

COURSE DESCRIPTIONS: FIFTH GRADE

ART 5

Instructor: Ms. Culver, cculver@ahsmail.com

Course Description: In this course, students will learn understanding that they are part of the Divine Design. They will learn the elements of design and how to observe the “Beauty of this World.” They are introduced to many mediums and styles of creating art images. They learn that partnering with the spirit; they may all become wonderful artists. The students develop their talents through persistent efforts in drawing and painting. They each have personal sketchbooks provided by our school, where weekly homework is required. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through three events that will give each student an opportunity to display their art. These events include a gallery competition in December, a State-wide competition, that will challenge them, in developing Arbor Day posters, and the American Heritage School Art Show which will display all work completed during the year. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is to complete assignments during class time, keep them organized, and remember their sketchbooks. To support your student, please consider checking your student’s sketchbooks and giving encouragement.

Key Texts: Not specified.

Publishable or Significant Projects: Art Projects, Printing, Mixed Media, and Miscellaneous projects.

Memorizations: None.

GEOGRAPHY 5

Instructors: Mrs. Abrams, jabrams@ahsmail.com, Mr. Cornell, jcornell@ahsmail.com

Course Description: In this course, students will learn about the definition of geography; the Earth and Creation; Earth in the solar system; hemispheres, meridians, tropics, continents; the lithosphere (landforms); the hydrosphere (water); the atmosphere; maps and map work, including the World, North America, and a special focus on the United States and its regions: New England Region, Southwestern Region, Great Lakes Region, Great Plains Region, Southwestern Region, Mountain States Region, and the Atlantic Region. The students will learn primarily through mastering the vocabulary of geography and studying each region of the United States as they research each state and record what they have learned by labeling and coloring maps. We reason to learn how Heavenly Father made the world in such a way as to make His Plan of Happiness possible and relate this to each region or state as we use geography in our literature, history, and study of the Doctrine and Covenants. We memorize the states and capitals as we learn about them. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through a State Report, map-work of each of the United States regions with questions and tests, and finishing their own “United States Flash Cards” to study and memorize for the final Fifty States and Capitals Test. The most reliable way to receive specific information about course work, including topics and timing, is through Edline or class newsletters. For many students, the most challenging part of class is to memorize all fifty states and capitals. To support your student, please consider practicing with them as they memorize the states and capitals (they will memorize them regionally during the year and then complete a final at the end of the year).

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

HISTORY 5

Instructors: Mrs. Abrams, jabrams@ahsmail.com, Mr. Cornell, jcornell@ahsmail.com

Course Description: In this course, students will learn the discovery, settlement, and history of the American Nation and how it has fulfilled God's purposes in the establishment of Zion in our time. The course covers primarily the years from 1492-1865, including Columbus and other explorers, the English settlement of America, the French and Indian War, Revolution, the War of Independence, the establishment of our government, its Westward settlement and the Civil War. Students will learn through classroom lessons, discussions, maps, timelines, research papers, celebrations, artifact showings, demonstrations, and Civil War Days activities. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through quizzes, tests, memorizations, a president report, a Civil War project, worksheets, and the Freedom Festival Essay. The most reliable way to receive specific information about course work, including topics and timing, is through Edline or newsletters. For many students, the most challenging part of class is The Freedom Festival Essay. To support your student, please consider asking about the stories they hear from history and letting them share their understanding of them.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

LANGUAGE 5

Instructors: Mrs. Abrams, jabrams@ahsmail.com, Mr. Cornell, jcornell@ahsmail.com

Course Description: In this course, students will learn orthography (spelling, penmanship); etymology (vocabulary, word study); syntax (grammar); and composition and poetry; and speaking. Students will learn primarily through mastering the phonograms and using the *Riggs Writing and Spelling Road to Reading and Thinking* method to learn Spelling; practicing cursive writing and penmanship as they record what they have learned in their notebooks; memorizing vocabulary for all Literature, History, Geography, etc.; doing word studies in all our subjects; making their own set of flash-cards to learn eighty Greek and Latin Root Words; using *ABEKA: God's Gift of Language Grammar & Writing* method; and then using *F.A.C.E.* method of grammar to reason as they learn to diagram sentences. They will practice writing many original compositions by writing a first, second, and final draft. They learn to memorize and then practice speaking to large audiences when they present *The Patriotic Program* to the school and community. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through spelling notebooks and spelling tests; grammar workbooks; root-word flash cards; and word studies. They will write reports, letters, essays, stories, poetry and other forms of compositions and then present some to the class. The most reliable way to receive specific information about course work, including topics and timing, is through Edline or Class Newsletters. For many students, the most challenging part of class is spelling. To support your student, please consider making sure they know the phonograms (and please practice with them until they do) and practicing spelling words with them each night – they need to write the words that we learned that day and any that they misspelled on the test that day.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

LITERATURE 5

Instructors: Mrs. Abrams, jabrams@ahsmail.com, Mr. Cornell, jcornell@ahsmail.com

Course Description: In this course, students will learn to appreciate “The Seven Loves of Literature”, Robert Frost & his poetry, Literature of the Bible (*The Book of Ruth*), *Carry On, Mr. Bowditch* by Jean Lee Latham, *Little Women* by Louisa May Alcott, *Abraham Lincoln* by Wilbur Gurdy & William Shakespeare with selected readings from *Macbeth*. Students will learn primarily through researching the background of the book, the author, and the setting; studying the vocabulary of the book as we read the literature together and discover the plot; and reasoning together about how the main characters show good or bad traits that we would want or not. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through memorizations (Robert Frost’s “The Road Not Taken” and Abraham Lincoln’s “Gettysburg Address”), word studies, essays, papers, creative writing, vocabulary tests, and other work in our Notebooks. The most reliable way to receive specific information about course work, including topics and timing, is through Edline or class newsletters. For many students, the most challenging part of class is to memorize the “Gettysburg Address” and learn new vocabulary. To support your student, please consider helping them practice their memorizations and working with them each week on the vocabulary lists.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

MATH 5

Instructors: Mrs. Abrams, jabrams@ahsmail.com, Mr. Cornell, jcornell@ahsmail.com

Course Description: In this course, students will learn basic arithmetic through the foundations of geometry, measurement, algebra, and scale and graph reading through daily lessons taught in class, daily problem sets (twenty-five questions), and timed math mastery practice sets. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through assessments, which will be given after five lessons have been taught and will be about on a weekly basis. The most reliable way to receive specific information about course work, including topics and timing, is through Edline or newsletters. For many students, the most challenging part of class is to (1) keep up a daily homework schedule which is crucial to master each principle being introduced; (2) show how each problem is solved, not just writing the answer down when any calculation is involved; and (3) work being neat and clearly written. To support your student, please consider making sure that the daily problem set is done each day and going over the work to help answer questions that may arise at home. About 20 minutes of class time will be used for working on the problem set, however it is helpful to go over the set at home.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

MUSIC 5

Instructor: Mrs. Hancock, chancock@ahsmail.com

Course Description: In this course, students will learn to develop a life-long appreciation and love for quality music, to expand vocal range, develop a musical ear, sight-singing, solfege/hand signs, rhythm, instruments, theory, and composer listening through a basic singing curriculum, including warm-up and vocal play and unison and part singing, and through writing melodic and rhythmic dictation, and experience in choral singing. Each day the students will sing, listen, write, conduct, and broaden their skills in music literacy. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through participating in devotionals, concerts, Patriot Programs, term projects (including a concert report and a musical quote assignment), and maintaining a notebook. The most reliable way to receive specific information about course work, including topics and timing, is through occasional handouts sent home in the student's backpack, the newsletter, Friday Facts, and Edline. For many students, the most challenging part of class is to have an attitude and willingness to participate, memorize and perform. To support your student, please consider attending concerts, being familiar with concert dress requirements. Ask your student to share what they are learning in music. Consider visiting the class; we have an open door policy.

Key Texts: Jaccard, Jerry L., EdD., *A Developmental Music Curriculum*. (ISBN: 0-7003-9283-1); Selected Sheet Music; and *Hymns of The Church of Jesus Christ of Latter-day Saints*. (ISBN 978-1085434010).

Publishable or Significant Projects: Students will attend a live music performance, recital, or concert and write a review of their experience including who, when, where, what, and write a paragraph on their likes and dislikes. Students will complete a Musical Quote 4-R'ing assignment by researching an inspirational quote on music. They will produce a visual display of their quote, citing the source, and share it with the class. The students will participate in the Christmas Concert, Patriotic Program, Spring Sing, and their Class Devotional. At the conclusion of their concerts, the student will complete an essay evaluating the performance including a self-assessment.

Memorizations: Not specified.

PHYSICAL EDUCATION 5

Instructor: Mrs. Brinton, lbrinton@ahsmail.com

Course Description: In this course, students will learn teamwork, sportsmanship, honesty, tolerance, flexibility, attitude, cooperation, self-discipline, and determination through a variety of sports and games such as four-square, ultimate Frisbee, soccer, flag football, dodge ball, basketball, kickball, capture the flag, etc. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through active participation in the scheduled sport, game or activity. The most reliable way to receive specific information about course work, including topics and timing, is through Edline. For many students, the most challenging part of class is working to achieve their individual Presidential Fitness goals. To support your student, please consider encouraging your child to be physically active thirty to sixty minutes each day, checking Edline for the scheduled weeks for Presidential Fitness testing, and asking your child about the results of his/her test, then encourage your child to set and work toward a goal.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.

SCIENCE 5

Instructor: Mrs. Mitchell, jmitchell@ahsmail.com

Course Description: In this course, students will learn about the biological sciences with concentrations on the Animal Kingdom (Zoology) and the Plant Kingdom (Botany). The year will start with a brief tutorial on the basics of science, its history and the importance of the scientific method. As with all AHS science classes, the most important theme is developing a complete understanding of Heavenly Father's divine hand in the creation of all things and the tying of science and faith together in a manner that will support students throughout their life regardless of where their education or vocation may take them. The focus will be on biology in general terms rather than the more specific. We will study individual plants and animals, their characteristics, and their role in Heavenly Father's world rather than on scientific classifications and internal structure. We want students to become familiar with the plants and animals in their world and develop an appreciation for the miracles that surround them every day. The primary method of instruction will be lecture and PowerPoint slide presentations, along with approved movies. Each class always begins with prayer and a scripture that is linked to the subject being taught. Presentations are designed in compliance with the 4R method (research, reason, relate, record). Each student will have a notebook that they are responsible for, and the notebook will be graded. In concert with handouts, this notebook will become their textbooks. Open discussion is encouraged, so we use a great many beautiful pictures of the plants and animals to discuss and relate their various characteristics to their habits and niche. In addition to being able to discuss the topics students will demonstrate their understanding through short exams given after each section of study (e.g. wolves). There will be no end of term exam. All fifth grade students will have a yearlong project to take pictures of fifteen plants and animals. This will be due the week BEFORE the last week. The most reliable way for parents to receive specific information about course work, including topics and timing, is through reviewing the student's science folder once a week to see how well they are progressing. For many students the most challenging part is that science has a tendency to become more complicated than it really is at this point in their academic career. If this becomes the case or your student has a special need (i.e. they can't read the board or hear me speak, please contact the teacher so proper arrangements may be made for them. To support your student, please consider dedicating fifteen to twenty minutes a week (split up) to discuss what they have learned, what they may be confused about, or what they think of the classroom environment. Please have them bring home their notebook at least twice a term to review it with them for completeness and neatness.

Key Texts: Not specified.

Publishable or Significant Projects: Not specified.

Memorizations: Not specified.