 and relate how the seed falling on the different types of soil is like the Word of God being heard by different types of people***.

Course Objectives:
The student will:

1. observe and measure using appropriate tools. (**PASS**)
2. classify objects and organisms using observable properties. (**PASS**)
3. ask questions and design investigations that lead to scientific inquiry. (**PASS**)
4. identify variables and controls in an experimental septup. (**PASS**)
5. identify a testable hypothesis for an experiment. (**PASS**)

6. design and conduct experiments. (**PASS**)
7. report data in an appropriate method when given data. (**PASS**)
8. interpret and evaluate data given in tables and graphs. (**PASS**)
9. use technology to gather data and analyze results of investigations. (**PASS**)
10. review data, summarize data, and form logical conclusions. (**PASS**)
11. identify cells as the building blocks of all organisms. (**PASS**)
12. discover that living systems are organized by levels of complexity. (i.e., cells, organisms, and ecosystems). (**PASS**)
13. describe how organisms within an ecosystem are dependent on one another in the environment. (**PASS**)
14. describe how organisms with similar needs may compete with one another for resources. (**PASS**)
15. explain Genesis 1:11-12.
16. describe the process of photosynthesis. (**PASS**)
17. define stoma, chlorophyll, glucose, tendrils, and bulb.
18. label the main parts of a leaf and explain the function of each part.
19. name and describe four insectivorous plants (Venus flytrap, bladderwort, pitcher plant, and sundew).
20. collect leaves and make a leaf collection book and field guide.
21. identify the important element (light, water, soil, or air) that is missing for each plant to be healthy.
22. compare and contrast the root system and the shoot system.
23. name the parts and functions of the root system.
24. demonstrate that water travels upward through a stem.
25. define geotropism, hydrotropism, phototropism, and thigmotropism.
26. explain transpiration and respiration.
27. label a diagram that shows the process of transpiration. (**PASS**)
28. demonstrate transpiration in plants by doing an experiment.
29. explain how people are dependent upon plants for oxygen. **(PASS)**
30. demonstrate how plants give off oxygen. **(PASS)**
31. construct an experiment to show how plants perspire.
32. demonstrate which seed will sprout faster- one in the cold or one in a warm place.
33. demonstrate phototropism by placing a plant inside a box with a hole in the side.
34. demonstrate geotropism by changing the position of a root and its cotyledons.
35. construct and experiment to show how pollution affects plant growth. (**PASS**)
36. label the parts of a flower and explain each part's function.
37. dissect a flower to identify its different parts.
38. list the five reasons God designed flowers: beauty, reproduction, distribution, growth, and variety.
39. recall Carl Linnaeus's most significant contribution to the science of botany.
40. compare and contrast the following families in the plant world: composite family, pea family, rose family, lily family, and grass family.
41. predict and prove which color of flower attracts more insects.
42. make a model of a flower.
43. name the three parts of a seed and identify the seed as a monocot or dicot.
44. distinguish between a perennial, annual, and biennial.
45. research a type of tree and write a report about it. (**PASS**)
46. list ways that trees provide benefits for humans.

47. examine a piece of wood and explain what the tree's annual growth rings tell us about its life (rainfall, climate, fires, and pollution).
48. identify the leaves of the following broadleaf trees: maple, elm, oak, birch, and willow.
49. define deciduous.
50. identify one unique characteristic for each of the following trees: maple, elm, oak, birch, willow.
51. identify the parts of a seed cone.
52. identify the following trees: pine, spruce, and fir.
53. list distinguishing characteristics of each of the following trees: ponderosa pine, Pinyon pine, white spruce, balsam fir, Douglas fir, and hemlock.
54. identify one unique characteristic for each of the following trees: sequoia, Western red cedar, and cedar of Lebanon.
55. do an experiment to prove that mold needs moisture to grow.(**PASS**)
56. identify plants that do not bear seeds: ferns, mosses, algae, and fungi.
57. observe the structure of bread mold using a microscope.
58. do an experiment to prove that mold needs moisture to grow.(**PASS**)
59. identify plants that do not bear seeds: ferns, mosses, algae, and fungi.
60. observe the structure of bread mold using a microscope.
61. evaluate the importance of soil type to plant growth.
62. measure and record plant growth on a chart. (**PASS**)
63. recall the parable of the sower and the seeds in Luke 8:1-15 and relate how the seed falling on the different types of soil is like the Word of God being heard by different types of people.

Resources:
Abeka: Observing God's World
Frey Scientific: The World of Plants

Force, Motion and Electricity

Biblically Integrated Concepts:

1. ***1 Corinthians 10:13- The student will be able to recite the verse and give spiritual examples of how this verse relates to gravity.***
2. ***Romans 15:13- The student will be able to recite the verse and give spiritual examples of how this verse relates to the forces that acts against us and are all around us.***
3. ***Colossians 1:16- The student will be able to recite the verse and give spiritual examples of how this verse relates to electricity and magnetism.***
4. ***The student will recognize that it is by God's power that matter holds together. (Nehemiah 9:6, Colossians 1:17)***
5. ***The student will recognize that all energy comes from God and was created by Him. (Genesis 1:3,4,16-17, Isaiah 45:5-7)***

Course Objectives:
The student will …

1. classify objects, organisms, and/or events using standard units of measure. (**PASS**)
2. arrange objects and/or events in serial order. (**PASS**)
3. identify ways that energy can be transferred. (**PASS**)
4. define motion, force, and Newton (the unit used to measure force).
5. list examples of force being exerted on different objects.
6. determine whether the things the student does everyday takes force and is work.
7. define work and measure work (Force x Distance = Work).
8. define gravity, matter, mass, and weight.
9. determine the center of gravity of three different types of mobiles. (**PASS**)
10. explain why two different sized balls of clay drop at the same time and why two different pieces of aluminum foil (one flat and one in a ball) do not fall at the same rate.
11. define matter and weight.
12. design a structure that carries its own weight plus the weight of things on it.
13. utilize liquid detergent as lubrication to cut down on friction.
14. define friction and lubricant.
15. reduce friction between a box and table by using rollers.
16. define electric force and explain that like charges repel and opposite charges attract.
17. construct an experiment that demonstrates that objects charged with static electricity attract certain other objects. (**PASS**)
18. perform an experiment to show how objects charged with static electricity can cause changes in other objects.
19. complete an experiment to discover how objects with opposite charges react when they are brought near each other.
20. construct a static electric detector.
21. perform an experiment to explore another way to transfer a charge to an object. (**PASS**)
22. make a simple circuit.
23. define open and closed circuits and draw an example of each type of circuit.
24. construct a model of a series circuit and label its parts.
25. make a parallel circuit and label its parts.
26. use a com**PASS** to detect a magnetic field.
27. demonstrate and explain that the places on a magnet where the magnetic power is strongest are called the poles.
28. test the strength of a magnet by counting the number of paper clips that a magnet will pick up and graph the results. (**PASS**)
29. define magnetism and magnetic field.
30. make a picture of the invisible magnetic field around a magnet using sun-print paper.
31. define energy and list and explain about the different types of energy (light, heat, atomic, chemical, and electrical energy).
32. define kinetic and potential energy and give examples of each.
33. explain Newton's three laws of motion by observing a Hero Engine.
34. construct and observe a variety of wheels used in daily life. (**PASS**)
35. name devices that man has developed to harness the power of wind and water.
36. name two products that were manufactured with the help of water wheels.
37. calculate the diameter and circumference of a wheel. (**PASS**)

38. define circumference and diameter.
39. investigate and explain how wheels overcome friction to make it easier to do work. (**PASS**)
40. investigate and demonstrate how wheels or bearings reduce friction between moving parts in a machine. (**PASS**)
41. explain how a windmill works and construct a windmill.
42. construct a water wheel and compare and contrast wind power and water power.
43. define bearings and hydroelectric turbines.
44. label the parts of a steam engine.
45. categorize substances according to whether they are a solid, liquid, or a gas. (**PASS**)
46. observe molecules move in hot and cold tap water.
47. construct a balloon powered bus.
48. demonstrate that fuels need oxygen to burn.
49. explain how a wedge shape helps an airplane cut through the air more easily.
50. match different types of jet engines to their description.
51. identify items as a solid-fueled rocket engine or a liquid-fueled rocket engine. (**PASS**)
52. define nozzle, flare, oxidant, payload, missile, and combustion chamber.
53. assemble and launch a model rocket.

Resources:
Life Christian Academy Curriculum Guide
Abeka: *Investigating God's World*
Silver Burdett Ginn: *Science Horizons*
The Concerned Group: *A Reason for Science*

5th Grade
History and Geography

Course Title: History and Geography
Course Type: Academic
Time on Task: approximately 3 1/3 hours

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

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

Spiritual Goals:

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

Course Scope and Sequence

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

Biblically Integrated Concepts

1. ***The student will recognize that God has organized life in such a way that people live in groups in order to learn from and help one another. (Romans 12:4-5)***
2. ***The student will recognize that God commands our submission to those in positions of governmental authority. (Romans 13:1)***
3. ***The student will understand that God has a plan for individuals and countries and will carry that plan to completion. (Jeremiah 29:11)***

4. ***The student will recognize that God is actively involved in the lives of individuals, communities, and nations and sovereignly controls in all circumstances. (Daniel 2:20-23)***

Geography:
The student will:

1. identify north, south, east, west, southeast, southwest, northeast, northwest on a map.**(PASS)**
2. locate specific places of interest on a map.**(PASS)**
3. identify basic landforms and bodies of water on a map.**(PASS)**
4. use the scale on a map to determine distances between two locations.**(PASS)**
5. describe the geography of the countries of the Eastern Hemisphere.

History:
The student will:

1. identify significant events and significant people and their effect upon the history of the Fertile Crescent.
2. identify significant events and significant people and their effect upon the history of the ancient Middle East.
3. describe life in Middle Eastern countries today.
4. identify significant events and significant people and their effect upon the history of countries of central and southern Asia.
5. describe modern life in the countries of central and southern Asia.
6. identify significant events and significant people and their effect upon the history of countries of the Far East.
7. describe modern life in the countries of the Far East.
8. identify significant events and significant people and their effect upon the history of Egypt.
9. identify significant events and significant people and their effect upon the history of Africa.
10. describe modern life in the countries of Africa.
11. identify significant events and significant people and their effect upon the history of ancient Greece.
12. identify significant events and significant people and their effect upon the history of Rome.
13. identify significant events in the rise of Christianity and the effects of Christianity on the history of the world.
14. identify significant events and significant people and their effect upon the history of England and the British Isles.
15. describe modern life in England and the British Isles.
16. identify significant events and significant people and their effect upon the history of countries of western Europe.
17. describe modern life in the countries of western Europe.
18. identify significant events and significant people and their effect upon the history of countries of eastern Europe.
19. describe modern life in the countries of eastern Europe.
20. identify significant events and significant people and their effect upon the history of Australia, Oceania, and the Pacific Islands.
21. describe modern life in Australia, Oceania, and the Pacific Islands.

Civics:

The Student will:

1. exhibit behavior that demonstrates an understanding of school and classroom guidelines.
2. recite and paraphrase the *American's Creed.*
3. recite and paraphrase a specified portion of the *Declaration of Independence.*
4. recite and paraphrase the *Preamble to the Constitution.*
5. recite and paraphrase the *First Amendment to the Constitution.*
6. recite and paraphrase the *Rights of Americans.*
7. recite and paraphrase *Lincoln's Gettysburg Address.*
8. list from memory the states and capitals of the United States.
9. list from memory the U.S. Presidents.

Resources:

Abeka Books: Old World History and Geography
Old World History and Geography Student Maps and Activities
Old World History and Geography Student Quiz Book
Old World History and Geography Student Test Book

5th Grade
Bible

Course Title: Bible
Course Type: Academic
Grade Level: 5th grade
Time on Task: approximately 30 minutes four days a week, 2 hours per week

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

Course Description: The course will cover the captivity of the nation of Israel as recorded in the books of Ezekiel, Daniel, Esther, Haggai, Zechariah, Ezra, Nehemiah, and Malachi. Students will see the choices made by the children of Israel and the consequences of those choices. The students will receive practical instruction for daily life from the books of Proverbs, Song of Solomon, Job and Ecclesiastes. The students will gain an understanding for the basis of their faith through a study of apologetics from the book of Romans and Galatians. Students will be encouraged to live out their faith and share it with others from the books of Hebrews, I and II Peter and Jude.

Spiritual Goals:

1. To teach the student to recognize the godly and ungodly choices that various characters of the Bible have made and to learn from those choices. (Hebrews 11, Deuteronomy 11:26-28)
2. To lead the student to discover that God, who manifested Himself in the Old Testament, is eager to manifest Himself today in his/her life. (Hebrews 1:1, Luke 4:16-21)
3. To empower the student to change his/her world for Christ. (Matthew 5:1-16, I Peter 3:15, I Peter 2:9)

Course Scope and Sequence

- **Ezekiel and his message**
- **Daniel and his faith under pressure**
- **Esther's influence for God**
- **Haggai's message to God's people**
- **Zechariah's message to God's people**
- **Ezra calls God's people to faithful living**
- **Instructions for God's people from Proverbs, Song of Solomon, Job and Ecclesiastes**
- **Apologetics from Romans and Galatians**
- **Prophecies fulfilled by Jesus**
- **How to live out and tell about your faith**

Course Objectives

The student will:

1. review the covenant between God and His chosen people.
2. identify the choices that Israel made which led to their fall to the enemy.
3. recall the ten commandments.
4. discover details of the life and ministry of Ezekiel.
5. list ways to minister to specific groups in the area.
6. identify the choices and the effects of the choices made by Daniel and his three friends.
7. be encouraged to sacrifice his/her popularity with the world in order to be true to his/her Christian convictions.
8. discuss the courage necessary to take a stand for Christ.
9. identify things that defile Christians.
10. discuss the importance of maintaining his/her integrity as a Christian.
11. explain Haggai's message of encouragement as he inspired the people to rebuild the temple in Jerusalem.
12. be challenged to build up other believers and encourage them to be spokespersons for God wherever they are.
13. identify the choices and effects of the choices made by Esther.
14. be challenged to defend the rights of the defenseless people today.
15. identify the main events in each of the chapters of the book of Esther.
16. write letters of encouragement and/or defense for selected social action agencies.
17. discuss the difficult things that Job endured.
18. explain the choices made by Job in spite of difficulty and the consequences of these choices.
19. brainstorm responses different people have to suffering.
20. identify leadership qualities exhibited by Nehemiah as he led others to do God's work.
21. be challenged to become leaders and listen to God for direction as seen in the life of Nehemiah.
22. develop a plan to participate in a service project for the school.
23. discuss the problems associated with being a leader and ways of coping with responsibility.
24. focus on the importance of choosing friends wisely.
25. distinguish between positive and negative qualities of friendship.
26. discuss the kinds of friends we are to Jesus and the kind of friend He is to us.
27. explain the role of Ezra in leading the Jews back to Jerusalem and inspiring them to rebuild the temple.
28. be challenged to read God's word to discover the will of God.
29. discuss the importance of daily Bible reading.
30. study the book of Proverbs to discover how to make wise choices.
31. discuss the respect he/she should have for those in authority over them.
32. discuss the qualities and actions of wisdom.
33. discuss the temporal quality of life.
34. discuss the importance of living every moment of life for God's glory.
35. discover Solomon's philosophy on the temporal versus the eternal.
36. retell the final words of God in the Old Testament as given through Malachi.
37. be challenged to live, speak, and think in a manner worthy of God.
38. identify and discuss things that break God's heart.

39. identify Old Testament prophecies that were fulfilled in the death and resurrection of Christ.
40. match prophecies with their fulfillment.
41. discuss the importance of witnessing to the lost.
42. review Paul's conversion to Christianity.
43. distinguish between Old Covenant and New Covenant.
44. discuss the correct response to living under grace in the New Covenant.
45. discuss the problems with abusing God's grace.
46. discuss the relationship of faith and works.
47. identify the fruit of the Spirit and discuss the meaning of each fruit.
48. seek ways to develop a specific fruit of the Spirit.
49. be challenged to "test" his/her choices to see if they are the same ones Jesus would make.
50. brainstorm modern-day temptations they face that are similar to those Jesus faced.
51. review the Hebrews Hall of Faith.
52. discuss the power and effects of faith.
53. search for ways to prevent becoming entangled and win the spiritual race.
54. discuss the cost of Christian discipleship and the eternal rewards it brings.
55. develop a Christian creed.
56. learn guidelines to help recognize false teaching.

Resources:
Standard Publishing**:** Biblical Choices for a New Generation: The God of Faith
Selected Videos