

## Bible

The fifth grade curriculum covers specific books of the Bible, and focuses on the time period at the close of the Old Testament. The students study the narrative and begin to develop an awareness of cultural, historical and theological considerations, which serves to lay a foundation for understanding the events to come in the New Testament. By reading Old Testament and New Testament narratives and memorizing verses from both Testaments, as well as key passages from classical Christian writings, children begin to see and understand God's plan of redemption. They also begin to realize that they are a part of God's plan.

### TEXTS

*Holy Bible, New International Version.*

## Language Arts

### *Reading*

The fifth grade reading program introduces students to a wide range and variety of literature. These selections place the students in contact with significant people, ideas, and achievements of the past and present. The students are exposed to rich vocabulary and are encouraged to retell the selections in order to develop skills of comprehension, analysis, and communication.

### *Writing and Grammar*

This fifth grade course teaches communication through writing and basic grammar. Students write descriptive, narrative and informative paragraphs, a variety of poetry, and friendly letters. They learn basic outlining skills and how to take simple notes. Grammar work includes parts of speech, sentence structure, singular and possessive forms of nouns, common and proper nouns and verb tense.

### *Spelling*

This course teaches the twenty basic spelling rules through the use of a spelling text. The children study not only words with regular spelling but also irregular and unexpected spellings of words. Proper use of the dictionary is also taught, as is an emphasis on proofreading skills and writing mechanics.

### *Handwriting*

This course teaches the students to write legibly using D'Nealian script. It focuses on size, shape and spacing of letters as well as staying on the line and slant.

### TEXTS

Carus, Marianne. *Open Court Rise Program II*, Open Court Publishing Co., 1981.

*The Bronze Bow*, Elizabeth Speare.

Cook, Dr. Gillian E. and Dr. Marissa Farnum. *Spelling*. McGraw-Hill.

## Math

The fifth grade math curriculum reviews and expands upon the mathematical content presented in fourth grade. Concepts included are: mastery of all basic math facts, numeration to 9 digits, the four basic operations, fractions, decimals, measurement, geometry, two-step word problems, ratios and averages. These concepts are taught through the following methods: facts practice and drills, mental math, on-your-feet problem solving, daily lessons from Saxon Math 65, and cumulative tests.

By the end of fifth grade, students have accomplished the groundwork that makes them well prepared for introduction to the more abstract thinking and problem-solving expectations that await them in middle school.

### TEXTS

Hake, Stephan, and John Saxon. *Saxon Math 65*. Saxon Publishing.

## American History

The U.S. Government is a minor focus for the fifth grade. Students read the U.S. Constitution, outline the duties of each branch of government, and review the qualifications necessary to hold elected offices. Another interesting avenue of study challenges the students to examine the basics of democratic government and to understand the influence of Greek and Roman government upon American democracy. These units set the stage for later, more in-depth analysis of American history and the Constitution which the students will pursue in the seventh and eighth grades.

## Ancient History

The primary objective of this course is to introduce students to the major events and the individuals of key importance in the history of Greco-Roman world. The curriculum covers Greek mythology, Minoan and Mycenaean culture, the Trojan War, archaic and classical Greek history (with an emphasis on the fifth and fourth centuries), Alexander and the Successor Kingdoms. The students then learn about the development of civilization in the Western Mediterranean: legends of the founding of Rome, the early kings, the Republic, and the early Empire.

Narration of myths, stories, and biographies provide the students opportunity to discover the rich cultural heritage of the time. Completion of class and individual projects focused on the life and times of the early Greeks and Romans allow the students to become engaged directly in the experience of learning about the period (e.g., Greek Day-costumes, period food, Olympic Games).

**SELECTED TEXTS**

Burrell, Roy. *The Greeks*. Oxford University Press.

Coolidge, Olivia. *The Trojan War*. Houghton Mifflin Co.

D'Aulaire, Ingri and Edgard Parin. *D'Aulaires' Book of Greek Myths*. Bantam Doubleday Dell.

Haaren, John H., Poland, A. B., Shearer, Cyndy, and Robert Shearer. *Famous Men of Rome*.

Greenleaf Press.

Haaren, John H., Poland, A. B., Shearer, Cyndy, and Robert Shearer. *Famous Men of Greece*.

Greenleaf Press.

Marks, A. J., Tingay, G. I. F, and Jane Chisholm. *The Romans*. Usborne.

Martin, Peter and Richard Pulley. *The Roman World from Republic to Empire*. Cambridge University Press.

## Science

The fifth grade science units cover areas in both physical and life sciences. Students gain insight into the fundamentals of light and sound as well as the complexities of the cell and human body. They also gain an appreciation for how wonderfully humans are made and how the wonders of life reflect the glory of God.

**TEXTS**

Riley, Peter and Janet De Saulles ed. *Light and Color*. Franklin Watts.

## Music

The overarching goal of Trinity's music program is to impart a love of music and to equip students for worship through familiarity and understanding of great music and through development of musical skills. Fifth graders have two 45-minute music classes with a music specialist each week. The Orff Schulwerk process is utilized in teaching rhythm, recorder playing, folk songs, games, and dances. The fifth grade music curriculum concentrates on:

1. Theory (reading treble and bass notes; reading intermediate rhythms; introduction to the use of I, IV, and V chords in accompaniments)
2. Singing (where possible, the English songs are correlated with the history, science, art, and literature studied in the fifth grade; also a variety of foreign language songs)
3. Playing instruments (keyboard, autoharp, recorder, hand chimes, guitar, and the Orff percussion instruments)
4. History/listening (composers featured in this year's NC Symphony education concert; a study of opera [*Dido and Aeneas*]).

## Physical Education

Physical education is a planned program of experiences that develop the body and intellectual, decisional, and interactive skills in harmony with Christian education. The curriculum of Trinity's physical education program develops and enhances the physical fitness and conditioning of students from the standpoint of stamina, flexibility, and strength. It presents students with practical knowledge and understanding of various sports and activities, and further develops specific skills that are involved in various sports and activities. Students participate in

physical activities (walking, running, stretching, etc) and sports activities (instruction, drills, simulated games, etc.).

## TEXTS

Carpenter, Jeff. P.E. *Teachers Complete Fitness and Skills Development Activities Program*.

Parker Publishing.

Zuidema, Marvin A. *Physical Education 6–8*. Christian Schools International.

## Latin

The fifth grade Latin program introduces students to the basic elements of simple sentence structure and furthers their knowledge of Roman culture during the early Empire. Students learn to read, compose, analyze and translate simple sentences in Latin and English. As they analyze and translate, they also become familiar with basic grammatical terminology. To attain proficiency students read short passages with mixed sentence types in a continuous narrative about the life of a Roman family and then discuss those passages.

## TEXTS

Latin vocabulary and grammar worksheets.

English examples from language arts and history readings:

D'Aulaire, Edgar Parin. *Book of Greek Myths*. Doubleday.

## Art

At the fifth grade level students make a strong connection between past art experiences and the world around them. Through a variety of art projects students fine tune their manual skills, and the elements and principles of design are often included in instruction (e.g., color, texture, shape, rhythm, movement). Students at this age begin to move from concrete to a more abstract thinking mode. The study of ancient art (leading to their study of Greek art) provides opportunity for observation and discussion of the meaning and value of art as well as providing instruction in the basic foundations of Greek art.

The study of Greek art, which forms the foundation of Western art, provides a valuable tool for art production, criticism, and aesthetics. The works of Raphael and Botticelli are illustrative of the development of Renaissance art and its basis in Greek art. These earlier artists also provide a contrast for the study of more contemporary artists such as Picasso (monumental period) and Chagall.

## TEXTS

A variety of picture books and poems that relate to the topics being studied.

Dobbs, Stephen Mark. *The D.B.A.E. Handbook*. The Getty Center for Education in the Arts.

Janson, Charles R. *Studying Art History*. Prentice Hall, College Div.

## Charlotte Mason Studies

Charlotte Mason (1842-1923) was an English educator who over the course of a long career established a teachers' college and several schools and authored a six-volume work on her new philosophy of education for home and school. She advocated a rich, high-quality, interesting curriculum for all children, not merely to "educate" them, but also to guide them in the development of character and cultivate in them a lifelong love of learning. At Trinity School we seek to implement many of Mason's insights and ideas.

### *Nature Studies*

The fifth grade nature studies continue the Mason philosophy of inquiry, observation, journaling, and painting. Nature studies are correlated with unit studies, memory work, and seasonal opportunities. Students begin recognizing specific plants, stones, constellations, insects, etc. Fundamentals of dry brush watercolor painting are reviewed.

### *Picture Studies*

Students in fifth grade continue the Mason picture studies (i.e., observing and discussing in detail each piece of art, and occasionally reproducing specific works of art in sketch form). The fifth grade focus is on the art of Raphael, Botticelli, and Jacob Lawrence.

### *Narration*

Both written and oral narrations are incorporated into the fifth grade curriculum. Students listen to a musical composition, view a work of art, or listen to an oral reading, and then reflect on what they've seen or heard. After one viewing, or listening session, the piece is discussed as a group with the goal of remembering as many of the details, and their order, as possible.

Fifth graders are progressing in the development of their writing skills; thus, there is a shift in emphasis from fourth grade to more written and less oral narrations. Narrations are employed with pieces of literature, art, and music, as well as Bible, science, and history. When written narrations are used, they follow an oral group narration, and then students are often asked to draw or paint an accompanying piece to reflect their writing. Following most art studies, which are narrated aloud, students also write a brief narration of the piece as they remember it. This encourages listening during the oral narrations as well as visual memory and assembling details in an orderly manner. These studies allow and encourage students to appreciate the great works under study, and to remember the details of art, music, and literature.

### *Music Studies*

In the fifth grade there is a focus on the music of two composers whose work spans three centuries and which presents a variety of musical styles from different cultures. The students are exposed repeatedly to the different works, either while they are engaged in other hands-on work, or during times when they are asked to listen attentively. These sessions are often followed by discussion periods in which the students are asked to share their impressions and feelings about the music. Information about the composer and the time period during which the work is composed is also discussed, especially as it may relate to studies in other subjects.

Johannes Brahms (1833–1897)

*Symphonies 1–4; Academic Festival Overture; A German Requiem; lieder; organ works*

Aaron Copland (1900–1990)

*Appalachian Spring; Portrait of Lincoln; Rodeo; Billy the Kid; Fanfare for the Common Man; El Salon Mexico*