

# **Bible Baptist Christian School Hampton, Georgia**

## **K4 - 6th Curriculum Guide**



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## **Expectations for students entering K-4:**

1. Students should be 4 before Aug. 1
2. Students should be completely potty trained, which includes being able to sleep through naptime without wetting his pants, and should understand the basics of bathroom etiquette, which includes washing his hands and closing the door for privacy when needed.
3. Students should have a willingness to respect, listen to, and obey all authorities
4. Students should have the ability to control emotions, such as temper tantrums, or acting out, as well as possess the ability to control his emotions in stressful or frightening situations such as a schedule change or a fire drill.
5. Students should be able to understand and follow simple directions, for example, “Hang your jacket on the hook and put your lunchbox in your cubby.”
6. Students should have basic organizational skills, such as how to dress himself, put his shoes on, and put his backpack over his shoulders.
7. Students should have basic social skills which includes being familiar with sharing, the words, “please” and “thank you”, as well as having the ability to control emotions, such as temper tantrums or acting out, as well as possess the ability to control his emotions in stressful or frightening situations, for example, a schedule change or his response to a fire drill.
8. Students should have control over large motor skills as to avoid colliding with other children and things placed around the classroom.
9. Students should have some experience strengthening his hand and finger muscles in preparation for holding a pencil and using scissors, for example, playing with Play Dough, tearing paper into small bits, or the use of kitchen tongs to help develop his fine motor skills.
10. Students should be able to sit up to 15 minutes to listen attentively and without constant movement while a story is being read or a lesson is being taught, for example, introduction of a new letter of the alphabet, followed by written practice by the student.
11. Students should have some basic recognition of letters in his name, letters of the alphabet, numbers, colors and shapes.

# **K-4**

## **I. BIBLE**

### **A. Description of course**

Old and New Testament stories will be presented from the King James Version of the Bible, supplemented by flashcards from Bob Jones University press and creative worksheets. Character development visuals and story visuals of Amber Lamb are interspersed to aid in character development. A memory verse is taught weekly using flashcards from A Beka Book, and the pledges to the American flag, Christian flag, and Bible are recited each day to teach love and respect for God and country. An appropriate prayer is said at the close of each lesson.

### **B. List of textbooks**

Bible Truths: Walking God's Way, BJU Press Greenville, SC Third Edition, 2009

### **C. List of required reference material and/or supplementary**

#### **materials used**

Bible Memory Cards, King James Version, A Beka Book.

Character Development Visuals, A Beka Book.

Growing Up With Amber Lamb Visuals, A Beka Book.

### **D. Course Outline**

#### 1. First Quarter

a. Unit 1: Walking in Obedience

b. Unit 2: Walking in Courage

c. Unit 3: Walking in Kindness

#### 2. Second Quarter

a. Unit 4: Walking in Responsibility

b. Unit 5: Walking in Thankfulness

c. Unit 6: Walking in Contentment

d. Unit 7: Walking in Generosity

3. Third Quarter
  - a. Unit 8: Walking in Honesty
  - b. Unit 9: Walking in Prayer
  - c. Unit 10: Walking in Forgiveness
  - d. Unit 11: Walking in Trust
4. Fourth Quarter
  - a. Unit 12: Walking in Respect
  - b. Unit 13: Walking in Patience

## **II. PHONICS/READING/LANGUAGE/READINESS**

### **A. Description of course**

Students will develop recognition of letters, sounds, and pictures of long and short vowels and consonants. Blending consonant and vowels will occur to develop reading of one and two vowel words. Students will recognize basic sentence structure to read sentences and short stories. Development of listening skills will transpire that include recognition of shapes and colors, as well as information including nature, community helpers, and modes of transportation. Supplemental activities will aid in maintaining interest, the development of fine motor skills, and school readiness.

### **B. List of textbooks**

*ABC-123 K-4 Phonics and Numbers*, A Beka Book, Pensacola, FL Fifth Edition, 2013.

*Readiness Skills K4*, A Beka Book, Pensacola, FL Second Edition, 1999.

### **C. List of required reference material and/or supplementary materials used**

A Beka Charts and Games, Teaching Aids, A Beka Book

Language Development Teachers Guide, A Beka Book, Second Edition 2012.

Language Visuals, A Beka Book.

Language Development Visual, A Beka Book.

Little Books 1-12, A Beka Book

Animal Friends 1-8, A Beka Book

Art Projects K4, A Beka Book, Pensacola, FL Third Edition, 2012.

## **D. Course Outline**

### 1. First Quarter

- a. Name, sound, and picture for **Ii, Uu, Ee, Aa, Oo, Tt, Ll, Bb, Nn**
- b. Blending a consonant with a vowel
- c. Sounding blends with one-vowel words
- d. Language development and reviews

### 2. Second Quarter

- a. Name, sound, and picture for **Mm, Hh, Ss, Cc, Dd, Gg, Rr, Ff, Jj, Kk, Vv, Ww, Yy**
- b. Sounding blends and one-vowel words
- c. Reading Circles begin
- d. Language development and reviews

### 3. Third Quarter

- a. Name sound, and picture for **Pp, Zz, Xx, Qq**
- b. Sounding blends and one vowel words
- c. One-vowel rule
- d. Marking short vowels
- e. Language development and reviews

### 4. Fourth Quarter.

- a. Reading sentences on chalkboard
- b. Two-vowel rule
- c. Marking long, silent, and short vowels
- d. Building speed in reading
- e. Increasing smoothness and speed in reading
- f. Language development and reviews

## **III. NUMBERS**

### **A. Description of course**

Involves recognition, counting, and writing of numbers 0-20, and number concepts 0-20. Before and after numbers and concept of more and less, larger and smaller, as well as combinations  $1+1=2$  through  $9+1=10$  are also included.

## **B. List of textbooks**

*ABC-123 K-4 Phonics and Numbers*, A Beka Book Pensacola, FL, Fifth Edition, 2013

## **C. List of required reference material and/or supplementary materials used**

Number Concept Flashcards 1-20, A Beka Book

## **D. Course Outline**

### 1. First Quarter

- a. Counting 1-30
- b. Recognizing and understanding concept of 1-7
- c. Writing 1-6

### 2. Second Quarter

- a. Counting 1-50
- b. Recognizing and understanding concept of 7-11
- c. Writing 7-10

### 3. Third Quarter

- a. Counting 1-80
- b. Recognizing and understanding concept of 12-18
- c. Writing 1-18
- d. Number family concept

### 4. Fourth Quarter

- a. Counting 1-100
- b. Before and after numbers
- c. Concept of more and less
- d. Combinations  $1+1=2$  through  $9+1=10$
- e. Write numbers 19-20

## **IV. Writing**

### **A. Description of course**

Foundation for the basic formation of letters A-Z, as the letters correlate with their basic phonics. As they learn the sound and name of each vowel and consonant they learn to write the letters in handwriting time.

## **B. List of textbooks**

*Manuscript ABC Writing Tablet*, A Beka Book Pensacola, FL, Second Edition , 2012.

*Manuscript Writing with Phonics K4*, A Beka Book, Pensacola, FL, Sixth Edition, 2012.

## **C. List of required reference material and/or supplementary material used**

None

## **D. Course Outline**

### 1. First Quarter

- a. Letters learned in phonics **Ii, Uu, Ee, Aa, Oo, Tt, Ll, Bb, Nn, Mm**

### 2. Second Quarter

- a. Letters learned in **phonics Hh, Ss, Cc, Dd, Gg, Rr, Ff, Jj, Kk, Vv, Ww, Yy, P, Zz, Xx, Qq**
- b. Blends
- c. First name

### 3. Third Quarter

- a. Letters, Blends, and words

### 4. Fourth Quarter

- a. Letters, Blends, and words

# **Expectations for students entering K5**

- The student should be 5 years old by August 1. Exceptions need to be approved by the teacher and administration.
- Boys should be able to use the restroom while keeping their pants pulled up as well as fasten a belt.
- The student should be able to sit in a chair for a 30 minute lunch period.
- The student should be able to sit for a 20 minute lesson without leaving his/her seat.
- The student should be able to interact with other classmates.
- The student should be able to count to 10 as well as use one-to-one counting to 10.
- The student should know 4 basic shapes: circle, triangle, rectangle, & square.
- The student should have number sense.
- The student should know the alphabet order as well as 15 out of 26 letters, recognition & sound.
- The student should be able to hold his/her pencil correctly and have good control.



# K-5

## I. BIBLE

### A. Description of Course

Stories from the Old & New Testament of the Bible are presented to the class in story form using the Bob Jones Curriculum. The use of A Beka flashcards with the story are used to provide a visual. There is a time of singing, asking, & answering questions, reviewing Bible Truths, & reciting weekly verses. And, whenever opportunity arises, we use these stories of character in conversation to train students to be more like Christ. The gospel is explained & demonstrated at least once a week, if not more.

### B. List of textbooks

*Bible Truths K5 for Christian Schools Teacher Edition* by Bob Jones University Press-2<sup>nd</sup> Edition-2004

*Bible Truths K5 Student Packet* by Bob Jones University Press-2<sup>nd</sup> Edition-2009

### C. List of required reference materials and/or supplementary materials used

Music CDs

Picture Packet

### D. Course outline

#### 1. First Quarter

- a. Unit 1 - God's Word, The Bible: God Speaks to Me (Ls. 1-5)
- b. Unit 2 - God's World, Creation: God Made Me (Ls. 6-18)
- c. Unit 3 - God's Love, Sin & Salvation: God Sees my Sin (Ls. 19-26)
- d. Unit 4 - God's Friend, Abraham: I Love God (Ls. 27-39)

#### 2. Second Quarter

- a. Unit 5 - God's Care, Joseph: I trust God (Ls. 40-49)
- b. Unit 6 - God's Leader, Moses: I Obey God's Word (Ls. 50-69)
- c. Unit 7 - God's Gifts, Thanksgiving: I Praise God (Ls. 70-73)
- d. Unit 8 - God's Best Gift, Christmas: I Thank God (Ls. 74-81)

#### 3. Third Quarter

- a. Unit 9 - God's Helpers, Joshua to Jonah: I Will Help (Ls. 82-97)
- b. Unit 10 - God's Son, Life of Christ: I Believe Jesus is God (Ls. 98-123)
- c. Unit 11 - God's Son Lives, Easter: I Believe Jesus Lives (Ls. 124-129)

#### 4. Fourth Quarter

- a. Unit 12 - God's Workers, The Disciples: I Will Work for Jesus (Ls. 130-136).
- b. Unit 13 - God Hears Me, Prayer: I Talk to God (Ls. 137-140)
- c. Unit 14 - God's Plan, Paul the Missionary: I Can be a Missionary Helper (Ls. 141-152).
- d. Unit 15 - God's Children, Review: I Will Remember (Ls. 153-160).

## II. Phonics/Reading/Science/History/Language Arts

### A. Description of course

Students are taught each letter of the alphabet beginning with the vowels. Students then begin learning to read by blending long & short vowel sounds with consonants. This is the beginning of the 6 Basic Phonics Steps taught through the A Beka Curriculum. Later they are taught special sounds to help them with reading speed. The A Beka reading books are introduced to the students during lesson 84 where they begin to have a Reading Circle time three times a week while the other students work on seatwork. Reading homework at this point is sent home 2 times a week till the end of the school year. Also there is an activity time each day where art, Social Studies, and Science are taught. This time teaches awareness of God in the lives of others as well as God's handiwork in creation. There is also a time after academics are taught to learn poems and practice visual perception skills.

### B. List of textbooks

5 Year Old Kindergarten Curriculum, Teacher Edition by A Beka Book-5<sup>th</sup> Edition-2013

My Blend and Word Book by A Beka Book-5<sup>th</sup> Edition-2013

Letter and Sounds K by A Beka Book-2<sup>nd</sup> Edition-2013

Basic Phonics Readers by A Beka Book-7<sup>th</sup> Edition-2013

Friends and Helpers Readers by A Beka Book-1<sup>st</sup> Edition-2013

Art Projects K5 by A Beka Book-3<sup>rd</sup> Edition-2013

Kindergarten Beginnings with Phonics for K5 Part 1 & 2 by Bob Jones University Press-2004

### C. List of required reference materials and/or supplementary materials

**used.**

Alphabet charts & Blend ladders

Review cards

Visuals for Social Studies depicting children from around the world, America, & community helpers

Visuals for the science lessons

## D. Course outline

### 1. First Quarter (Lessons 1-40)

#### a. Phonics

- i. Names/sounds of Ii, Uu, Ee, Aa, Oo, Tt, Ll, Bb, Nn, Mm, Hh, Ss, Cc, Dd, Gg
- ii. Concept of five vowels
- iii. Consonant-vowel blends
- iv. One-vowel words
- v. Sight word *the*
- vi. Adding final consonants to blends to make one-vowel words

#### b. Reading (none this quarter)

### 2. Second Quarter (Lessons 41-85)

#### a. Phonics

- i. Names/sounds of Rr, Ff, Jj, Kk, Vv, Ww, Yy, Pp, Xx, Zz, Qq
- ii. Sight words *a*
- iii. Sentences, capitals, periods
- iv. Words ending in two consonants
- v. Simple compound words
- vi. Spelling/dictation
- vii. Sight words *to, do, of*
- viii. One-/two-vowel rules
- ix. Long vowel sounds

#### b. Reading

- i. Begin three circles a day/three days a week
- ii. Homework reading two days a week for remainder of the year.
- iii. My Blend and Word Book (Groups 1, 2, 3)
- iv. I Learn to Read, Books 1-2 (Groups 2, 3)

### 3. Third Quarter (Lessons 85-132)

#### a. Phonics

- i. Marking short, long, and silent vowels
- ii. Basic Phonics Flashcards 1-33

#### b. Reading

- i. My Blend and Word Book (all groups)
- ii. I Learn to Read (all groups)
- iii. I Do Read (all groups)
- iv. I Can Read Well (group 1)

4. Fourth Quarter (Lessons 133-170)
  - a. Phonics
    - i. Basic Phonics Flashcards 34-48
    - ii. Basic Phonics Flashcards 49-50
  - b. Reading
    - i. Begin three circles a day/five days a week
    - ii. Building speed, accuracy, comprehension
    - iii. I Do Read (groups 2, 3)
    - iv. I Can Read Well (all groups)

### **III. Math**

#### **A. Description of course**

The students will understand math so that they can become problem solvers as well as develop a Christian worldview. The students use concrete manipulatives to introduce new math concepts, promote interactive learning with questions, develop problem-solving skills, increase skill in computation, review concepts systematically, and make learning math enjoyable. The students will benefit by understanding math, develop critical thinking skills, have less homework and enjoy math more.

#### **B. List of textbooks (All by Bob Jones University Press)**

*Math K5 Worktext*-4<sup>th</sup> Edition-2014

*Math K5 Teacher Edition*- 4<sup>th</sup> Edition-2014

#### **C. List of required reference materials and/or supplementary**

##### **materials used**

Teacher's Toolkit CD

Teacher's Visual Packet

Unifix Cubes

#### **D. Course outline with projects**

1. First Quarter
  - a. Chapter 1: Classifying & Sorting
  - b. Chapter 2: Numbers 0-5
  - c. Chapter 3: Numbers 6-10
  - d. Chapter 4: Geometry
  - e. Chapter 5: Measurement
2. Second Quarter
  - a. Chapter 6: Numbers 11-19
  - b. Chapter 7: Time
  - c. Chapter 8: Numbers to 39
  - d. Chapter 9: Addition to 5
  - e. Chapter 10: Calendars
  - f. Chapter 11: Compose Numbers
  - g. Chapter 12: More Addition
3. Third Quarter
  - a. Chapter 13: Equal Parts
  - b. Chapter 14: Numbers to 100
  - c. Chapter 15: Subtraction to 6
  - d. Chapter 16: Geometry
  - e. Chapter 17: Time
  - f. Chapter 18: Addition & Subtraction to 10
4. Fourth Quarter
  - a. Chapter 19: Measurement
  - b. Chapter 20: Calendars
  - c. Chapter 21: Equal Parts
  - d. Chapter 22: Math Review

## **IV. Handwriting**

### **A. Description of course**

Students are taught to write every letter of the alphabet in a basic form. The order of letters, blends, and words learned coordinates with the Phonics lessons taught from A Beka Book Curriculum. There is a handwriting time each day.

### **B. List of textbooks**

*Writing with Phonics K5 Manuscript* by A Beka Book-5<sup>th</sup> Edition-2013  
*Manuscript Writing K5 Curriculum/Lesson Plans* by A Beka Book-5<sup>th</sup> Edition-2013

## **C. List of required reference materials and/or supplementary materials used**

Manuscript Alphabet Flashcards

## **D. Course outline**

1. First Quarter
  - a. Letters learned in phonics: Ii, Uu, Ee, Aa, Oo, Tt, Ll, Bb, Nn, Mm, Hh, Ss, Cc, Dd, Gg
  - b. Blends and words
2. Second Quarter
  - a. Letters learned in phonics: Rr, Ff, Jj, Kk, Vv, Ww, Yy, Pp, Xx, Zz, Qq
  - b. Blends, words, and phrases
3. Third Quarter
  - a. Two-vowel words
  - b. Phrases and sentences
  - c. Continued practice
  - d. Review
4. Fourth Quarter
  - a. Continued practice
  - b. Review

# Expectations for students entering 1st Grade

Students entering first grade should be able to demonstrate the following skills in language arts and reading

1. Write and recognize upper and lower case letters
2. Match letters to sounds
3. Recognize basic sight words
4. Listen to a story and answer simple comprehension question

Students entering first grade should be able to demonstrate the following skills in Math

1. Count how many objects are in a group (one by one) and compare it to another group to figure out which is greater or less than the other
2. Recognize that addition mean putting two groups together and that subtraction means taking away
3. Recognize numbers
4. Add and subtract numbers through 5

## 1<sup>st</sup> Grade

### I. BIBLE

#### A. Description of course

A chronological study of the major figures of the Old Testament, and of the life of Christ.

#### B. List of textbooks

*A Father's Care, Bible Truths*, BJU Press, Greenville, SC Third Edition, 2009

#### C. List of required reference materials and/or supplementary materials used

Hambrick, Sharon, *Adoniram Judson God's Man in Burma*. Greenville, SC, BJU Press

#### D. Course Outline with Projects

##### 1. First Quarter

- a. Unit 1 - God Creates His World / Something from Nothing / God, Maker of All Things / Man Disobeys God / A Savior for Man

b. Unit 2 - God Keeps His Promises / Noah finds grace / Abram follows God / Abram puts Lot first / Abraham believes God

2. Second Quarter

a. Unit 3 - God Protects His People / Trust Brings Peace / Trust Brings Fellowship / Trust Removes fear / Trust Brings blessing

b. Unit 4 - Christmas: God Sent His Son / The Savior Announced / The Savior Delivered

c. Unit 5 - God Guides His People / God Calls a Leader / God Delivers His People / God's People Sin / God Gives the Victory

3. Third Quarter

a. Unit 6 - God Rules over His People / Israel Rejects God's Rule / God Chooses David / God Keeps David Safe / Kings Who Feared the Lord

b. Unit 7 - God Cares for His People / My example / My Help / My Security / My Savior

c. Unit 8 - Easter: God Offers His Son / Jesus, Lord and Christ / Jesus, Redeemer and Conqueror

4. Fourth Quarter

a. Unit 9 - God Strengthens His People / Speaking With Boldness / Seeking With Love / Praying With Faith / Going With Strength

b. Unit 10 - God Speaks With His People / God's Word Is My Treasure / God Guides Me With His Word / I Talk To God In Prayer / God Answers My Prayers

## II. Phonics

### A. Description of course

Students will be able to read and decode words by applying the special sounds, consonants, and blends. Recognition and use of all phonic special sounds in reading will occur. Instruction will also include basic capitalization, sentences, days of the week, months of the year, and correct punctuation at the end of sentences.

### B. List of textbooks

*Letters and Sounds*, A BEKA Book, fifth Edition

*Language 1*, A Beka Book, Fourth Edition



### **C. List of required reference materials and/or supplementary materials used**

- A Beka charts
- A Beka clue cards

### **D. Course outline with projects**

1. First Quarter
  - a. Short vowels and long vowels, consonants, consonant blends, One and two vowel rule, Use of ff, ll, or ss and the end of words, Use of k or c before a vowel, Use of ck of ke at the end of a word, Possessives, sentences, plurals, ending punctuation
2. Second Quarter
  - a. Basic phonic sounds, Root words, suffixes, Compound words, Opposites, Capitalization Rules, Syllables
3. Third Quarter
  - a. Basic phonics sounds, Prefix/root words, Syllable rules, Suffix rules, Alphabetical order
4. Fourth Quarter
  - a. Basic phonic sounds, Homonyms, Contractions, Review

## **III. Math**

### **A. Description of course**

The BJU math curriculum uses addition, subtraction, place value, 2-digit numbers, data, money, time, calendar, geometry, measurement, and problem solving skills to help the student master all the facts and concepts needed for daily use in our society.

### **B. List of textbooks**

- Math 1. Fourth Edition.* Greenville, SC BJU Press
- Math 1 Review.* For Use with Fourth Edition. Greenville, SC. BJU Press

### **C. List of required reference materials and/or supplementary materials used**

- ARITHMETIC 1 Tests and Speed Drills,* Pensacola, FL\_A BEKA BOOK, 2013

## **D. Course Outline with projects**

### 1. First Quarter

a. Numbers zero to twenty / Compare numbers / Addition and subtraction readiness / Addition and subtraction facts to 6 / Related Addition and subtraction facts / Tally, charts, pictures, bar graphs / Money: pennies, nickels, and dimes

### 2. Second Quarter

a. Addition and subtraction facts to 12 / Addition rules / 3 Addends / Time and Calendar / Fractions; Equal parts, halves, quarters, parts of a set, equal shares / Geometry; plane figures, attributes of shapes, composite and compose shapes

### 3. Third Quarter

a. Addition and subtraction of 2-digit numbers / add and subtract money / Rename 10 ones / Measurement; length, height / Count units of measure / Temperature, read a thermometer / Geometry; solid figures, flat and curved, spheres, prisms and cube / Measurement; weight and capacity, compare weight / Place Value

### 4. Fourth Quarter

a. Addition and subtraction facts to 18 / Money; quarters, dimes, nickels, and pennies / Time and Calendar / Addition and Subtraction with renaming / Math year-end review

## **IV. Reading**

### **A. Description of course**

A BEKA uses a phonetic approach in teaching students to read. Phonic rules are taught and then the special sounds are used to sound out words. Beginning stories with simple one and two vowel words progressing to stories based on classics, giving them valuable practice in applying phonic skills.

### **B. List of textbooks**

*Handbook for Reading*, Pensacola, FL: A BEKA Book, 2015

*Fun with Pets*, Pensacola, FL: A BEKA Book, 2015

*Tiptoes*, Pensacola, FL: A BEKA Book, 2015

*Stepping Stones*, Pensacola, FL: A BEKA Book, 2015

*Secrets and Surprises*, Pensacola, FL: A BEKA Book, 2015

*Kind and Brave*, Pensacola, FL: A BEKA Book, 2015

*Aesop's Fables*, Pensacola, FL: A BEKA Book, 2015

*Strong and True*, Pensacola, FL: A BEKA Book, 2015

*Down by the Sea*, Pensacola, FL: A BEKA Book, 2015

*Animals in the Great Outdoors*, Pensacola, FL: A BEKA Book, 2015

*Primary Bible Reader*, Pensacola, FL: A BEKA Book, 2013

### **C. List of required reference materials and/or supplementary materials used**

None

### **D. Course outline with projects**

1. Major goals for Reading 1: Become eager readers / Develop a love and understanding for independent reading / Learn to sound out words / Learn to read with good expression, smoothness and accuracy / Master the skill of comprehension / Recall the events in a story, in the proper sequence / Follow along as others read

2. First Quarter

a. Handbook for Reading / Fun with Pets / Tiptoes

3. Second Quarter

a. Stepping Stones / Kind and Brave

4. Third Quarter

a. Aesop's Fables / Primary Bible Reader

5. Fourth Quarter

a. Strong and True / Down by the Sea / Animals in the Great Outdoors

## **V. SPELLING**

### **A. Description of course**

The usage of the A BEKA spelling curriculum is to educate the students in many different spelling rules that will enable them to use better spelling in their everyday tasks.

### **B. List of textbooks**

*Spelling and Poetry 1. Fifth Edition*, A Beka Book, Pensacola, FL

## **C. List of required reference materials and/or supplementary materials used**

Spelling Charts

## **D. Course outline with projects**

### 1. First Quarter

a. Units 1-6: Learn to spell words using the phonic rules; when there is one vowel in a word, it usually says its short sound. When there are two vowels in a word, the first vowel says its long sound, and the second vowel is silent. K comes before i and e; c before the other three-a,o,u. When you hear a k sound at the end of a word and the vowel is short, write ck. If the vowel is long, write k and a silent e. ay in pray, l, f, and s often walk together at the end of a short-vowel word.

### 2. Second Quarter

a. Units 7-14: Phonic Rules; When e, o, or y is the only vowel at the end of a word, it usually says its long sound. Sh in ship, th in this, th in thick, ou in out, ow in bowl, ow in owl, er in verse, ur in nurse, ir in bird, oi in coin, oy in boy, oo in book, oo in tooth, ch in church, or in morning, wor in worms, igh in night, ite word, all in ball, alk in walk, review words.

### 3. Third Quarter

a. Units 15-23: ank, ink, onk, unk, ang, ing, ong, ung words, wa in wash, ar in stars, a in adopt, a-in asleep, -ing in pointing, y in baby, le in little, -ed in wanted, -ed in looked, -ed in played, review words.

### 4. Fourth Quarter

a. Units 24-30: When a root word ends with a single consonant and the vowel is short, double the consonant before adding a suffix that begins with a vowel. When a root word ends with silent e, the e is usually dropped before adding a suffix beginning with a vowel.

## **VI. HANDWRITING**

### **A. Description of course**

To develop neatness in writing skills, to form each letter the correct way on paper, and to hold their pencil the correct way.

### **B. List of textbooks**

*Writing with Phonics 1 Manuscript*, Pensacola, FL: A BEKA Books

### **C. List of required reference materials and/or supplementary materials used**

None

### **D. Course outline with projects**

1. Student will be able to communicate in written form.
2. The ability to hold the pencil correctly
3. The ability to form all letters correctly in manuscript
4. The ability to demonstrate correct size and alignment of letters
5. The ability to write sentences and short stories in manuscript

## **VII. HISTORY**

### **A. Description on course**

Develop a Christian world-view of the family, community, America, and the world.

### **B. List of Textbooks**

*Heritage Studies 1*, BJU Press, Greenville, SC, Third Edition

*Heritage Studies Activity Manual*, BJU Press, Greenville, SC Third Edition

### **C. List of required reference materials and/or supplementary materials used**

History Charts

### **D. Course Outline with projects**

#### 1. First Quarter

- a. God's World: God's Creation, Sin and a Savior, Introduction to Maps, Continents and Oceans, Directions
- b. Your Family: Roles of Family Members, Families Work and Play Together, Graphing the number of people in families, Family Rules, Wants and Needs.
- c. Your Community: Service Jobs, Places in a Community, recycling and Caring for Natural Resources, Government Workers, Benjamin Franklin, Maps
- d. Your State; State Government Leaders, States have famous people, places, and things

e. Your Country: The American Flag and the Pledge, United States Symbols, Government of the United States, Elections

f. Your Country's Capital: The White House, The Washington Monument, The Lincoln Memorial, Directions, Map Activity

## 2. Second Quarter

a. Native Americans: the First American, Native American Culture, The Kiowa, Hopi, and Tlingit Tribes, Artifacts

b. Christopher Columbus: Columbus's early life, Maps and Mapmaking, Columbus Discovers the New World

c. Jamestown: Why the English Came, Meeting the Woodland People, Building a Settlement, Pocahontas, The Settlement Grows

d. Plymouth: The Mayflower, Plymouth, The Pilgrims and the Woodland People, Squanto, The First Thanksgiving

e. Today and Long Ago: Communication has changed over time, tools from the past, Changes in clothing over time, the Future

## VIII. SCIENCE

### A. Description of course

Observing the wonder of God's creation in our senses, the weather, our health and safety, plants, the animals, the sun, moon and stars and the forces around us.

### B. List of textbooks

*Science*, BJU Press, Greenville, SC, Third Edition

*Science Activity Manual*, BJU Press, Greenville, SC Third Edition

### C. List of required reference materials and/or supplementary materials used

None

### D. Course outline with projects

#### 1. Third Quarter

a. Senses: Seeing, touching, tasting, smelling, hearing

b. The Weather: Wind, cloud, water from the sky, weatherman

c. Seasons: Spring, Summer, Autumn, Winter

- d. Health and Safety: Healthy habits, safety
- e. Tame Animals: Pets, farm animals, zoo animals
- f. Wild Animals: Animal tracks and marks

## 2. Fourth Quarter

- a. Matter: Solids, Liquids, and Gas
- b. Sound: How sound moves, uses of sound, sound and matter
- c. The Sun, Moon, and Stars: The moon and stars
- d. Plants: parts of a plant, what plants need, what we make from plants
- e. Pushes and Pulls: forces; friction, gravity, and magnetic force

# Expectations for students entering 2<sup>nd</sup> Grade

Students entering the 2nd grade should be demonstrating these skills in math:

- adding and subtracting to double digits.
- skip counting by 2s, 5s, and 10s.
- telling time by hour or half hour.
- read simple bar graphs.

Students entering the 2nd grade should be practicing these skills in language arts and reading:

- read and write phonetic words and sight words.
- comprehend short chapter books with simple words.
- write a complete sentence with correct capitalization and punctuation.

## I. BIBLE

### A. Description of course

This curriculum uses many Bible stories, characters, crafts, catechisms and songs to educate the student about different doctrines found in Scripture.

### B. List of textbooks

*A Servants Heart*, BJU Press, fourth edition, 2011

### C. List of required reference materials and/or supplementary materials used

KJV Bible

Patch the Pirate worship songs

*A Question of Yams* by Gloria Repp BJU Press

*Pelts and Promises* by Nancy Lohr BJU Press

### D. Course outline with projects

1. First Quarter

a. Unit one: God is my King

b. Unit two: An Obedient Heart

c. Unit three: A Humble Heart

2. Second Quarter



- a. Unit four: A Serving Heart
- b. Thanksgiving Supplemental Lesson
- c. Unit five: Birth of a Savior
- 3. Third Quarter
  - a. Unit 6: A Courageous Heart
  - b. Unit 7: A Forgiving Heart
  - c. Unit 8: Easter – He Lives
- 4. Fourth Quarter
  - a. Unit 9: Jesus the Messiah
  - b. Unit 10: A Generous Heart

## **II. PHONICS**

### **A. Description of Course**

In the 2<sup>nd</sup> grade phonics curriculum, the student will continue to be educated in the skills of writing, punctuation, capitalization, complete sentences, poetry memorization, special sounds and blends, and be expected to have a working knowledge of each.

### **B. List of textbooks**

*Letters and Sounds 2* A BEKA Book third edition

*Language 2* A BEKA Book third edition

### **C. List of required reference materials and/or supplementary materials used**

A BEKA Book- Handbook for Reading, Large Alphabet Flashcards, Blend Practice cards A and B, Clue word Cards, Large Phonics Teaching Charts, and Basic Phonics Flashcards.

### **D. Course Outline with Projects**

- 1. First Quarter
  - a. Recognizing vowels and consonants
  - b. Recognizing special sounds
  - c. Writing sentences
- 2. Second Quarter
  - a. Practicing special sounds

- b. Writing sentences
- c. Creative writing
- 3. Third Quarter
  - a. Practice special sounds
  - b. Creative writing
  - c. Adding prefixes and suffixes
  - d. Writing sentences
  - e. Using ending punctuation
- 4. Fourth Quarter
  - a. Practice recognizing special sounds
  - b. Creative writing
  - c. Writing and recognizing sentences

### **III. MATH**

#### **A. Description of course**

The objective for Math in second grade is to use addition, subtraction, money, word problems, multiplication, division, telling time, geometry, place values, temperature, telling time, and graphs to help the student function in our society.

#### **B. List of textbooks**

*Math 2*, BJU Press third edition List of required reference materials and/or supplementary materials used

#### **C. List of required reference materials**

*Arithmetic 2 Tests and Speed drills*, A Beka Book

#### **D. Course outline with projects**

- 1. First Quarter
  - a. Chapter 1: Addition facts-zero principle, count on 1 or 2, add to 5, order principle, add doubles, bar graph, names for 10, near doubles, three addends.
  - b. Chapter 2: Place Value: Two Digit Numbers- tens ones, rename ones, expanded form, before, after, between, missing numbers, 1 more, 1 less, 10 more, 10 less, greater than, less than, even, odd, round to the nearest 10.

- c. Chapter 3: Subtraction Facts- count back 1 or 2, subtract 0, double fact families, fact families for 10, missing addend, 13-14 fact families.
- d. Chapter 4: Time and Calendar- hour and half hour, time to 5 minutes, before and after.
- e. Chapter 5: Addition: Two Digit Numbers- estimation, renaming, extra information, money, order principle, three addends grouping.

## 2. Second Quarter

- a. Chapter 6: Customary Measurement - pounds, ounces, temperature, cups, pints, quarts, gallons, inches, feet yards, distance in miles.
- b. Chapter 7: Subtraction: Two Digit Numbers-estimation, renaming, renames 1 dime as 10 pennies, subtract and check, line graph.
- c. Chapter 8: Place Value: Two Digit Numbers- hundreds, tens, ones, expanded form, before, after between, order numbers, 10 more, 10 less, 100 more, 100 less, compare 3 digit numbers.
- d. Chapter 9: Money- Quarters, dimes, nickels, pennies, probability, coins needed to purchase, half dollar, dollar bill, dollar sign, count dollar bill and coins, count change.
- e. Chapter 10: Addition: Three Digit Numbers- round to estimate, rename ones, rename tens, multi-step problem, rename ones or tens, rename tens and ones, add money.
- f. Chapter 11: Understanding Multiplication- repeated addition, multiplication, write and illustrate multiplication problems, order principle, two ways to multiply, illustrate and solve word problems.

## 3. Third Quarter

- a. Chapter 12: Subtraction: Three Digit Numbers - round to estimate, rename tens as ones, rename hundreds as tens, subtract and check, extra information, multi-step problems, problem solving.
- b. Chapter 13: Multiplication Facts- multiply by 2, 5, 10, 1, 0, 3, 4
- c. Chapter 14: Fractions- equal parts, write and identify, compare fractions, part of a set, fair shares, circle graphs, halves and fourths.
- d. Chapter 15: Geometry-plane figures, patterns, Venn diagram, divide shapes, symmetry, solid figures, perimeter, lines.

#### 4. Fourth Quarter

- a. Chapter 16: Metric Measurement-Celsius, gram, kilogram, liter, centimeters, meters, estimate and measure, perimeter, coordinate graph.
- b. Chapter 17: Exploring Four Digit Numbers - thousands, place value, four digit addition, rename ones or tens, rename hundreds.
- c. Chapter 18: Understanding Division- equal sets, division, multiplication.
- d. Chapter 19: - divide by 2, 3, 4, 5, 1

### **IV. READING**

#### **A. Description of course**

The ABEKA reading focuses on phonics and special sounds to develop a student that is able to read fluently and sound out unknown words.

1. Major goals for reading education in 2<sup>nd</sup> grade are:

- a. Developing eager readers
- b. Encouraging Christian growth and love of reading
- c. Developing independent word recognition skills
- d. Phonetic analysis
- e. Structural analysis
- f. Recognition of some sight words
- g. Applying the skills of context clues
- h. Comprehension skills
- i. Developing dictionary skills
- j. Meeting individual student needs

2. Mastery of: comprehension, expression, volume and enunciation, smoothness, accuracy, alertness to punctuation, book positioning, and posture

#### **B. List of textbooks:**

*Handbook for Reading, Story Tree, Treasure Chest, Hidden Treasure, No Longer a Nobody, Paths of Gold, Sunshine Meadows, Silver Sails, Open Skies, All Kinds of Animals, and Growing up Where Jesus Lived.* These are all from A BEKA Book

#### **C. List of required reference materials and/or supplementary materials used**

*Pulling Together* by Dawn L. Watkins

*The Treasure of Pelican Cove* by Milly Howard

## **D. Course outline with projects**

1. First Quarter
  - a. Handbook for Reading
  - b. Story Tree
  - c. Treasure Chest
2. Second Quarter
  - a. Treasure Chest
  - b. Hidden Treasure
  - c. No Longer a Nobody
3. Third Quarter
  - a. No Longer a Nobody
  - b. Paths of Gold
  - c. Sunshine Meadows
4. Fourth Quarter
  - a. Silver Sails
  - b. Open Skies
  - c. All Kinds of Animals
  - d. Growing up Where Jesus Lived

## **V. Spelling**

### **A. Description of course**

Look at reliable spelling patterns, teach them how to study, learn dictionary skills, and memorize poems.

### **B. List of textbooks**

*Spelling and Poetry 2*, A BEKA Book, 3<sup>rd</sup> edition

### **C. List of required reference materials and/or supplementary materials used**

Weekly tests of words

Dictation sentences

Vocabulary words

Phonics reviews and drills

## **D. Course outline with projects**

### 1. First Quarter

- a. Lists 1-9
- b. Memorize a poem
- c. Dictionary skills

### 2. Second Quarter

- a. Lists 10-18
- b. Memorize a poem
- c. Dictionary skills

### 3. Third Quarter

- a. Lists 19-26
- b. Memorize a poem
- c. Dictionary skills

### 4. Fourth Quarter

- a. Lists 27-32
- b. Memorize a poem
- c. Dictionary skills

## **VI. Handwriting**

### **A. Description of course**

The A BEKA Book curriculum teaches proper cursive writing

### **B. List of textbooks**

*Handwriting 2*, sixth edition, A BEKA Book

### **C. List of required reference materials and/or supplementary materials used**

Cursive formation flashcards A BEKA Books

## **D. Course outline with projects**

### 1. First Quarter

- a. Lessons 1-45 Writing posture, letters, blends, first/last names, connecting letters, copying poems and paragraphs
- b. Introducing sentences, punctuation rules, rhyming, compound, opposites, and unscrambling sentences

### 2. Second Quarter

- a. Lessons 46-90 Copying poems, paragraphs, connecting letters, and continue practicing
- b. Subject/verb, color words, sentence structure, and complete sentences

### 3. Third Quarter

- a. Connecting letters and continued practice
- b. Capitalization rules, describing words, completing a story, story title, starter sentences, and writing original stories

### 4. Fourth Quarter

- a. Connecting letters and continued practice
- b. Writing stories from a given theme, listing items, friendly letters, learning about synonyms, and riddles

## **VII. HISTORY**

### **A. Description of Course**

The Bob Jones curriculum introduces students to a study of our country.

### **B. List of Textbooks**

*Heritage Studies 2*, BJU Press, Third Edition

### **C. List of required reference materials and/or supplementary materials used:**

Short movie clips from Discovery Education

## **D. Course outline with projects**

### 1. First Quarter

- a. Chapter 1 - God so Loved the World- creation, salvation, bar graph, compass rose, globe, and Adoniram Judson
- b. Chapter 2 - Community Life- Cain's community, communities, neighborhoods, needs, wants, volunteers, laws, and change
- c. Chapter 3 - Liberty and Justice for all- U.S. capitol, 3 levels of government, laws, elections, voting, responsible citizens, national symbols, landmarks, becoming a citizen
- d. Chapter 4 - Land That I Love- climate, landform, bodies of water, Crater Lake National Park, and America's neighbors
- e. Chapter 5 - Exploring Our Past- Native Americans, natural resources, explorers, Ponce de Leon, Jamestown, and cultures

### 2. Second Quarter

- a. Chapter 6 - The New England Colonies- Pilgrims, Plymouth, Puritans, Rhode Island, Connecticut, Hornbook, Jonathan Edwards, and David Brainerd
- b. Chapter 7 - The Middle Colonies- Manhattan, William Penn, Pennsylvania, waterways, jobs, melting pot, and Christmas cookies
- c. Chapter 8 - The Southern Colonies- tobacco, colonial shops, the Carolinas, Eliza Pinckney, James Oglethorpe, Georgia, plantations, slavery, Anglicans, Huguenots, and the Thirteen Colonies
- d. Chapter 9 - The Revolutionary War- Boston Massacre, Boston Tea Party, events leading to the war, The Declaration of Independence, battles, timeline, John Adams, and make a flag
- e. Chapter 10 - A Nation is Born- The Constitution, The Great Compromise, George Washington, and God's grace

## **VIII. SCIENCE**



## **A. Description of course**

Goals for Science 2 are to develop knowledge of God, encourage Christian growth, and promote scientific literacy.

## **B. List of textbooks**

*Science 2*, BJU Press, third edition

## **C. List of required reference materials and/or supplementary materials used**

Short clips from **Discovery Education**

## **D. Course outline with projects**

### 1. Third Quarter

- a. Chapter 1 - What Scientists Do- Observe, classify, measure, infer, predict, communicate, tools, and experiment
- b. Chapter 2 - What Living Things Do- living things, non-living things, and butterflies life cycle
- c. Chapter 3 - How Plants Grow- plant parts, seeds, and life cycle
- d. Chapter 4 - Where Things Live-community, population, rainforests, tundras, woodland forests, oceans, and ponds
- e. Chapter 5 - What Fossils Show Us- creation/evolution, and fossils
- f. Chapter 6 - What Makes up the Earth- earth's surface, inside the earth, and the earth's surface

### 2. Fourth Quarter

- a. Chapter 7 - What Natural Resources Are- water, soil, trees, fossil fuels, reuse, reduce, and recycle
- b. Chapter 8 - How the Earth Moves- horizon, rotation, day, night, revolution, and seasons
- c. Chapter 9 - How Light Works- colors in light, transparent, translucent, opaque, shadows, sun, and how big is my shadow
- d. Chapter 10 - How Matter Changes- matter, heating matter, cooling matter, melting solids, and temperature

e. Chapter 11 - How Things Move- force, motion, friction, gravity, and magnetism

f. Chapter 12 - How the Body Works- skeletal, muscular, circulatory, respiratory, digestive, food, and exercise

# Expectations for students entering Third Grade

**Students entering the third grade should exhibit the following skills in math:**

1. Add and subtract with regrouping
2. Tell time to the quarter hour
3. Measure to the nearest  $\frac{1}{2}$  inch
4. Begin to understand the concept of multiplication and practice skip counting
5. Find keywords in one- step and multi-step word problems

**Students should be able to demonstrate the following skills in reading:**

1. Understand key vocabulary using context clues
2. Able to sequence a story (Put the main events in order)
3. Practice fluency (Students should be able to read approximately 75 words per minute)
4. Understand what they are reading and re-read if something doesn't make sense

## 3rd Grade

### I. BIBLE

#### A. Description of course

A general study of the Bible beginning in the Old Testament at creation through the life of Moses with a transition to the life of Christ beginning at His birth.

#### B. List of textbooks

*Following Christ*, Greenville, SC: Bob Jones University Press, 2012

#### C. List of required reference materials and/or supplementary materials used:

Escape, Mona Dunckel, Greenville, SC: Journeyforth, 1998

#### D. Course outline with projects

##### 1. First Quarter

a. Focus on God's miraculous Creation and realize man's sinful nature, God's mercy, and God's judgment and how this brings about the need for a Christian's salvation.

b. Realize and discern the mind of a fool, a doubter, a rebel, and a believer and relate it to the mind of a Christian.

c. Bible verses and truths used and memorized for further support and instruction

## 2. Second Quarter

- a. Explore pure trust, actions, motives, and speech and how relate these to the purity of a Christian.
- b. Thank God for His provision by exploring Biblical examples of worship and praise such as: The Feast of Weeks and Pentecost.
- c. Learn and appreciate the Christmas holiday by a study of the birth of John the Baptist and the birth of Jesus, the King of Kings.
- d. Bible truths and verses used and memorized for further support and instruction

## 3. Third Quarter

- a. Realize the Master's plan, his harvest fields, his service, and his return and how this comprises His work and His Kingdom.
- b. Understand Jesus as the Good Shepherd, the Bread of Life, the Way, the Truth, the Life, and the Resurrection and focus on these as just a few reasons for his exaltation.
- c. Explore the call for a Christian's willingness to go, serve, and suffer for Christ. Bible truths and verses used and memorized for further support and instruction.

## 4. Fourth Quarter

- a. Unfold the events of Passover Week, Christ's crucifixion, and his Resurrection in order to understand the reason for Easter and comprehend the completeness of God's love.
- b. Realize a Christian's friendships by exploring what a friend is, what kind of friends do we have, what kind of friend am I, and relate this to Jesus being our best friend.
- c. Study God's Word and discover it's infallibility, authority, ability to foretell the last days, and it's completeness and emphasize that it is the Christian's guide for living.
- d. Bible truths and verses will be used and memorized further support and instruction.

## **II. English**

## **A. Description of course**

A presentation of the fundamentals of language such as parts of speech, capitalization, sentences, dictionary usage, punctuation, word usage, and writing skills.

## **B. List of textbooks**

*Language 3*, Pensacola, FL: A Beka Book, 2007

## **C. List of required reference materials and/or supplementary materials used**

None

## **D. Course outline with projects**

### 1 First Quarter

- a. Lessons 1-45
- b. Recognizing/writing declarative, interrogative, exclamatory sentences
- c. Capitalization rules
- d. Writing sentences that answer important questions
- e. Rules for using periods
- f. Rules for using commas
- g. Writing journal entries
- h. Using apostrophes to show possession
- i. Using quotation marks in direct quotations

### 2. Second Quarter

- a. Lessons 46-90
- b. Writing good sentences
- c. Forming plurals
- d. Forming contractions
- e. Word Usage
- f. Recognizing/writing synonyms, antonyms, and homonyms
- g. Writing friendly/thank-you letters
- h. Writing events in chronological order

### 3. Third Quarter

- a. Lessons 91-105
- b. Using *a* and *an*
- c. Word Usage
- d. Using a dictionary
- e. Writing book reports
- f. Verb Usage without helping verbs
- g. Memorize and use helping verbs
- h. Writing about a picture
- i. Recognize and use nouns
- j. Recognize and use subjects in a sentence
- k. Recognize and use verbs

#### 4. Fourth Quarter

- a. Lessons 136-170
- b. Diagramming subject/verb of simple sentence
- c. Writing and proofreading stories
- d. Word Usage
- e. Recognizing and using adjectives
- f. Recognizing articles as adjectives
- g. Writing good descriptions/Bible story

### **III. Math**

- A. Description of course

A review of addition and subtraction facts, a review of time, money, and measures, a study of multiplication and division facts, and an introduction to geometry, simple algebraic sentences, graphs, and use of the metric system.

## **B. List of textbooks**

*Math 3*, Greenville, SC: BJU Press, 2014

## **C. List of required reference materials and/or supplementary materials used**

*Arithmetic 3: Tests and Speed Drills*, Pensacola, FL, A Beka Book, 2015

## **D. Course outline with projects**

### 1. First Quarter

- a. Addition and subtraction strategies
- b. Properties of addition and subtraction
- c. Addition and subtraction fact families for 13-18
- d. Place value with 3, 4, 5 and 6 digit numbers
- e. Rounding to the nearest ten, hundred, and one thousand
- f. Roman numerals and ordinal numbers
- g. Rounding to estimate
- h. 2, 3, 4, 5, and 6 digit addition with renaming
- i. 2, 3, 4, 5, and 6 digit subtraction with renaming
- j. Charts, tables, line plots, bar graphs, coordinate graphs, and circle graphs
- k. Missing addends

### 2. Second Quarter

- a. Multiplication with 0, 1, 2, 3, 4, and 5
- b. Properties of multiplication
- c. Multiplication with missing factors
- d. Division by 0, 1, 2, 3, 4, and 5
- e. Time to 1 and 5 minutes
- f. Quarter after, quarter to, and half past
- g. AM and PM

- h. Elapsed time and date
- i. Calendar
- j. Measures: weight, capacity, length, distance, and temperature

3. Third Quarter

- a. Write, identify, compare, and order fractions
- b. Equivalent fractions
- c. Mixed Numbers
- d. Part of a set and fractions for sets
- e. Add and subtract like fractions
- f. Multiplication with 6, 7, 8, 9, and 10
- g. Multi-step word problems
- h. Properties of multiplication
- i. Division by 6, 7, 8, 9, and 10
- j. Angles, lines, and patterns
- k. Perimeter/Area
- l. Count and compare money
- m. Add and subtract money

4. Fourth Quarter

- a. Polygons and circles
- b. Similar, congruent, and symmetrical
- c. Solid and plane figures / Venn Diagram
- d. Metric measurements for length, distance, capacity, mass
- e. Celsius temperature
- f. Multi-digit multiplication / with renaming
- g. Long division with 2 and 3 digits, money, remainders
- h. Decimals: tenths and hundredths place / Add and subtract decimals

## **IV. Reading**



#### A. Description of course

A study of phonics rules and daily practice in decoding/reading with an emphasis on comprehension.

#### B. List of required textbooks

*Paths to Adventure*, Pensacola, FL: A Beka Book, 2014

*Footprints*, Pensacola, FL: A Beka Book, 2014

*The Swiss Family Robinson*, Pensacola, FL: A Beka Book, 2014

*Crossroads*, Pensacola, FL: A Beka Book, 2014

*Better Bridges*, Pensacola, FL: A Beka Book, 2014

*Pilgrim Boy*, Pensacola, FL: A Beka Book, 2014

*Secrets in the Maple Tree*, Pensacola, FL: A Beka Book, 2014

*Worlds of Wonder*, Pensacola, FL: A Beka Book, 2014

*Pilgrim's Progress*, Pensacola, FL: A Beka Book, 2014

*Doors to Discovery*, Pensacola, FL: A Beka Book, 2014

#### **C. List of required reference materials and/or supplementary materials used**

Read and Think Skill Sheets 3, Pensacola, FL: A Beka Book, 2013

#### **D. Course outline with projects**

##### 1. First Quarter

- a. Recognize homonyms, word with multiple meanings, and setting and characters.
- b. Identify emotions of characters, conflict in a story, long and short vowels, and consonant digraphs.
- c. Demonstrate knowledge of vowel patterns, word families, open syllables, and *r* influenced words.
- d. Read words with consonant blends, digraphs, long vowels, two open vowels, and special vowel sounds.
- e. Recall facts and details
- f. Think critically

## 2. Second Quarter

- a. Distinguish fantasy, reality, elements of setting, and main ideas.
- b. Read for information
- c. Recall facts and ideas, attitudes of characters, and story events and order.
- d. Relate stories to Biblical truths, historic details, and personal life.
- e. Note foreshadowing, analogies, and author's use of comparisons.
- f. Identify and divide compound words, words with affixes, and words with vowel consonant patterns.
- g. Read words with special sounds.
- h. Use the glossary and dictionary to build vocabulary skills.
- i. Read and define words with suffixes and prefixes.

## 3. Third Quarter

- a. Interpreting Spanish words
- b. Determine the main idea of the paragraph.
- c. Think critically about a character's actions, feelings, and responses.
- d. Note the use of rhyme in poetry and see how this supports the meaning.
- e. Use and understand meanings of similes, metaphors, and figures of speech in literature.
- f. Decode words with prefixes and suffixes and note how their meanings change.
- g. Use descriptive words to draw a picture.
- h. Identify different spellings of the long vowel.
- i. Match vocabulary words with their definitions

## 4. Fourth Quarter

- a. Recognize moods and emotions of characters in a poem.
- b. Identify with a character, cause and effect relationships, time and place, and problem and solution.
- c. Infer character traits, actions of characters, supporting details, and cause and effect.

- d. Match antonyms, synonyms, and homonyms.
- e. Use a Bible concordance, locate verses in the Bible, and find key words in a Bible verse.
- f. Read a political and physical map, a compass rose, a menu, a bar graph, and a circle graph.
- g. Divide words into syllables.
- h. Determine meanings of words through context clues.
- i. Identify onomatopoeia, imagery in poetry, and base words.

## V. Spelling

### A. Description of course

A review and practical application of phonics rules along with the memorization of assigned words and poems.

### B. List of textbooks

*Spelling and Poetry 3*, Pensacola, FL: A Beka Book, 2013

### C. List of required reference materials and/or supplementary materials used

None

### D. Course outline with projects

#### 1. First Quarter

a. Use the following rules: Ck in duck, e in me, o in go, y in fly, ay in pray, st in stop, pl in plane, fr in frog, tr in train, sh in ship, bl in block, th in thick, th in this, cl in clock, fl in flake, gl in glue, br in bride, dr in drum, pr in pray, gr in grin, sc in scat, sk in skate, sm in smoke, spl in splash, spr in sprain, tw in twin, sp in spade, cr in crab, scr in scream, squ in squeak, sn in snack, sl in sleep, str in stream, sw in swim

#### 2. Second Quarter

a. Use the following rules: Thr in three, ar in stars, ch in church, or in morning, ou in out, ow in owl, ow in bowl, er in verse, ur in nurse, ir in bird, oi in coin, oy in boy, oo in book, wor in worms, igh in night, all in ball, alk in walk, ing in pointing, kn in knot, gn in gnat, ang in bang, ing in

king, ong in long, ung in stung, ank in bank, ink in wink, onk in honk, unk in trunk, wa in wash, a in adopt, y in baby, le in little

### 3. Third Quarter

a. Use the following rules: Ed in looked, ed in wanted, ed in played, tch in patch, ear in ear, ear in earth, ear in bear, wh in whale, wh in who, old in gold, mb in lamb, ew in flew, y in rainy, er in bigger, est in biggest, ly in slowly, en in sharpen, ild in child, ind in kind, es in peaches, c in city, o in shovel, au in faucet, aw in saw, ea in leaf, a in banana, ea in thread, ea in steak, ey in obey, ph in phone, ie in brownie, ey in key, ch in chorus, r-influenced vowels ur sounds, long, oo sound; double consonant before y or er two different consonants before y or er words ending with le, air, and are; compound words; long i sound long vowel +consonant+y

### 4. Fourth Quarter

a. Use the following rules: Ought in thought, aught in caught, g in giant, dge in fudge, a in asleep, al in also, be in because, en in enjoy, un in unbutton, wr in wrinkle, ould in could, air in hair, u in push, ough in enough, ou in country, arr in carry, ire in fire, ful in beautiful, are in care, tain in mountain, ure in pure, ture in pasture, war in war, tion in nation, sion in missionary, sion in television, eigh in eight, or in sailor, ar in dollar

## VI. HANDWRITING

### A. Description of course

A reinforcement of proper paper placement, correct pencil grip, and proper letter formation.

### B. List of textbooks

*Writing with Phonics 2*, Pensacola, FL: A Beka Book, 2014

### C. List of required reference materials and/or supplementary materials used

None

### D. Course outline with projects

None

## **VII. HISTORY**

### **A. Description of course**

A study of civics and government which evaluates historical events in U.S History from the Constitutional Convention to the Civil War, all from a Christian worldview.

### **B. List of Textbooks**

*Heritage Studies 3*, Greenville, SC: BJU Press, 2014

*Heritage Studies 3 Workbook*, Greenville, SC: BJU Press, 2014

### **C. List of required reference materials and/or supplemental materials used**

None

### **D. Course outline with project**

#### 1. First Quarter

- a. Students will learn about Christopher Columbus, people and challenges in the New World, and the American Revolution.
- b. Students will learn about the development of the Constitution, the three branches of government, the meaning of compromise, and will memorize the Preamble of the Constitution.
- c. Students will learn how the Electoral College works and explore the presidency of George Washington.

#### 2. Second Quarter

- a. Students will learn about the balance of power in government, compare political parties, and explore the Louisiana Purchase with Lewis and Clark.
- b. Students will learn about the War of 1812, compare the North and South, become familiar with the American System, the Monroe Doctrine, and the Missouri Compromise, and develop globe skills.

#### 3. Third Quarter

- a. Students will learn about the changes in American democracy during the presidencies of Andrew Jackson, John Quincy Adams, and Martin Van Buren, as well as how democracy affected American Christianity.
- b. Students will learn about foreign missions, hemispheres, Indian treaties, the Bank of the United States, tariffs, and abolitionists.

c. Students will learn how inventions and immigration spurred growth in population, amount of land owned, and the amount of money Americans had.

4. Fourth Quarter

a. Students will learn about the western expansion of the United States which will include: problems with Mexico, the Mormons' migration West, Manifest Destiny, and the discovery of gold in California.

b. Students will learn about a nation dividing over the opinions and issues surrounding slavery.

c. Students will learn about the facts of the Civil War and the leaders of both sides of the conflict.

## VIII. SCIENCE

### A. Description of Course

An introductory overview of plant and animal life, their geographical habitats, the states of matter, force, the weather, and the planets.

### B. List of Textbooks

*Science 3*, Greenville, SC: BJU Press, 2009

Science 3 Workbook, Greenville, SC: BJU Press, 2009

### C. List of required reference materials and/or supplemental materials used

None

### D. Course outline with projects

1. First Quarter

a. Students will learn the difference between vertebrates and invertebrates while also discovering the three groups of cold-blooded animals.

b. Students will learn how to measure temperature and demonstrate how to use a thermometer.

c. Students will investigate the diverse varieties of warm-blooded animals which will include birds, mammals, and people.

d. Students will learn about the parts of a plant, the process of photosynthesis, and the uses of plants,

e. Students will learn about the metric system of measurement and demonstrate how to use a meter stick and a centimeter ruler.

## 2. Second Quarter

a. Students will explore ecosystems and how they change while also learning to define population, community, and habitat.

b. Students will recognize producers, consumers, and decomposers and understand their role within food chains and food webs.

c. Students will learn the properties of matter, states of matter, and changes in matter.

d. Students will learn to measure mass and volume.

e. Students will learn about sound, sound waves, the ear and hearing, and the characteristics of sound.

## 3. Third Quarter

a. Students will learn about force, motion, work, and energy.

b. Students will explore soil by defining it and its parts and investigate how it is affected by weathering.

c. Students will identify the three groups of rocks and discover how they form and name examples of each group.

d. Students will learn about weather by defining it and identifying forms of precipitation.

e. Students will discover the water cycle and clouds as well as wind and weather forecasting.

f. Students will differentiate between types of severe weather.

## 4. Fourth Quarter

a. Students will explore the sun and solar system, the inner and outer planets, and stars.

b. Students will recognize and understand cells.

c. Students will identify parts of a cell and differentiate between tissues, organs, and systems.

d. Students will recognize skin as the largest organ in the body.

e. Students will identify the two layers of skin, fingerprints, and the dermis.

f. Students will understand the procedures for good skin care and how to properly care for a cut.

## **Expectations for students entering 4th Grade**

- Work cooperatively and productively with other children in small groups to complete projects
- Be able to copy from a chalkboard
- Be able to write neatly in cursive
- Read with expression and comprehension of the theme
- Use prefixes, suffixes, and root words and other strategies to identify unfamiliar words
- Be able to identify the four types of sentences - declarative, interrogative, imperative, and exclamatory
- Multiply and divide single - and multi-digit numbers
- Know the products of all one-digit numbers by memory
- Tell time to the nearest quarter - and half-hour and to five minutes and one minute, using AM and PM
- Be able to conduct week(s)-long research projects and write on a topic
- Be prepared for a discussion, having read or studied required material

## **4<sup>th</sup> Grade**

### **I. Bible**

#### **A. Description of course:**

Bible in fourth grade is a study of the doctrines of God, man, salvation, the Bible, the church, the end times, and Satan and angels. It also emphasizes the principles of Christian living.

#### **B. List of textbooks:**

Kopp, Daryl. *Bible Truths: God and His People*. 4th ed. Greenville, SC: BJU, 2013. Print.



### **C. List of required reference materials and/or supplementary materials used:**

King James Bible

*Captive Treasure* by Milly Howard

*With Daring Faith* by Rebecca Henry Davis

### **D. Course outline with projects**

#### 1. First Quarter

a. Students will be able to: Name and define key attributes of God, Realize that God's Word is powerful, Recognize prophecy and fulfillment, Understand how to become a Christian.

#### 2. Second Quarter

a. Students will be able to: Realize that God protects and provides for His people, Know that God rewards faithfulness, Recognize that contentment comes from God, Realize that Jesus, the Son of God, became a man, Recognize that nothing is impossible with God.

#### 3. Third Quarter

a. Students will be able to: Realize that God is faithful in helping Christians overcome temptations, Recognize that Jesus has power over death, Realize that Satan tempts us to sin, Understand the meaning of repentance, Recognize that showing kindness is the key to love.

#### 4. Fourth Quarter

a. Students will be able to: Recognize that Christ died for the sins of all people, Know that Christ rose from the dead, Realize that the church is composed of all true believers, Realize that God wants believers to willingly contribute to His work.

## **II. English**

### **A. Description of course**

English in fourth grade includes the eight parts of speech, dictionary skills, using good sentence structure, creative writing, and research reports.

### **B. List of textbooks**

Rand, Phyllis. *God's Gift of Language A*. 3rd ed. Pensacola, FL: A Beka Book, 2008. Print.

### **C. List of required reference materials and/or supplementary materials used**

Classroom dictionaries

Classroom set of Encyclopedias

### **D. Course outline with projects**

#### 1. First Quarter

a. Students will be able to: Recognize four types of sentences, Understand the capitalization and punctuation rules, Write a friendly letter.

#### 2. Second Quarter

a. Students will be able to: Identify state of being, helping, and action verbs, Identify and diagram compound subjects and compound verbs, Identify nouns and subjects.

#### 3. Third Quarter

a. Students will be able to: Identify pronouns and adjectives, Diagram subjects, verbs, and adjectives, Use comparisons, Identify and diagram adverbs.

#### 4. Fourth Quarter

a. Students will be able to: Recognize prepositions and prepositional phrases, Identify conjunctions and interjections, understand subject/verb agreement, Write a research paper on the state of Georgia.

## **III. Math**

### **A. Description of course**

Math in fourth grade teaches the foundational skills of math.

### **B. List of textbooks**

*Math 4*. 3rd ed. Greenville, SC: BJU, 2009. Print.

### **C. List of required reference materials and/or supplementary materials used**

Student Manipulative Packet

## **D. Course outline with projects**

### 1. First Quarter

a. Students will be able to: Write place value through one hundred million, Write numbers in standard, expanded, and word form, Add and subtract whole numbers, Compare like fractions and mixed numbers, Add and subtract fractions.

### 2. Second Quarter

a. Students will be able to: Multiply a two, three, or four digit factor by a one digit factor, Write mixed numbers as decimals, Order decimals from least to greatest, Add and subtract decimals, Find the perimeter and area of a figure.

### 3. Third Quarter

a. Students will be able to: Divide four digit dividends by one digit divisors, Develop an understanding of divisibility rules, Read and interpret bar graphs, pictographs, and circle graphs, Tell, write, and show time to the quarter hour, Write Roman numerals for 1-12, Convert units of measurement.

### 4. Fourth Quarter

a. Students will be able to: Multiply two and three digit factors by two digit factors, Rename improper fractions as a mixed number, apply an understanding of metric units for length, capacity, mass, and temperature, Divide two and three digit dividends by two digit divisors

## **IV. Reading**

### **A. Description of course**

Reading in the fourth grade provides enjoyable reading material while enhancing reading comprehension.

### **B. List of textbooks**

Hicks, Laurel and Hedquist, Mation. *Salute to Courage*. 2nd ed. Pensacola, FL: A Beka Book, 2008. Print.

Hicks, Laurel and Hedquist, Marion. *Liberty Tree*. 4<sup>th</sup> ed. Pensacola, FL: A Beka Book, 2008.

Hicks, Laurel and Hedquist, Marion. *Flags Unfurled*. 4<sup>th</sup> ed. Pensacola, FL: A Beka Book, 2012.

Hicks, Laurel and Hedquist, Marion. *Trails to Explore*. 2<sup>nd</sup> ed. Pensacola, FL: A Beka Books, 2008.

### **C. List of required reference materials and/or supplementary materials used**

Nordtvedt, Matilda. *Adventures in Other Lands*. 2<sup>nd</sup> ed. Pensacola, FL: A Beka Books, 2014.

Nordtvedt, Matilda. *Read and Think Skill Sheets 4*. Pensacola, FL: A Beka Books, 2014.

### **D. Course outline with projects**

1. In all four quarters, the student will be able to:
  - a. Develop an appreciation and appetite for a variety of literature.
  - b. Gain ease in reading Scripture by regular use of the Bible as reading text.
  - c. Increase speaking and listening vocabulary.
  - d. Recall details and arrive at conclusions through discussion of reading material.
  - e. Practice critical thinking skills by being encouraged to recall facts, see relationships, draw inferences, and make evaluations.
  - f. Improve reading comprehension through weekly reading of speed and comprehension selections from *Adventures in Other Lands* and *Read and Think 4* Skill Sheets.

## **V. SPELLING**

### **A. Description of course**

Spelling in fourth grade consists of weekly lists based on specific phonics rules as well as sight words.

### **B. List of textbooks**

Rand, Phyllis. *Spelling, Vocabulary, and Poetry 4*. 5th ed. Pensacola, FL: A Beka Book, 2008. Print.

### **C. List of required reference materials and/or supplementary materials used**

None

### **D. Course outline with projects**

1. Students will be able to:
  - a. Recall weekly spelling list which includes: spelling rules, phonics rules, states and abbreviations, and vocabulary words and definitions.
  - b. Correct spelling in daily work.
  - c. Utilize dictionary skills.

## **VI. SCIENCE**

### **A. Description of course**

Science in fourth grade consists of concepts such as characteristics of living things, insects and spiders, plants, forces and machines, electricity and magnetism, and the digestive and skeletal systems.

### **B. List of textbooks**

Alier, Peggy S. and White, Debra Harrold. *Science 4*. 4<sup>th</sup> ed. Greenville, SC: BJU, 2015. Print.

### **C. List of required reference materials and/or supplementary materials used**

A set of magnets

An insect model

Snap circuits

Seeds and soil

## **D. Course outline with projects**

### 1. First Quarter

a. Students will be able to: Apply a Christian worldview to science, identify basic needs of living things, Classify insects, Describe relationships between forces and movement, Demonstrate a working knowledge of simple machines.

### 2. Second Quarter

a. Students will be able to: Explain the key concepts of electricity, describe relationships between magnetism and electricity, differentiate between transparent, translucent, and opaque objects, identify the parts of the eye and their functions, Describe the moon's properties.

### 3. Third Quarter

a. Students will be able to: Identify and describe the four main oceans, Label and describe the parts of the water cycle, Identify natural causes of weathering, Observe local erosion, Differentiate between renewable and nonrenewable resources.

### 4. Fourth Quarter

a. Students will be able to: Classify plants and trees, Draw and label the human digestive system, Identify several bones in the body, describe how muscles work.

## **VII. History**

### **A. Description of course**

History in fourth grade consists of an overview of American history from early settlers to World War II.

### **B. List of textbooks**

*Heritage Studies 4*. 3rd ed. Greenville, SC: BJU, 2015. Print.

### **C. List of required reference materials and/or supplementary materials used**

Atlas  
Map of the World  
Map of the U.S.  
U.S. States and Capitals Flashcards

## **D. Course outline with projects**

### 1. First Quarter

a. Students will be able to: Identify characteristics of a just ruler, Identify strengths and weaknesses of the North and South during the Civil War, Identify Lincoln's goal for Reconstruction, Describe why cow towns became some of the roughest towns in the West, examine the immigrant population in American cities after the Civil War.

### 2. Second Quarter

a. Students will be able to: Understand why the late 1800's in America were called the Gilded Age, Evaluate how the outcomes of the Spanish-American War affected the future role of the United States in world affairs, Examine problems in America during the Progressive Era, Identify the major alliances in World War I, Analyze the lasting results of the Treaty of Versailles.

### 3. Third Quarter

a. Students will be able to: Describe how businesses in America changes after World War I, Discuss examples of crime and violence in the cities in the 1920's, Examine factors that led to the Great Depression, Identify the causes for World War II, Explain how the United State ended the war.

### 4. Fourth Quarter

a. Students will be able to: Recognize the United States is divided into six different regions, Describe the climate of each region of the United States, Identify all fifty states on a map, Identify the capital of each of the fifty states, Complete a Georgia state notebook.

## **Expectations for students entering 5th Grade**

- Think independently and critically
- Be able to memorize and recite facts, although he may not have a deep understanding of them
- work on research projects
- show a strong sense of responsibility
- Write a structured paragraph with an introductory topic sentence, three supporting details and a closing sentence that wraps up the main idea of the paragraph
- Use quotations effectively in writing
- Diagram subject and verb in a simple or compound sentence
- Have a basic knowledge of noun, verbs, adjectives, adverbs, prepositions and pronouns
- Understand more complex cause-and-effect relationships
- Add and subtract decimals, and compare decimals and fractions
- Multiply multi-digit numbers by one-digit numbers, understanding the concept of place value

- Divide larger multi-digit numbers by one-digit numbers, understanding the concept of place value
- Identify points, lines, rays and angles in two-dimensional figures

## 5<sup>th</sup> Grade

### I. Bible

#### A. Description of course

Fifth grade Bible is a thematic study of the following topics: God's judgment and grace, building godly character, obedience and holiness, my body as God's temple, evangelism and missions, sanctification, and Christ's birth, death, and resurrection.

#### B. List of textbooks

Kopp, Daryl. *Bible Truths 5: Living in God's Love*. 4<sup>th</sup> ed. Greenville, SC: BJU Press, 2014.

#### C. List of required reference materials and/or supplementary materials used

King James Bible

Lohr, Nancy. *Songbird*. Greenville, SC: BJU Press, 2000.

Repp, Gloria. *Mik-Shrok*. Greenville, SC: BJU Press, 1998.

Teacher's Toolkit CD, BJU Press, 2014.

*Living in God's Love* Charts and Visuals.

#### D. Course outline with projects

##### 1. First Quarter: (Units 1-3)

- Students will be able to: Gain ease in reading Scripture by regular use of the Bible, Define and apply judgment, grace, submission, and sanctification, Realize that God extends his grace to believers, Recognize the Abrahamic Covenant and the New Covenant, Understand the meaning of salvation

##### 2. Second Quarter: (Units 4-5)

- Students will be able to: Explain how the Bible is accurate, Develop an understanding of Christ's preexistence in heaven, His humiliation on earth, and His future exaltation, Explain the causes and effects of



salvation, Sequence the books of the Old and New Testaments, Recognize that selfless behavior requires God's power.

3. Third Quarter: (Units 6-7)

- a. Students will be able to: Recognize that the believer's body is God's temple, Explain how godly living requires conforming to Christ, Understand and define God's faithfulness, Identify godly characteristics in the lives of missionaries and Bible characters.

4. Fourth Quarter: (Units 8-10)

- a. Students will be able to: Recognize that obeying God's Word is an expression of a believer's faith, Develop the skill of Bible study, Realize that sharing in Christ's suffering is a privilege, Realize from the Psalms that our help comes from the Lord.

## II. ENGLISH

### A. Description of course

5<sup>th</sup> Grade English includes the eight parts of speech, punctuation, sentence structure, dictionary skills, book reports, and research reports.

### B. List of textbooks

Rand, Phyllis. *God's Gift of Language B*. 3<sup>rd</sup> ed. Pensacola, FL: A Beka Book, 2009.

### C. List of required reference materials and/or supplementary materials used

Classroom Dictionaries

Classroom set of Encyclopedias

Kappele, William A., *Oral Language Exercises*. Pensacola, FL: A Beka Book, 2015.

### D. Course outline with projects

1. First Quarter: (Units 1-4)

- a. Students will be able to: Identify and diagram simple and compound subjects and verbs, Recognize four types of sentences, Identify and diagram simple and compound sentences, Recognize pronouns, personal pronouns, and pronoun cases, Identify and diagram compound pronouns, Write a book report.

2. Second Quarter: (Units 5-7)

- a. Students will be able to: Write sentences with correct subject/verb agreement, Identify and diagram adjectives and adverbs, Identify

prepositions and prepositional phrases, Recognize prepositional phrases used as adjectives or adverbs, Recognize conjunctions and interjections, Write a book report.

3. Third Quarter: (Units 8-11)

- a. Students will be able to: Understand the capitalization and punctuation rules, Understand the writing process, Give an oral book report, Write a friendly letter, thank-you note, and post card, Write a well-constructed paragraph, Write a topical and sentence outline, Use the encyclopedia to write a report.

4. Fourth quarter: (Units 12-15)

- a. Students will be able to: Write a library research report, Identify synonyms, antonyms, and homonyms, Use the dictionary and thesaurus in their writing, Recognize and diagram complements.

(Unit 16 is left out, unless time allows.)

### **III. MATH**

#### **A. Description of course**

5<sup>th</sup> grade math is a study in the foundational skills of math.

#### **B. List of textbooks**

Hynicka, Kathleen; Lehman, Susan J.; and Payne, Kelly. *Math 5*. 3<sup>rd</sup> ed. Greenville, SC: BJU Press, 2010.

#### **C. List of required reference materials and/or supplementary materials used**

Student Manipulative Packet

Math Facts Flashcards

*Math 5 Reviews* BJU Press

Teacher's Toolkit CD, BJU Press.

Protractors, compasses, calculators, and rulers.

#### **D. Course outline with projects**

1. First Quarter: (Ch. 1-4)

- a. Students will be able to: Write numbers in standard, expanded, and word form, Round numbers to the nearest 10 to 100,000, Apply the Commutative, Identity, and Associative Properties of addition and the

Zero Property of Subtraction, Apply the Commutative, Identity, Zero, Associative, and Distributive Properties of multiplication, Identify numbers as prime or composite, and list factors and multiples of a number, Estimate and multiply 3-4 digit numbers, Identify lines and angles, calculate the measure of an unknown triangle, and find the circumference of a circle.

2. Second Quarter: (Ch. 5-8)

- a. Students will be able to: Divide 2-, 3-, and 4-digit dividends with a 1- and 2-digit divisor, Compare and order like fractions, Rename a fraction to higher and lower terms using divisibility rules, Determine GCF for two numbers using prime factorization and a Venn diagram, Analyze patterns and use mental math to divide multiple of 10, Determine elapsed time to the hour and minute, Convert units of linear measurement, weight, and capacity to smaller or larger units, Add, subtract, and multiply customary measurements.

3. Third Quarter: (Ch. 9-12)

- a. Students will be able to: Add and subtract fractions and mixed numbers with like and unlike denominators, Simplify fraction answers by renaming to lowest terms, List multiples of numbers to determine the Least Common Multiple (LCM), Write a mathematical expression for a word phrase, Determine an unknown value in an equation using substitution or mental math, Identify regular and irregular polygons, and types of triangles, Find the area of a square, a rectangle, a complex figure, and a triangle, Multiply to find a fraction of a whole number and of a fraction, Divide a fraction by a fraction by multiplying by the reciprocal of the divisor.

4. Fourth Quarter: (Ch. 13-18)

- a. Students will be able to: Read and write decimals to the One Thousandths place, Write decimals as fractions and mixed numbers, Multiply a decimal by a decimal, and divide a decimal by a whole number, Find the surface area and volume of 2- and 3-dimensional figures, Estimate and measure length, width, and height to the nearest meter, centimeter, and millimeter, Convert, add, and subtract metric measurements, Use ratios and proportions to find the percent of a number, Compare, order, add, and subtract positive and negative numbers, Interpret a line plot, a double bar graph, a double line graph, a pictograph, and a circle graph.

## **IV. READING**

### **A. Description of course**

5<sup>th</sup> grade reading provides students with portions of classics, well-known folk tales, and character-building stories while enhancing their reading comprehension skills with thought-provoking questions and discussions.

### **B. List of textbooks**

Hicks, Laurel; Day, Martha; and Hedquist, Marion. *Beyond the Horizon*. 2<sup>nd</sup> ed. Pensacola, FL: A Beka Book, 2009.

Hicks, Laurel; Day, Martha; and Hedquist, Marion. *Windows to the World*. 2<sup>nd</sup> ed. Pensacola, FL: A Beka Book, 2009.

Hicks, Laurel; Day, Martha; and Hedquist, Marion. *Of America I*. 4<sup>th</sup> ed. Pensacola, FL: A Beka Book, 2009.

### **C. List of required reference materials and/or supplementary materials used**

Rand, Phyllis and Hedquist, Marion. *Adventures in Nature: speed and comprehension reader*. 4<sup>th</sup> ed. Pensacola, FL: A Beka Book, 2009.

Glockle, Tracy. *Read and Comprehend 5: Skill Sheets*. Pensacola, FL: A Beka Book, 2009.

### **D. Course outline with projects**

1. In all four quarters, students will be able to:
  - a. Improve the flow and expression of their reading through regular oral reading.
  - b. Develop an appreciation and appetite for a variety of good literature.
  - c. Recall details and arrive at conclusions through discussion of reading material.
  - d. Practice critical thinking skills by being encouraged to recall facts, see relationships, draw inferences, and make evaluations.
  - e. Improve reading comprehension and reading speed through weekly speed and comprehension selections.
  - f. Increase speaking and reading vocabulary through weekly vocabulary quizzes.

## **V. SPELLING**

## **A. Description of course**

5<sup>th</sup> grade spelling guides students toward better spelling, a richer vocabulary, and an enjoyment of good poetry.

## **B. List of textbooks**

Rand, Phyllis. *Spelling, Vocabulary, and Poetry*. 5<sup>th</sup> ed. Pensacola, FL: A Beka Book, 2009.

## **C. List of required reference materials and/or supplementary materials used**

Poetry 5 CD, BJU Press.

## **D. Course outline with projects**

1. In all four quarters, students will be able to:
  - a. Apply spelling rules in their daily spelling.
  - b. Use spelling and vocabulary words correctly in their spoken and written language.
  - c. Appreciate good poetry through regular poetry recitation and memorization.
  - d. Write dictated sentences with accuracy.
  - e. Distinguish between pairs of words commonly used as synonyms, antonyms, and homonyms.

# **VI. Science**

## **A. Description of course**

5<sup>th</sup> grade science includes a study of rocks and minerals; fossils and dinosaurs; matter; energy and heat; weather; biomes; the ecosystem; sound and light; the respiratory system; and the circulatory system.

## **B. List of textbooks**

Alier, Peggy S. and White, Debra. *Science 5*. 4<sup>th</sup> ed. Greenville, SC: BJU Press, 2014.

Alier, Peggy S.; McCall, Charlene; Snow, Janet E.; and White, Debra. *Science 5 Activity Manual*. 4<sup>th</sup> ed. Greenville, SC: BJU Press, 2014.

## **C. List of required reference materials and/or supplementary materials used**

Science 5 Teacher's Toolkit CD, BJU Press.

Balance, magnifying glasses, outdoor thermometers, diaphragm model, clay, plaster of paris, and measuring cups.

## **D. Course outline with projects**

1. First quarter: (Ch. 1-3)

- a. Students will be able to: Identify characteristics of a Christian worldview, Observe the formation of epsom-salt crystals, Label and classify rocks according to chosen criteria, Identify and describe the layers of the earth, Evaluate evolutionary assumptions from a Christian worldview, Make a mold and cast fossil, Compare and describe different types of fossils, Identify and describe matter, the three types of matter, volume, mass, and weight, Differentiate between elements and compounds; chemical changes and physical changes; mixtures and compounds, Through experimentation, predict how surface area will affect the rate of dissolving.

2. Second quarter: (Ch. 4-6)

- a. Students will be able to: Explain the importance of energy and heat in designing useful technology, Differentiate between potential and kinetic energy; thermal energy and temperature, Identify and describe three ways that heat occurs, and differentiate between conductors and insulators, Distinguish between renewable and nonrenewable resources, Define and identify three types of fronts, global winds, local winds, different types of precipitation, and different types of storms, Make weather instruments, and use these instruments to gather information about the weather and make weather predictions, Define and identify each of the biomes in the biosphere, Research and make a model of a biome.

3. Third quarter: (Ch. 7-9)

- a. Students will be able to: Apply the Bible's teaching of stewardship to creatures in a habitat, Explain the relationships between individuals, communities, and populations in an ecosystem, Identify the functions of producers, consumers, decomposers, scavengers, predators, and prey, Model a food web, Explain the carbon cycle, the water cycle, and the nitrogen cycle, Analyze the effects of water on the rate of decomposition, Identify and describe the natural stresses on an ecosystem, Recognize that technology can be designed to control sound because sound moves in predictable ways, Define pitch, volume, frequency, and timbre, Identify relationships between materials and their abilities to absorb sound.

4. Fourth quarter: (Ch. 10-12)

- a. Students will be able to: Compare and contrast electromagnetic and mechanical waves; refraction and reflection, Identify the four properties of waves: wavelength, amplitude, frequency, and speed, Recognize that the color of an object depends on which colors of light are being absorbed and reflected, Identify characteristics of waves found in the electromagnetic spectrum, Identify the respiratory system, involuntary and voluntary breathing, and the parts of the respiratory system, Make and use a model of a lung to explain how the diaphragm moves during breathing, Identify and explain the Biblical and medical reasons for not smoking, Identify and describe the parts of the circulatory system and their role in the smooth function of the body, Demonstrate which blood types can safely mix with each other, Model the heart pumping blood.

## **VII. History**

### **A. Description of course**

5<sup>th</sup> grade history consists of an overview of American history from the early 19<sup>th</sup> century to the Presidential election of 2008.

## **B. List of textbooks**

Alier, Peggy S. *Heritage Studies*. 3<sup>rd</sup> ed. Greenville, SC: BJU Press, 2010.

Alier, Peggy S. *Heritage Studies Activity Manual*. 3<sup>rd</sup> ed. Greenville, SC: BJU Press, 2010.

## **C. List of required reference materials and/or supplementary materials used**

Map of the World

Map of the U.S.

Globe

Heritage Studies Teacher Toolkit CD, BJU Press

[Discoveryeducation.com](http://Discoveryeducation.com)

## **D. Course outline with projects**

1. First quarter: (Ch. 1-3)

- a. Students will be able to: Explain the importance of studying the earth and wisely using the earth's resources, Compare and contrast different types of maps, and interpret map keys, Use lines of latitude and longitude to locate places on a map, Explain the development of steam-powered and engine-powered vehicles, Demonstrate how an assembly line works, Discuss the lives and work of Wilbur and Orville Wright, Identify key events leading up to WWI, Recognize the events of WWI and the results of the war, Identify the purpose and parts of a trench.

2. Second quarter: (Ch. 4-6)

- a. Students will be able to: Differentiate between primary and secondary sources, Realize that every nation has a unique history that influences the events of the present, Research and present a country's history, culture, and resources, Identify the six regions of the United States, Recognize key historical events in each of the fifty states, Realize that people sought material possessions rather than spiritual things during the 1920's, Explain how improvements in business, the radio, the automobile, the assembly line, interchangeable parts, and the Florida boom affected people in the 1920's, Identify key political, social, and religious figures of the 1920's, Explain how the existence of credit and stocks affected lifestyles in the 1920's.

3. Third quarter: (Ch. 7-9)

- a. Students will be able to: Demonstrate an understanding of the law of supply and demand by completing a graphic organizer, Recognize that



a nation's economy can influence its moral and political character, Identify activities as being in a communist, socialist, or capitalist economy, Compare prices to see the advantages of business competition, Identify the causes and effects of the stock market crash, Identify the New Deal, its benefits, and its effect on the national debt, Identify the dictators that rose to power in Germany, Italy, and Russia in the 1930's, Describe how communism affected Russia's lifestyle, Organize information about Stalin, Mussolini, and Hitler using a graphic organizer and Venn diagram, Identify the influence that Japanese military advisors had during Hirohito's reign.

4. Fourth quarter: (Ch. 10-12)

- a. Students will be able to: Explain the events that led to the start of WWII, the events during the war, and the results of the war on Europe and America, Identify key WWII memorials and explain their significance, Identify key leaders and their involvement in WWII, Describe America's use of the Navajo code talkers and their success in helping defeat the Japanese, Explain the significance of the threat communism posed to democracy throughout the free world during the Cold War, Describe the role of General MacArthur in the fight against communism in the Korean War, Summarize the events in the space race and the technological advances during the 1950's, Explain the significance of the withdrawal of American troops from South Vietnam, Summarize the key events and leaders in America from the 1980's until the election of President Obama in 2008, Gain an understanding of the election process.

## **Expectations for students entering 6th Grade**

**The students should be able to accomplish the following in Language Arts:**

- Read and comprehend what is read on a 6th grade level
- Be organized and responsible
- Be able to pick out answers from a textbook
- Be able to memorize and recite facts, although he may not have a deep understanding of them
- Work independently (with little help from a parent) on research projects
- Write a paragraph using a topic sentence, supporting details, and a closing sentence that wraps up the main idea of the paragraph
- Know and be able to apply capitalization and punctuation rules to all writing
- Know how to correctly write dialogue
- Diagram simple and compound sentences, compound subjects, and compound verbs

- Diagram subjects, verbs, adjectives, adverbs, direct objects, indirect objects, and prepositional phrases
- Identify all 8 parts of speech in sentences ... noun, pronoun, adjective, adverb, verb, preposition, conjunction, and interjection

**The students should be able to accomplish the following in Math:**

- Add and subtract multiple digit numbers
- Have the multiplication facts 0-12 memorized
- Multiply multiple digit numbers
- Have the ability to complete the long division process
- Know the place values of whole numbers and decimals

# 6<sup>TH</sup> GRADE

## I. Math

### A. Description of course

Math 6 uses problem centered classroom instruction. Students will investigate mathematical ideas within the context of a realistic problem, as opposed to looking only at numbers. Some problems involve real-world applications or situations, while others are purely mathematical. A problem's context provides a vehicle for understanding and remembering mathematical concepts.

### B. List of textbooks

Hynicka, Kathleen, Susan J. Lehman, and Kelly Payne. *Math 6*. 3rd ed. Greenville, SC: BJU, 2011. Print.

### C. List of required reference materials and/or supplementary materials used

Teacher Tools Online for Math 6

### D. Course outline with projects

#### 1. First Quarter

a. Whole Number Place Values, Add and Subtract Whole Numbers, Decimal Place Values, Add and Subtract Decimals, Positive and Negative Numbers, Roman Numerals, Patterns, Multiplication, Multiples of 10, Exponents, 1-, 2-, & 3-Digit Multipliers Multiply Decimals by a Whole Number, Squares and Square Roots, Division, Multiples of 10, 2-Digit Divisors, Dividing Decimals, Divide by a Power of 10, and Multi-Step Problems.

#### 2. Second Quarter

a. Greatest Common Factor, Least Common Multiple, Proper Fractions, Improper Fractions & Mixed Numbers, Equivalent Fractions, Compare & Order Fractions, Fractions & Percents, Estimate Sums and Differences, Add & Subtract Fractions, Basic Geometric Figures, Types of Lines, Classifying & Measuring Angles, Angle Relationships, Polygons, Triangles, Quadrilaterals, Congruent & Similar Figures, Circles, 3-Dimensional Figures, Multiply Fractions, Simplify, Multiply Decimals, and Multiply Mixed Numbers.

#### 3. Third Quarter

a. Divide by a Fraction, Divide Fractions, Multiply by the Reciprocal, Multi-Step Equations, Properties, Divide Decimals, estimate, Repeating Decimals, Fractions as Decimals, Divide by a Decimal, Real Numbers, Expressions, Equations, Simplify Expressions, Addition & Subtraction Equations, Multiplication Equations, Division Equations, Equivalent Expressions, Distance = Rate x Time, Perimeter, Circumference, Area, and Volume.

#### 4. Fourth Quarter

a. Ratios & rates, Ratio Tables, Solving Proportions, Percent, Finding the Unknowns, Speed, Distance, Time, Linear Measurement, Weight & Capacity, Metric Linear Measurement, Metric Capacity & Mass, Customary & Metric, Temperature, Statistics, Bar Graphs, Stem-and-Leaf Plots, Line Plots, Histograms, Box-and-Whisker Plots, Sample Spaces, Integers, and Coordinate plane.

## II. Bible

### A. Description of course

This course teaches students about God and His plan to provide a Savior for fallen mankind. Students learn that God has always fulfilled His promises and will continue to do so in the future. Throughout this course, students learn to use Bible-study tools such as cross-references, concordances, Bible dictionaries, and Bible commentaries. A weekly mastery of Bible verses and Bible Truths increases the student's awareness of who God is.

### B. List of textbooks

*Bible Truths 6: Redemption: God's Grand Design (BJU Press; 4<sup>th</sup> Edition; 2015)*

### C. List of required reference materials and/or supplementary materials used

The Bible

*Forbidden Gates*

DVDs: Stevie's Trek to the Holy Land: Abraham's Promise

*Bible Truths 6 Teacher's Toolkit CD (2015)*

*Bible Truths 6 Hymns CD (2001)*

### D. Course outline with projects

1. First Quarter: (Units 1-2)

a. Genesis: creation through Joseph

b. God's providential care fulfilling His plan through His people

2. Second Quarter: (Units 3-4)

- a. Exodus: Moses through the tabernacle
- b. Birth of Jesus (Christmas Unit)
- 3. Third Quarter: (Units 5-7)
  - a. God's choice, faithfulness, blessing, and grace through Ruth, David, Solomon, Joash, Hezekiah, good kings, evil kings.
  - b. God's providence through Daniel, Esther, Ezra, and Nehemiah.
  - c. The life of Jesus: birth, teachings, miracles, and transfiguration
- 4. Fourth Quarter: (Units 8-10)
  - a. Christ our Redeemer: death, burial, resurrection (Easter Unit)
  - b. Acts: to the ends of the earth proclaiming the Gospel through Paul's three journeys
  - c. Christ: before His coming, after His coming, and speaking to the 7 churches

### **III. Language (English)**

#### **A. Description of course**

A presentation/review of the fundamentals of God's gift of language such as word usage, subjects and verbs, the eight parts of speech, sentence structure, language mechanics, and writing skills.

#### **B. List of textbooks**

*God's Gift of Language C: Writing and Grammar* (A Beka Book; 3<sup>rd</sup> Edition; 2010)

#### **C. List of required reference materials and/or supplementary materials used**

Dictionary, Thesaurus, Sentence Strips

#### **D. Course outline with projects**

- 1. First Quarter: (Units 1-4)
  - a. Sentences, fragments, run-on/run-together sentences
  - b. Four types of sentences
  - c. Subjects and verbs (compound subjects, compound verbs)
  - d. Diagramming sentences, compound subjects/verbs, compound sentences
  - e. Creative writing
  - f. Capitalization rules
  - g. Punctuation rules (apostrophes, semicolons, colons, underlining, hyphens, quotation marks, contractions)
  - h. Comma rules
  - i. Complete 1 book report

2. Second Quarter: (Units 5-6)
  - a. Paragraphs (topic sentences, writing explanatory and narrative paragraphs, writing a composition)
  - b. Writing a research report (bibliography cards, an outline, taking notes, bibliography page, and rough/final draft)
  - c. Complete 1 book report
3. Third Quarter: (Units 7-9)
  - a. Kinds of Verbs (action, being, helping, linking)
  - b. Verb forms and verb endings
  - c. Troublesome verbs (sit/set, rise/raise, lie/lay, may/can, bring/take, let/leave)
  - d. Subject/verb agreement
  - e. Deciding if a word is a noun or verb
  - f. Nouns as complements (direct objects, indirect objects, and predicate nominatives)
  - g. Diagramming (subjects, verbs, direct objects, indirect objects, and predicate nominatives)
  - h. Nouns used as direct address and objects of prepositions
  - i. Pronoun cases (subjective, objective, possessive)
  - j. Other pronouns (demonstrative, indefinite, interrogative, compounds)
  - k. Diagramming pronouns
  - l. Complete 1 book report
4. Fourth Quarter: (Units 10-12)
  - a. Define/recognize adjectives, adverbs, prepositions, conjunctions, and interjections
  - b. Deciding if a word is a noun, verb, or adjective
  - c. Comma use with adjectives
  - d. Diagramming adjectives
  - e. Define/recognize predicate adjectives
  - f. Reviewing 4 complements (DO, IO, PN, and PA)
  - g. Prepositional phrases used as adjectives and adverbs
  - h. Differentiate between “good” and “well”
  - i. Distinguish between adjective and adverb phrases
  - j. Using adjectives and adverbs in comparisons
  - k. Complete 1 book report

## **IV. Reading**

### **A. Description of course**

A course intended to develop an appreciation and appetite for a variety of good literature while increasing the student’s comprehension and vocabulary skills at the same time.

## **B. List of Textbooks**

*Mountain Pathways* (A Beka Book; 2<sup>nd</sup> Edition; 2010)

*Voyage of Discovery* (A Beka Book; 2<sup>nd</sup> Edition; 2010)

*Of America II* (A Beka Book; 4<sup>th</sup> Edition; 2010)

The Bible

## **C. List of required reference materials and/or supplementary materials used**

*Adventures in Greatness* Speed/Comprehension Reader (A Book Book; 4<sup>th</sup> Edition; 2010)

*Reading Comprehension 6* Skill Sheets (A Beka Book; 2010)

## **D. Course outline with projects**

1. First Quarter:

- a. Weekly vocab list and quiz
- b. Weekly speed/comprehension drill using *Adventures in Greatness*
- c. Weekly *Reading/Comprehension 6* Skill Sheets
- d. Daily reading from *Mountain Pathways*

2. Second Quarter:

- a. Weekly vocab list and quiz
- b. Weekly speed/comprehension drill using *Adventures in Greatness*
- c. Weekly *Reading/Comprehension 6* Skill Sheets
- d. Daily reading from *Mountain Pathways* and from *Voyage of Discovery*

3. Third Quarter:

- a. Weekly vocab list and quiz
- b. Weekly speed/comprehension drill using *Adventures in Greatness*
- c. Weekly *Reading/Comprehension 6* Skill Sheets
- d. Daily reading from *Voyage of Discovery* and from *Of America II*

4. Fourth Quarter:

- a. Weekly vocab list and quiz
- b. Weekly speed/comprehension drill using *Adventures in Greatness*
- c. Weekly *Reading/Comprehension 6* Skill Sheets
- d. Daily reading from *Of America II*

## **V. Spelling**

### **A. Description of course**

Spelling, Vocabulary, & Poetry 6 is designed to guide sixth graders toward better spelling, a richer and broader vocabulary, and an enjoyment of poetry.

## **B. List of Textbooks**

*Spelling, Vocabulary, and Poetry 6* (A Beka Book; 6<sup>th</sup> Edition; 2010)  
*Poetry 6 CD*

## **C. List of required reference materials and/or supplementary materials used**

None

## **D. Course outline with projects**

1. First Quarter: (Lists 1-8)
  - a. Weekly list and test
  - b. Memorize poems (“The Pasture” and “The Arrow and the Song”)
  - c. Begin memorizing “Paul Revere’s Ride”
2. Second Quarter: (Lists 9-17)
  - a. Weekly list and test
  - b. Memorize poems (“Paul Revere’s Ride”)
  - c. Begin memorizing “Dawn” and “Night”
3. Third Quarter: (Lists 18-27)
  - a. Weekly list and test
  - b. Memorize poems (“Dawn” and “Night”)
  - c. Begin memorizing “The Land of Beginning Again”
4. Fourth Quarter: (Lists 28-34)
  - a. Weekly list and test
  - b. Memorize “The Land of Beginning Again”, “A Child’s Thought of God”, and “The Charge of the Light Brigade”

# **VI. Science**

## **A. Description of course**

*Science 6* covers topics such as earthquakes/volcanoes, weathering/erosion, natural resources, plant/animal cells, atoms/molecules, the solar system, and genetics. The class will consider each chapter and topic within a biblical worldview, will develop critical thinking skills, and will have a greater appreciation for the greatness of God as it pertains to the way creation fits together perfectly.

## **B. List of Textbooks**

*Science 6* (BJU Press; 4<sup>th</sup> Edition; 2013)  
*Science 6* Activity Manual with CD



### **C. List of required reference materials and/or supplementary materials used**

The Bible

DVD's: The Wonders of God's Creation: Planet Earth

The Wonders of God's Creation: Animal Kingdom

Journeys to the Edge of Creation: Our Solar System

Journeys to the Edge of Creation: The Milky Way and Beyond

Websites: Old Faithful Geyser via live webcam

Berry College eagles via live webcam

Georgia Aquarium via live webcam

Various websites and YouTube sites are used as visuals in each chapter

Field Trips: Tellus Museum

Georgia Aquarium

Delta AirLines

Teaching Aid: overhead projector used with the Activity Manual CD

Microscopes

6<sup>th</sup> grade hosts an Elementary Rocket Launch

### **D. Course outline with projects**

*As a Christian, Science cannot be taught any other way but through a biblical worldview, so though it may not be mentioned at each chapter, this teacher frequently mentions how Science and God are linked as seen through His Word.*

#### 1. First Quarter: (Chapters 1-4)

Earthquakes and Volcanoes:

- a. Explain theory of plate tectonics
- b. Causes of earthquakes, faults, and seismic waves
- c. Detecting and measuring earthquakes
- d. Mercalli scale vs. Richter scale
- e. Building for earthquakes
- f. Discuss causes of volcanoes
- g. Locations and classification of volcanoes
- h. Effects, dangers, and products of volcanoes

Weathering and Erosion:

- a. The rock cycle
- b. Mechanical vs. Chemical weathering (differences and 6 examples of each)
- c. Soil particles, texture, and horizons (layers)
- d. Agents of erosion and 5 mass movements
- e. Forms of erosion: stream, wave, wind, and ice

Natural Resources:

- a. Fossil fuels (petroleum, coal, natural gas)
- b. Energy: nuclear, hydroelectric, geothermal, wind, and solar energy

- c. Minerals and metals
- d. Conservation of soil
- e. The water cycle
- f. Oceans, fresh water, frozen water
- g. Reduce, reuse, recycle

Cells and Classification:

- a. 5 characteristics of all living things
- b. Microscopes: students learn the parts and how to use a microscope
- c. Cells, tissues, organs, and systems
- d. Animal and plant cells: students learn each organelle and trace/label/color them
- e. Mitosis vs. meiosis
- f. Classification system: students learn the steps in the classification system: kingdom, phylum, class, order, family, genus, species
- g. Six kingdoms with characteristics and examples in each: Eubacteria, Archaeobacteria, Protista, Fungi, Plantae, and Animalia
- h. Naming organisms

2. Second Quarter: (Chapters 5-6)

*The chapter on Animal Classification is quite long and takes up most of the quarter. A poster project is due at the end of Chapter 5 in which students pick one animal group, have 5 or more labeled pictures complete with a brief description. The students give an oral report on their poster.*

Animal Classification:

- a. Invertebrates: sponges, stinging animals, mollusks, echinoderms, flatworms, roundworms, segmented worms, arthropods – characteristics and examples given for each group of invertebrates
- b. Vertebrates: fish, amphibians, reptiles, birds, mammals – characteristics and examples given for each group of vertebrates
- c. Humans: a great way to further discuss how man is not an animal but rather created in God's image

Plant Classification:

- a. Nonvascular plants: characteristics of mosses, liverworts
- b. Seedless vascular plants: characteristics of horsetails, club mosses, ferns
- c. Gymnosperms: characteristics of cycads, ginkgoes, gnetophytes, conifers
- d. Angiosperms: characteristics and examples of annuals, biennials, perennials, monocots, dicots
- e. Knowing the functions of plant parts: vascular systems, roots, stems
- f. Differences between taproots, fibrous roots, and aerial roots

3. Third Quarter: (Chapters 7-9)

Atoms and Molecules:

- a. Parts of an atom
- b. Atomic number vs. atomic mass (students will know the difference)
- c. Models of atoms (Niels Bohr)
- d. Elements and their symbols (students will memorize several)
- e. Periodic Table of the Elements: periods vs. groups
- f. Compounds
- g. Chemical formulas (students will memorize several)
- h. Chemical reactions (synthesis vs. decomposition)
- i. Atomic bonds (covalent vs. ionic – students will know the difference)
- j. Acids and bases – characteristics and examples
- k. pH scale
- l. Indicators
- m. Neutralizing acids and bases

Electricity and Magnetism:

- a. Static vs. current electricity (students will know characteristics and examples of each)
- b. Definitions/characteristics/examples of conductors, switches, insulators, and resistors
- c. Series vs. parallel circuits (students will know the difference between the two)
- d. Measuring electricity
- e. Batteries
- f. Magnetism defined (students will understand how electricity and magnetism go hand in hand)
- g. Electromagnets and generators (defined and examples)
- h. Electronics, integrated circuits, and computer discuss Motion and

Machines:

Motion defined

- a. Velocity vs. acceleration (students will know the definition, differences, examples)
- b. Momentum
- c. Newton's laws of motion (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> laws discussed and examples given – this is typically a hard concept for most 6<sup>th</sup> graders so extra time is needed here)
- d. Work
- e. Simple machines: levers, pulleys, wheel and axles, inclined planes, screws (students will know what each is, how they work, and examples)
- f. Compound machines

4. Fourth Quarter: (Chapters 10-13)

Stars:

- a. Characteristics, colors, sizes, and distances of stars
- b. Kinds of stars: variable stars, novas, supernovas, neutron stars, black holes

- c. Constellations (students will learn how to recognize and name several)
- d. Astrology defined; students warned against predicting future by stars – God is our guide
- e. Telescopes (refracting vs. reflecting) – students will learn the differences
- f. Spectroscopes
- g. Star Groups: clusters, galaxies, The Local Group
- h. Space objects: asteroids, meteoroids, comets (students will know what each one is)
- Solar System: (6<sup>th</sup> grade hosts Elementary Rocket Launch)
- a. Space exploration (rockets, space shuttle, satellites, probes, International Space Station)
- b. Parts of the sun
- c. Solar storms
- d. Causes of seasons
- e. Planets (students will learn characteristics of each inner and outer planet and be able to name them in order)
- f. Eclipses: solar and lunar

#### Plant and Animal Reproduction:

- a. Plants:
  - parts of a flower (bring in a lily)
  - pollination vs. fertilization (students will be able to differentiate between the two)
  - types of fruit
  - parts of a seed; process of germination
  - seeds in cones; life cycle of a conifer
  - seeds vs. spores
  - life cycles of ferns, mosses (organisms that reproduce by spores)
- b. Animals:
  - animal reproduction
  - placental vs. marsupial
  - eggs (where they are laid) and parental care (characteristics of certain animals)
  - asexual reproduction

#### Heredity and Genetics:

- a. Heredity
- b. DNA: structure and patterns of DNA
- c. Mendel and his experiments
- d. Genes: dominant and recessive
- e. Punnett squares
- f. Pedigrees
- g. Sex-linked traits

- h. Genetic disorders and diseases (sickle cell anemia, cystic fibrosis, Down syndrome)
- i. Genetic engineering

## VII. Heritage Studies (History)

### A. Description of course

This *Heritage Studies* course covers the lands, people, and cultures of ancient civilizations in Africa, Asia, Europe, and the Americas. The students will learn the history and influences of these peoples on religion and the world today. They will expand their Christian worldview as they compare ancient beliefs and religions with Christianity. Critical thinking skills will be enriched through the use of maps and charts.

### B. List of Textbooks

*Heritage Studies 6 textbook* (BJU Press; 3<sup>rd</sup> Edition, 2012)  
*Heritage Studies 6 Activity Manual CD*

### C. List of required reference materials and/or supplementary materials used

The Bible  
Teaching Aid: overhead projector to use with the Heritage Studies Activity Manual  
DVD: Stevie's Trek to Africa: Zambia Unleashed

### D. Course outline with projects

*As a Christian, History cannot be taught any other way but through a biblical worldview so though it may not be mentioned at each chapter, this teacher frequently mentions how Science and God are linked as seen through His Word. After all, the Bible was the very first History book ... His story!*

#### 1. First Quarter: (Chapters 1-4)

In the Beginning:

- a. How historians learn about ancient people
- b. Analyze reasons historians find it impossible to prove when man began life on earth
- c. Defend the Bible as a reliable source that records true origin of man
- d. Trace evolutionist's thinking process for development of humans
- e. Students will learn reasons why to study ancient history
- f. Creation, fall of man, and redemption as it relates to God's plan for man

- g. Discuss characteristics of a civilization
- h. Explain why religions exist worldwide
- i. Archaeology processes explained

Mesopotamia:

- a. Discuss Sumer civilization: its rise and fall, priests, artisans, merchants, daily life
- b. Tigris and Euphrates created fertile soil for Sumerians
- c. Development of city, states and kings
- d. Importance of trade in Sumer and how records were kept
- e. Discuss Sumer's religion
- f. Mesopotamian beliefs vs. biblical truths
- g. Math and Science contributions by Mesopotamians
- h. Study map and geography of Mesopotamia
- i. Give characteristics of Akkadian Empire, Amorite civilization, Hittite Empire, Assyrian Empire and Chaldean Empire
- j. Hammurabi's Code vs. Mosaic Law

Ancient Egypt:

- a. Importance of Nile River to Egypt: transportation, water, food source, trade routes, taxes, the development of the calendar based on its flooding
- b. Study map and geography of ancient and modern Egypt
- c. Discuss how God used Joseph and Moses in Egypt
- d. Discuss pyramids, inside and out
- e. Study how Egyptians make "paper"
- f. Rosetta Stone, hieroglyphics, cartouche
- g. Learn about the mummification process
- h. Social pyramid in Egypt
- i. Characterize Hyksos and Kushites
- j. Compare Egyptian beliefs with biblical truth
- k. Discuss Egyptian people: their religion, daily life, and culture

Ancient Israel:

- a. Students will understand and know 4 covenants: Abrahamic, Mosaic, Davidic, New
- b. Trace Abraham's descendants who received the promise
- c. Discuss the Exodus of Israelites from Egypt
- d. Explain purpose of the tabernacle in the wilderness
- e. Define monotheism as the belief in one God
- f. Discuss Israel's life under judges and kings (Saul, David, and Solomon)
- g. Teach the division of the Israelite kingdom, their capitals, and leaders
- h. Maccabean Revolt
- i. Discuss the Roman rule: condition of the Jews, life of Jesus, Herodian dynasty, Zealots
- j. Describe destruction of Jerusalem
- k. Students will know what happened at Masada

1. Study map and geography of ancient and modern Israel

2. Second Quarter: (Chapters 5-7)

Ancient India:

- a. Discuss the importance of the discovery of Mohenjo-Daro and Harappa by Sir John Marshall
- b. Learn about key features of ancient Indian homes
- c. Evidences about Harappan civilization: advanced and its disappearance
- d. Teach students characteristics of Aryan civilization
- e. Discuss Hitler's racist views with God's view of people; swastika and Aryan
- f. Study map and geography of ancient and modern India
- g. Contrast Hinduism with biblical truth
- h. Discuss India's social pyramid and how caste system affected relationships and choices in life
- i. Contrast Buddhism with biblical truth
- j. Discuss linguists and Sanskrit as it relates to English
- k. Mauryan Empire: Chandragupta, Asoka

Ancient China:

- a. Study map and geography of ancient and modern China
- b. Discuss dynasties:
  - Shang: ancestor worship, oracle bones, tings, bronze
  - Chou: Mandate of Heaven, pictograph, Confucius, proverbs, Lao Tzu
  - Qiu: Qin Shi Huang Ti, bureaucracy, Great Wall, terracotta army
  - Han: Wu Ti, acupuncture, plow, wheel barrow, silk, swords, seismoscope, literature, rudder, paper, Silk Road, Buddhism
- c. Contrast ancestor worship with biblical truth
- d. Contrast Confucianism with Taoism
- e. Contrast Mahayana Buddhism with biblical truth

Ancient Persia:

- a. Study to know map and geography of ancient and modern Persia
- b. Students will know the origin of the Persian Empire
- c. Discuss Daniel 5 as it relates to the fall of the Chaldean Empire
- d. Discuss reigns and extents of Cyrus and Darius kingdoms
- e. Compare Zoroastrianism with biblical truth
- f. Discuss Persian Wars: cause, events, and outcome for each war
- g. Esther, as her life/story relates to Persian Empire
- h. How God used Artaxerxes in His plan for Israel
- i. Decline of Persian Empire - reasons

3. Third Quarter: (Chapters 8-11)

Ancient Greece:

- a. Minoan vs. Mycenaean civilizations

- b. Study to know map and geography of ancient and modern Greece;  
discuss cities mentioned in Bible
- c. Life in Athens vs. life in Greece
- d. Grecian government: city-states, monarchy, oligarchy, democracy
- e. Grecian battles, strategies, consequences: Persian Wars, Battle of Marathon, Battle of Thermopylae, Battle of Salamis Bay,  
Peloponnesian War
- f. Pericles and the Acropolis
- g. Discuss war historian Thucydides' contribution to Greek history
- h. Compare Greek philosophy with biblical truth
- i. Students will learn about 3 Greek philosophers: Socrates, Plato, Aristotle
- j. Discuss Greek literature:
  - epics – Iliad, Odyssey
  - fables – Aesop
  - plays – amphitheater
  - myths – Midas
- k. Discuss Greek contributions: Olympics, architecture, music, art, drama, math, science
- l. Grecian scholars in Math and Science:
  - Archimedes – lever, compound pulleys
  - Euclid – 1<sup>st</sup> geometry book
  - Pythagoras – theorem
  - Eratosthenes – latitude, longitude lines on maps
  - Aristarchus – sun is center of universe
  - Hippocrates – Father of medicine
- m. Architecture and the Parthenon
- n. Alexander the Great's empire
- o. Apostle Paul's ministry to Greeks
- p. Discuss importance of the spread of Greek culture as it relates to the gospel

Ancient Rome:

- a. Discuss early Rome: Romulus, Remus, Latins, Etruscans, patricians, plebeians
- b. Roman's early government: republic, consuls, Senate, Assembly, tribunes
- c. Students will know about Rome's 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> Punic Wars with Hannibal
- d. Importance of Rome's roads: connect land, increase trade, carry the gospel
- e. Julius Caesar vs. Pompey
- f. Assassination of Caesar; Octavian vs. Mark Antony
- g. Caesar's calendar



- h. Discuss the Roman Empire: Jesus and the Pax Romana, Caesar Augustus, Cicero, Virgil
- i. Contrast Epicurean and stoic beliefs with biblical truth
- j. Study map and geography of ancient and modern Rome
- k. Discuss the spread of Christianity, Christ in the Roman world, Diocletian, Constantine, persecution of Christians
- l. Explain fall of Roman Empire

The Byzantine Empire:

- a. Study map and geography of ancient Byzantine civilization and present day Turkey
- b. Discuss reasons it was difficult for Roman church to remain true to Bible
- c. Discuss Constantinople, Byzantine Empire under Justinian I (Theodora) and Belisarius
- d. Explain Nika Revolt and rebuilding of city with Hagia Sophia
- e. Emperor Heraclius, a successful leadership
- f. Contrast Muhammad's Islamism with biblical truth
- g. Discuss 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> Crusades and recovery after their devastation
- h. Power struggle in the church
- i. Identify accomplishments of Byzantine Empire during its golden age
- j. Discuss people who conquered Byzantine Empire
- k. Students will be able to discuss lasting contributions

Mesoamerica:

- a. Study a map and geography of ancient and modern Mesoamerica
- b. Discuss two early civilizations
  - Mayas: achievements (art, architecture, literature, math, astronomy), religion, social classes, appearance, dress, money, writing, ball game, trade, daily life, religion and fear of death, decline of civilization: religion, social classes, Cortes, economy, language, Spanish invasion, Montezuma, religion and fear of death
- c. Contrast Mesoamerican beliefs with biblical truth
- d. Compare Mayas and Aztecs

4. Fourth Quarter: (Chapters 12-13)

Ancient Africa:

- a. Students will know map and geography of ancient and modern Africa
- b. Discuss keys to Africa's past: linguistics, botany, archaeology, oral history
- c. Africa's people: Northern Africa, Central Africa, Southern Africa (Tuareg, Maasai, Pygmies, Bushmen)
- d. Discuss African Empires:
  - Aksum: King Ezana (made Christianity the official religion)
  - Ghana: center of trade
  - Mali: Sundiata, Mansa Musa

Songhai: Sunni Ali, Timbuktu

Mwene Mutapa: present day Zimbabwe

e. Contrast traditional African beliefs with biblical beliefs

Ancient Japan:

a. Students will know map and geography of ancient and modern Japan and her islands

b. Discuss Japanese clans:

Yamato Period: Jimmu Tenno, imperial rule, religion, government, calligraphy

Heian Period: imperial court, language, haiku, ikebana, religion, government

c. Compare Shinto beliefs with biblical truth

d. Students will practice writing haiku

e. Discuss feudalism and the feudal society (shogun, daimyo, samurai, peasants)

f. Contrast kamikaze in ancient times vs. WWII

g. Mongols and their defeat

h. Contrast the blend of Shintoism and Buddhism with biblical truth

The Middle Ages in Europe:

a. Discuss events that began and ended the Middle Ages

b. Discuss clergyman of Roman Church and their roles

c. Contrast Roman Catholic beliefs with biblical truth

d. Discuss characteristics and accomplishments of the Franks: Clovis, Charles Martel, Pepin the Short, Charlemagne

e. Relationship between a lord and vassal

f. Students will understand life on a manor and steps to become a knight: page, squire, knight

g. Discuss knight's code of chivalry

h. Describe the work of peasants on the manor

i. Students will learn about the Battle of Hastings

j. Discuss Henry II and his son King John (Magna Carta)

k. Describe the castle and its defense system (keep, moat, drawbridge, gatehouse, banquets)

l. Students will be able to explain why the Crusades weakened feudalism

## **Expectations for students entering 7th Grade**

**The students should be able to accomplish the following in Math:**

- Multiplication facts 0-12 memorized.
- The ability to Multiply multiple digit numbers.
- The ability to complete the long division process.
- Must know the place values of whole numbers and decimals.

- Must be able to estimate the value of numbers being added, subtracted, multiplied, or divided together.
- Must know the order of operations.
- Must be able to recognize simple geometric figures.

## Physical Education

### I. Elementary Physical education – (K4-Sixth grade)

#### A. Description of course

Each Elementary grade meets for 30 minutes twice a week for Physical Education. Physical Education is an integral part of your child's growth and development. Through the physical education program, each child will not only continue to develop his motor skills, but he/she will also learn more about team sports, teamwork, and the importance of having an active lifestyle.

#### B. List of textbooks

Pangrazi, Robert. *Dynamic Physical Education for Elementary School Children*. 3<sup>rd</sup> Ed. Needham, Mass: Pearson, 2001.

#### C. List of required reference materials and/or supplementary materials used

N/A

#### D. Course outline with projects:

1. Kindergarten – Second Grades
  - a. Objectives – The student will be able to:
    - i. Perform a wide variety of locomotor, non-locomotor, and manipulative skills.
    - ii. Demonstrate proper balance.
    - iii. Demonstrate proper mechanics of throwing and catching objects.
    - iv. Play game which are cooperative rather than competitive.

- v. Demonstrate abilities with manipulatives with hands
- vi. Begin to develop fitness components of strength, power, endurance, flexibility, and agility

## 2. Third and Fourth Grades

- a. Objectives – The student will be able to:
  - i. Perform combination of locomotor skills.
  - ii. Perform ball skills such as:
    - 1. Throwing – distance and accuracy
    - 2. Dribbling
    - 3. Volleying
    - 4. Kicking
    - 5. Striking – bat, hand, racket
  - iii. Jump rope
  - iv. Begin playing modified games of team sports
  - v. Know the rules for the various team sports
  - vi. Begin to develop fitness components of strength, power, endurance, flexibility, and agility

## 3. Fifth and Sixth Grades

- a. Objectives – The student will be able to:
  - i. Perform combination of locomotor skills.
  - ii. Perform ball skills such as:
    - 1. Throwing – distance and accuracy
    - 2. Dribbling
    - 3. Volleying
    - 4. Kicking
    - 5. Striking – bat, hand, racket
  - iii. Jump rope

- iv. Begin playing modified games of team sports
- v. Know the rules for the various team sports
- vi. Begin to develop fitness components of strength, power, endurance, flexibility, and agility

## Music (K-6)

### I. KINDERGARTEN MUSIC

#### A. Description of course

The kindergarten music course introduces foundational concepts in a developmental sequence within the elements of music: rhythm, melody, harmony, expressive controls, and form. Skill development includes correct singing habits, playing simple instruments, purposeful listening, controlled moving to rhythms, and reading and writing simplified musical representations. Traditional childhood tunes and folksongs, songs written specifically for this curriculum, selected instrumental repertoire pieces, and familiar church hymns are utilized in this course. The kindergarten course lays the foundation for continued learning of music skills and a life-long love of music. The kindergarten child discovers music is a happy, enjoyable part of God's world.

#### B. List of textbooks

MUSIC for Christian Schools K, Bob Jones University Press, 1987.

MUSIC for Christian Schools K: Worktext, Bob Jones University Press, 1987

#### C. List of required reference materials and/or supplementary materials used

Tape Set for MUSIC for Christian Schools K, Bob Jones University Press, 1987.

#### D. Course outline with projects

1. August – Mid. September    Approx. 9 class days
  - a. Student Objectives:
    - practice good posture
    - develop positive attitudes towards music
    - identify loud and soft sounds
    - recognize musical symbols *f* for loud, *p* for soft
    - perform loud and soft sounds
    - identify the tone quality of different rhythm instruments
    - tell a story using music
  - 2 class days for Grandparents' Day practice

2. Mid. September – Thanksgiving Break    Approx. 15 class days

a. Student Objectives:

- identify fast and slow tempos
- perform fast and slow tempos
- associate simplified visual patterns with sounds heard
- identify sounds that have a short or long duration
- perform long and short sounds
- recognize smooth or detached sounds
- demonstrate the steady pulse of a song
- display awareness of accompanying instruments (homophony)
- identify the tone quality of different rhythm instruments
- enjoy seasonal songs

3 class days for Christmas Program practice

3. Late November – December    Approx. 5 class days

a. Student Objectives:

- identify high and low sounds
- accompany a song with bells
- identify loud and soft sounds
- recognize musical symbols *f* for loud, *p* for soft
- identify a metrical accent
- learn traditional Christmas carols

1 class day for Christmas Program practice

4. January – Winter Break    Approx. 12 class days

a. Student Objectives:

- identify high and low pitches
- discover low, middle, and high ranges of his voice
- play high and low pitches on step bells
- compose a song using high and low pitches
- identify rhythm units as long or short
- perform a rhythm of long and short sounds
- associate simplified visual patterns with rhythms heard
- identify silence in a melodic rhythm
- recognize the musical symbol for a quarter rest
- echo rhythm patterns
- accompany a song with rhythm instruments
- perform the melodic rhythm or steady pulse of a song
- distinguish between even and uneven rhythms
- identify contrasting sections of a composition (form)
- identify a cello by sight and sound
- identify a trumpet by sight and sound

- become aware of Bible references to music and instruments
  - identify pitches that move up, down, or stay the same
- 1 class day for Spring Program practice

5. Late February – Spring Break    Approx. 7 class days

a. Student Objectives:

- identify pitches that move up, down, or stay the same
  - associate simplified visual patterns with pitches heard
  - visually identify the melodic contour of a melody
  - correlate hand movements to melodic direction
  - begin to match pitch on *so, mi, la, and do*
  - perform hand signs for *so, mi, la, and do*
  - begin to relate pitches heard to their location on a music staff
  - compose a song using *so* and *mi* pitches
  - identify facts about Johann Sebastian Bach
  - become aware of some characteristics of Baroque music
- 3 class days for Spring Program practice

6. Mid. April – May    Approx. 12 class days

a. Student Objectives:

- identify echoing (direct repetition) as an element of form
  - echo rhythm and melodic patterns
  - perform an echo song with appropriate dynamics
  - visually identify the melodic contour of a song
  - identify a clarinet by sight and sound
  - distinguish between the sounds of a cello, trumpet, or clarinet
  - tell a story using music
  - identify the piano by sight and sound
  - review concepts and songs
- 2 class days for Spring Program practice

## II. 1<sup>ST</sup> GRADE MUSIC

### A. Description of course

The first-grade music course presents foundational concepts in a developmental sequence within the elements of music: rhythm, melody, harmony, expressive controls, and form. Skill development includes correct singing habits, playing simple instruments, purposeful listening, controlled moving to rhythms, reading simplified musical notation, writing simple rhythms, and creative composing. Traditional childhood tunes and folksongs, songs written specifically for this curriculum, selected instrumental repertoire pieces, and familiar church hymns are

utilized in this course. First graders are introduced to God's gift of music as a means to worship God and as an expression of His creative beauty.

## **B. List of textbooks**

MUSIC for Christian Schools 1, Bob Jones University Press, 1987.

## **C. List of required reference materials and/or supplementary materials used**

Tape Set for MUSIC for Christian Schools 1, Bob Jones University Press, 1987.

## **D. Course outline with projects**

1. August – Mid. September    Approx. 9 class days
  - a. Student Objectives:
    - identify *crescendo*
    - recognize musical symbols describing dynamics
    - understand the relationship between lyrics and dynamics of a song
    - identify fast and slow tempos in music
    - recognize the timbre of rhythm instruments
    - perform a steady pulse2 class days for Grandparents' Day practice
  
2. Mid. September – Thanksgiving Break    Approx. 15 class days
  - a. Student Objectives:
    - demonstrate melodic rhythm
    - identify the contour of a melody
    - identify pitches that move by step or leap
    - recognize the timbre of rhythm instruments
    - identify and sing complete phrases in a simple song
    - better understand music's role in worship
    - identify steps and leaps in a melodic line
    - enjoy seasonal songs3 class days for Christmas Program practice
  
3. Late November – December    Approx. 5 class days
  - a. Student Objectives:
    - identify tone qualities of the flute and drum
    - identify same or different phrases
    - learn traditional Christmas carols1 class day for Christmas Program practice
  
4. January – Winter Break    Approx. 12 class days
  - a. Student Objectives:
    - begin to match pitch on *la, so, mi* and *do, re, mi*
    - demonstrate hand signs for *la, so, mi, re, do*
    - perform rhythms using counting syllables *ta, ti-ti*, and rest



- recognize symbols for *ta*, *ti-ti*, and quarter rest
  - recognize and perform a tied note rhythm pattern
  - aurally distinguish between staccato and legato articulation
  - recognize musical symbols for and perform staccato & legato sounds
  - experience and understand *crescendo* and *decrescendo*
  - perform dynamic changes given hand signals or musical symbols
- 1 class day for Spring Program practice

5. Late February – Spring Break    Approx. 7 class days

a. Student Objectives:

- identify and perform even or uneven rhythm patterns
  - identify facts about Wolfgang Amadeus Mozart
  - become aware of some characteristics of Classical music
  - identify expressive techniques used by composers
- 3 class days for Spring Program practice

6. Mid. April – May    Approx. 13 class days

a. Student Objectives:

- identify timbre of the organ
  - identify metrical groupings of twos and threes
  - perform songs that move by twos or threes
  - identify the tone quality of the violin
  - demonstrate different articulations used by the violin
  - identify facts about Claude Debussy
  - recognize that music, like art, can paint a picture
  - accompany a melody with chords
  - identify the tone quality of the trombone
  - review concepts and songs
- 2 class days for Spring Program practice

### III. 2<sup>ND</sup> GRADE MUSIC

#### A. Description of course

The second-grade music course builds on foundational concepts in a developmental sequence within the elements of music: rhythm, melody, harmony, expressive controls, and form. Skill development includes correct singing habits, playing simple instruments, purposeful listening, controlled moving to rhythms, reading beginning musical notation, writing simple rhythms, and creative composing. English and American folk songs, songs written specifically for this curriculum, selected instrumental repertoire pieces, and familiar church hymns are

utilized in this course. Second graders enjoy learning important music skills as they are exposed to wholesome musical selections.

## **B. List of textbooks**

MUSIC for Christian Schools 2, Bob Jones University Press, 1987.

## **C. List of required reference materials and/or supplementary materials used**

Tape Set for MUSIC for Christian Schools 2, Bob Jones University Press, 1987.

## **D. Course outline with projects**

1. August – Mid. September    Approx. 9 class days
  - a. Student Objectives:
    - demonstrate an understanding of melodic direction and contour
    - identify recurring melodic patterns
    - identify musical note values
    - perform simple rhythms using counting syllables
    - begin to read standard musical notation
    - accompany a song with rhythm instruments
    - identify dynamic changes
    - identify staccato and legato sounds and their musical symbols
    - identify and perform fast, slow, and moderate tempos in music
2. Mid. September – Thanksgiving Break    Approx. 15 class days
  - a. Student Objectives:
    - accompany a melody with chords on an autoharp
    - discover the structure of a triad
    - distinguish timbres of a band, an orchestra, and a choir
    - identify Bible references to music
    - understand the role of music in worship
    - identify the sound of the French horn
    - describe different instrumental timbres heard in a composition
    - identify the sounds of the oboe and bassoon
    - perform a rhythm pattern with tied notes
    - clap the melodic rhythm of a song
    - accompany a song with a rhythm ostinato or steady pulse
    - enjoy seasonal songs
3. Late November – December    Approx. 5 class days
  - a. Student Objectives:
    - identify melodic themes in *Peter and the Wolf*

- identify timbres of various orchestral instruments
- review melodic contour
- learn traditional Christmas carols
- 1 class day for Christmas Program practice

4. January – Winter Break    Approx. 12 class days

a. Student Objectives:

- distinguish aurally and visually between steps and leaps in a melody
- identify *do* as the home tone in the major mode
- accompany a song with rhythm sticks
- play a partial melody on resonator bells
- identify even and uneven rhythmic patterns
- rehearse steps for sight-singing an unfamiliar melody
- perform a rhythm pattern using counting syllables
- begin to recognize tonal relationships of notes on a staff
- accompany a song with melodic ostinatos
- discover the information that is conveyed by staff notation
- accompany a song with body percussion
- identify a pentatonic scale
- perform a measure of syncopation
- perform a rhythm pattern with tied notes
- visually identify intervals of a second and a third
- speak and move to a song's pulse
- perform a speech canon
- 1 class day for Spring Program practice

5. Late February – Spring Break    Approx. 7 class days

a. Student Objectives:

- observe rests in the rhythm of a song
- recognize three distinct themes in a composition
- accompany a song using its melodic rhythm or its pulse
- distinguish between staccato and legato
- follow repeat signs and numbered endings
- 3 class days for Spring Program practice

6. Mid. April – May    Approx. 13 class days

a. Student Objectives:

- recognize and perform the chord changes within a song
- identify facts about Franz Schubert
- recognize recurring patterns in a melody
- identify facts about John Newton
- identify facts about Ira Sankey
- visually interpret a melodic contour

- perform a step-wise melody
  - identify and perform *accelerando* and *ritardando*
  - identify facts about Frederic Chopin
  - differentiate between music in a two meter or three meter
  - review concepts and songs
- 2 class days for Spring Program practice

## IV. 3<sup>RD</sup> GRADE MUSIC

### A. Description of course

The third-grade music course is organized around three major topics. Building Concepts continues the developmental sequence of the elements of music: rhythm, melody, harmony, expressive controls, and form. Building Skills reinforces and expands the students' understanding of these concepts through the development of playing skills on the recorder. Building Understanding covers various instruments, composers, and hymn writers as it emphasizes the development of musical discrimination and taste. This course prepares third-graders for beginning band instruction and involvement in choral groups in the upper elementary years. Through practical experiences in singing and playing, students begin to realize how they can serve God through their music.

### B. List of textbooks

MUSIC for Christian Schools 3, Bob Jones University Press, 1988.

### C. List of required reference materials and/or supplementary materials used

Teacher-created Recorder Notebook and recorder instrument

Tape Set for MUSIC for Christian Schools 3, Bob Jones University Press, 1988.

### D. Course outline with projects

1. August – Mid. September    Approx. 9 class days Begin Building Concepts
  - a. Student Objectives:
    - identify different dynamic levels
    - recognize musical terms and symbols describing dynamics
    - identify fast, moderate, and slow tempos
    - review melodic contour
    - demonstrate the musical terms *accelerando* and *ritardando*
    - make appropriate tempo and dynamic choices
    - identify musical textures of monophony, polyphony, and homophony
    - identify steps and leaps in a melody line
    - begin to learn absolute pitch names / staff location of F, G, A
    - understand and perform *D.S. al fine*
    - visually identify various intervals by number
    - identify *do* as the tonic in a major mode

- recognize the timbre of various orchestral instruments
  - recognize elements of nationalism conveyed through music
- 2 class days for Grandparents' Day Program practice

2. Mid. September – Thanksgiving Break    Approx. 15 Lessons

Continue Building Concepts

a. Student Objectives:

- identify and conduct the steady pulse in a song
  - perform a rhythm using counting syllables
  - understand written notation: bar lines, measures, meter sign
  - write simple rhythmic dictation
  - identify *la* as the tonic in a minor mode
  - perform a measure of syncopation
  - accompany a song with a steady pulse or a rhythmic ostinato
  - create harmony by singing a song as a round
  - conduct  $\frac{3}{4}$  meter
  - understand half and dotted half notes in  $\frac{3}{4}$  meter
  - identify same and different phrases in a song
  - accompany a song with a melodic ostinato
  - identify ABA form
  - understand and perform *D.C. al fine*
  - accompany a song with autoharp or Boomwhackers
  - recognize absolute pitch names of treble clef C, F, G, A, B, C'
  - enjoy seasonal songs
- 3 class days for Christmas Program practice

3. Late November – December    Approx. 5 class days    Complete Building Concepts

a. Student Objectives:

- recognize compositional devices within a piece
  - distinguish various instrumental timbres
  - match melodic contours to sounds heard
  - recognize absolute pitch names of treble clef C, F, G, A, B, C'
  - learn traditional Christmas carols
- 1 class day for Christmas Program practice

4. January – Winter Break    Approx. 12 class days

Teach Recorder Unit Building Skills

Students use Recorder Notebook and Recorders

a. Student Objectives:

- learn rules for playing and caring for the recorder
- review rhythm patterns using counting syllables
- review note values and rest values

- introduce counting and conducting using counting numbers
- recognize absolute pitch names of treble clef middle C through D'
- write note names D, E, G, A, B with increasing speed and accuracy
- read standard musical staff notation for simple songs
- learn recorder finger positions to play middle C through D'
- develop proper habits of posture, breathing, and tonguing
- produce pleasing tone and accurate pitches on the recorder
- perform songs individually and as a group with skill and confidence
- complete a week of at least 4 practice sessions at home

5. Late February – Spring Break    Approx. 7 class days

Begin Building Understanding

a. Student Objectives:

- perform sixteenth-note rhythms
- perform a speech canon
- recognize the timbre of the tuba
- recognize the timbre of the double bass
- recognize and perform legato and staccato sounds
- accompany a song with a steady pulse
- distinguish between various timbres in a composition
- review treble clef notes from middle C through D'

4 class days for Spring Program practice

6. Mid. April – May    Approx. 13 class days

Complete Building Understanding

a. Student Objectives:

- review treble clef notes from middle C through D'
- accompany a song with a countermelody
- identify facts about Johannes Brahms
- identify tempo changes in a composition
- recognize musical terms describing tempo
- identify and perform syncopated rhythm patterns
- accompany a song with a rhythmic ostinato
- recognize changes to a melody as a variation
- identify facts about George Frederic Handel
- recognize musical elements of the Baroque era
- identify facts about Robert Schumann
- contrast use of expressive elements in two compositions
- distinguish aurally and visually the four voice parts in a hymn
- identify octaves visually and aurally
- identify an octave motive within a composition
- become familiar with beginning hand chime techniques

2 class days for Spring Program practice

## **V. ELEMENTARY CHOIR**

### **A. Description of course**

This course is designed to help children develop their fullest singing potential, to develop accurate, expressive singers, and to expand their singing skills and general musicianship through the basics of singing posture, breath control, diction, phrasing, tone color, dynamics and part singing.

### **B. List of textbooks**

Various warm-up vocal exercise

Course literature is varied repertoire of vocal literature, both secular and sacred.

### **C. List of required reference materials and/or supplementary materials used**

*Ready to Read Music: Sequential Lessons in Music Reading Readiness* by Jay Althouse; Alfred Music, 2003

*Teaching the Elementary School Chorus* by Linda Swears; Parker Publishing Company, 1985

### **D. Course outline with projects**

1. Main Objectives
  - a. Helping children develop a means of expression of the music
  - b. Helping children develop a means of appreciation of the music
  - c. Helping children to be exposed to various vocal literature to include folk songs, art songs, sacred songs, and songs of other cultures
  - d. Helping children experience the joy of performing well for themselves and others
  - e. Helping children develop skills and attitudes that will encourage them to use their singing voices as lifelong musical instruments, especially in the home, church, and community
  - f. To reveal and encourage vocal talent otherwise hidden
2. Special events
  - a. Grandparents day program
  - b. Yearly Christmas program
  - c. Fine arts competition
  - d. Spring concert
  - e. Awards ceremony
  - f. Community events (when opportunity arises)



## VII. ELEMENTARY BAND (GRADES 4 – 6)

### A. Description of course

This course is designed to provide students the opportunity to perform, create, and respond to music through quality instruction on a beginning band instrument. Students will acquire the skills and techniques of playing a band instrument through practice of a varied repertoire of music.

### B. List of textbooks

*Standard of Excellence Books 1 and 2* by Bruce Pearson; Neil A. Kjos Music Company

### C. List of required reference materials and/or supplementary materials used

Variety of published band work and arrangements suitable for 4 – 6 graders

*Instrumental Music Teacher's Survival Kit* by Randy Navarre; Northeastern Music Publications

*Ready to Read Music: Sequential Lessons in Music Reading Readiness* by Jay Althouse; Alfred Music, 2003

*Teaching Band with Excellence A Comprehensive Curricular, Pedagogical, and Administrative Resource* by Bruce Pearson and Rylan Nowlin; Neil A. Kjos Music Company

### D. Course outline with projects

1. Beginning band:
  - a. First quarter: Proper assembly of instrument, theory (counting, phrasing, note names, staff and clef, time signatures), care and maintenance of instrument, rests and repeats, quarter, half and whole notes, flams and long rolls, ledger lines
  - b. Second quarter: Ties and slurs, measure repeat, eighth notes and rests, dynamics *f* and *p*, pick up notes, 1<sup>st</sup> and 2<sup>nd</sup> endings, paradiddles, intro to timpani, ensemble blend and balance
  - c. Third quarter: Percussion (16<sup>th</sup> notes and patterns), multiple measure rests, divisi/unison-playing multiple parts, dynamics-crescendo and decrescendo, accidentals, tempo-ritard and accelerando, solo playing; have opportunity to join the competition band for fine arts

- d. Fourth quarter: Tempo-andante, moderato, and allegro, ensemble-duets, ensemble blend and balance
2. Intermediate band:
- a. First quarter: Review materials from previous year including notes, theory, rhythms, textures and form; introduction into concert key signatures (up to 3 flats); introduction into syncopation, major scale construction, phrasing and balance; natural and harmonic minor scale construction
  - b. Second quarter: Introduce Ab major, C minor scales; staccato, tenuto, accelerando, allegretto; prepare seasonal music for Christmas program; melody versus counter melody/accompaniment; introduction to cut time
  - c. Third quarter: Solos and ensembles-develop a small ensemble balance and blend; introduce 16<sup>th</sup> notes and related patterns; introduction to complex time signatures; begin preparing for fine arts competition
  - d. Fourth quarter: Reinforce materials previously taught; prepare music for fine arts competition
3. Special events
- a. Grandparents day program
  - b. Yearly Christmas program
  - c. Fine arts competition
  - d. Spring concert
  - e. Awards ceremony
  - f. Community events (when opportunity arises)