



September 2020

Dear Catholic school families, educators, leaders and supporters,

The call to the New Evangelization is at the heart of all ministerial initiatives within the Diocese of Grand Rapids, including Catholic schools and parish faith formation programs. In 2018, the Office of Catholic Schools updated curriculum standards in all content areas to express a renewed zeal and commitment to know and love Jesus and the Church. The curriculum standards for each content area addressed key understandings of Church teaching so that a student's entire course of study was comprised of Catholic identity at its core. Throughout their studies in our Catholic schools, students grow in their love of Christ and in their understanding of the Catholic Church.

Presently, we are pleased to present the Diocese of Grand Rapids Theology Curriculum Framework for Catholic Schools and Parish Faith Formation Programs. The Curriculum Framework is structured to be comprehensive in scope. There are three parts: **encounter, grow, and witness**. Throughout students' experiences in our Catholic schools, they are provided intentional moments to **encounter** Jesus Christ through activities such as participating in Mass, receiving the sacraments, and acts of service. Students **grow** in their understanding of Church teaching in all subject areas, including a renewed rigor in their understanding of Catholic theology. They are also empowered to **witness** God's love to the world. The three parts of the paradigm are not intended to be steps in a sequence, but an integrated framework throughout a student's experience, rooted in the pillars of the Catechism of the Catholic Church. This paradigm leads the faithful into a life of discipleship.

The curriculum framework also includes an emphasis on the Theology of the Body. Beginning in 2019-20, the teachers and school leaders in the Diocese of Grand Rapids have spent substantial time in prayerful reflection and specific formation on the teachings of Saint John Paul II, specifically his 129 Wednesday audiences that address the Church's integrated vision of the human person. It is through these teachings of the Theology of the Body that we understand who we are, as created in the image and likeness of God, and who we are called to be in this life. It is with great enthusiasm that we partner with families to model the fullness of God's intention for our existence and present our Catholic worldview, which is countercultural to today's secular world. Theology of the Body offers an inspiring vision for human flourishing through the knowledge of God's great love for us, inviting us to reject sin and embrace virtue. Truly, it is a gift to our fallen world to form students in this teaching.

Developing the theology curriculum framework has been a prayerful process between the offices of Faith Formation and Catholic Schools. The drafting and review of the framework has involved educators, administrators and clergy. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids. Like with all curriculum revisions, an annual review will allow us to update the document to reflect what is best for our schools and parish faith formation programs.

In sharing this document with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education where they can grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,

A handwritten signature in black ink, appearing to read "Jill Annable".

Jill Annable
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Office of Catholic Schools, Diocese of Grand Rapids

**Diocese of Grand Rapids
Office of Catholic Schools
Curriculum Standards
and Report Card Indicators
for all courses in
Fifth Grade**

Table of Contents

Third through Eighth Grade Spiritual and Social Development	2
Third through Eighth Grade Work Habits	3
Fifth Grade Theology	4
Fifth Grade English Language Arts Curriculum Standards	11
Fifth Grade Mathematics Curriculum Standards	16
Fifth Grade Science Curriculum Standards	19
Fifth Grade Social Studies Curriculum Standards	22
Third through Fifth Grade Technology Curriculum Standards	26
Kindergarten through Fifth Grade World Language Curriculum Standards	31
Kindergarten through Fifth Grade Music Curriculum Standards	33
Kindergarten through Fifth Grade Art Curriculum Standards	34
Kindergarten through Fifth Grade Physical Education Curriculum Standards	35

Third through Eighth Grade Spiritual and Social Development

A student who demonstrate grade level spiritual and social development --

3-8th	Spiritual and Social Development
3-8.SD.1	Expresses gratitude for God's gifts.
3-8.SD.2	Shows God's love through acts of kindness and generosity.
3-8.SD.3	Demonstrates Christian virtues.
3-8.SD.4	Participates in prayer and demonstrates reverence during Mass.
3-8.SD.5	Uses courtesy and respect in speech and actions.
3-8.SD.6	Collaborates well with others.
3-8.SD.7	Actively contributes to class discussions.
3-8.SD.8	Demonstrates self control and assumes responsibility for actions.
3-8.SD.9	Listens attentively when others are speaking.
3-8.SD.10	Shows desire and interest in learning.
3-8.SD.11	Demonstrates servant leadership.
3-8.SD.12	Treats others with dignity.

Third through Eighth Grade Work Habits

A student who demonstrate grade level work habits --

3-8th	Work Habits
3-8.WH.1	Applies God's gifts and talents to achieve personal best.
3-8.WH.2	Begins and pursues tasks independently.
3-8.WH.3	Follows written and oral directions.
3-8.WH.4	Demonstrates organizational skills.
3-8.WH.5	Shows focus and attention to given tasks.
3-8.WH.6	Seeks help when needed.
3-8.WH.7	Follows routines and procedures.
3-8.WH.8	Chooses appropriate strategies to problem solve.
3-8.WH.9	Produces legible and neat work.
3-8.WH.10	Transitions smoothly between tasks.
3-8.WH.11	Takes risks and accepts mistakes.
3-8.WH.12	Comes prepared for the school day.
3-8.WH.13	Exhibits appropriate confidence.
3-8.WH.14	Uses time management skills to complete tasks.
3-8.WH.15	Produces work that reflects ability.

**Fifth Grade Theology
Curriculum Standards in the Diocese of Grand Rapids**

Through classroom and school-wide experiences led by role models of the faith, students in grades third through fifth grade encounter the Lord Jesus Christ through --

	ENCOUNTER in grades 3 to 5	Report Card Wording
ENC	Evangelization and Missionary Discipleship	
3-5.THEO.ENC.1	Experiences centered in prayer, including guided meditations using Sacred Scripture and adoration of the Blessed Sacrament (Ps 32:8; John 6:35; John 14:26; Heb 4:12).	Experiences centered in prayer.
3-5.THEO.ENC.2	Participation in recited prayers learned in previous grades, continuing to learn new recited prayers appropriate to age, and becoming introduced to prayers that will be recited in later grades.	Participation in recited prayers.
3-5.THEO.ENC.3	Personal examination of conscience based on the Ten Commandments and the Beatitudes, as inspiration to live a virtuous life.	Personal examination of conscience.
3-5.THEO.ENC.4	Experiences of the Bible used for personal prayer, as God speaks to us through the Bible.	Experiences of the Bible used for personal prayer.
3-5.THEO.ENC.5	Recognition that God knows and loves us each personally and God has a plan for each of our lives (Ps 139; Isa 43:1-4; Jer 1:5).	Recognition that God loves us & has a plan.
3-5.THEO.ENC.6	Participation in Marian devotions: The Rosary; Our Lady of Lourdes, Fatima, Guadalupe, Częstochowa, Consecration, Miraculous Medal, Scapulars. etc.	Participation in Marian devotions.
3-5.THEO.ENC.7	Reading about the lives of saints and learning to call upon them for their intercession.	Reading about lives of saints.

3-5.THEO.ENC.8	Opportunity to contemplate that Jesus' gift of salvation requires a response on the part of the believer (Mk 8:34-35).	Contemplate Jesus' gift of salvation.
3-5.THEO.ENC.9	Approaching Mass with expectation, knowing that God wants to give us something in each liturgy.	Approaching Mass with expectation.
3-5.THEO.ENC.10	Sharing how we have experienced Jesus in each of our lives, and recognizing that God wants us to share the good news with others (Mt 28:19-20).	Sharing how we have experienced Jesus.

Through the study of Scripture, saints, prayers, and virtue, students who demonstrate a grade-level understanding of the Catechism of the Catholic Church are able to--

	GROW Pillar I: The Profession of Faith	Report Card Wording
SCR	Sacred Scripture	
5.THEO.SCR.1	Recognize that the Pentateuch and Torah both refer to the first five books of the Old Testament.	Recognize Pentateuch & Torah refer to Old Test.
5.THEO.SCR.2	Categorize the books of the Bible as 46 books in the Old Testament (Law, History, Wisdom, Prophets) and 27 books in the New Testament.	Categorize books of the Bible.
5.THEO.SCR.3	Describe God as the author of Sacred Scripture because He inspired its human authors (CCC 136).	Describe God as author of Sacred Scripture.
5.THEO.SCR.4	Discuss the source of each Sacrament in Scripture: Baptism (Jn 3:5), Confirmation (Acts 8:14-17), Eucharist (Jn 6:51-58), Reconciliation (Jn 20:21-23), Matrimony (Mt 19:4-6), Holy Orders (Acts 6:3-6, 13:2-3; Tim 3:1), Anointing of the Sick (James 5:14-15).	Discuss source of each Sacrament in Scripture.
HIS	Faith and Church History	
5.THEO.HIS.1	Describe the Church as a sacrament and outward sign of Christ in the	Describe Church as Sacrament.

	world (CCC 738-739).	
5.THEO.HIS.2	Trace the development of the sacraments through Church history.	Trace development of Sacraments.
5.THEO.HIS.3	Identify and discuss saints particularly associated with the sacraments.	Discuss saints: Sacraments.
CRE	The Creed	
5.THEO.CRE.1	Discuss ways the Holy Trinity is manifested in the sacraments (CCC 688), as the Trinity is the relationship of love of the Father, Son, and Holy Spirit.	Discuss Holy Trinity: Sacraments.
5.THEO.CRE.2	Discuss the implications of faith in one God.	Discuss implications of faith in one God.
5.THEO.CRE.3	Discuss the Holy Spirit as the Sanctifier of the world.	Discuss Holy Spirit as Sanctifier.
5.THEO.CRE.4	Compare the concepts of heaven, hell, and purgatory (CCC 1020-1037).	Compare concepts of Heaven, Hell & Purgatory.
5.THEO.CRE.5	Discuss Christ's Resurrection and the resurrection of our bodies at the end of time (1 Cor 15:35-57).	Discuss Christ's Resurrection.
	GROW Pillar II: The Celebration of the Christian Mystery	
LIT	God and the Sacred Liturgy	
5.THEO.LIT.1	Define and discuss how the Church is the institution established by Christ through which the sacraments are celebrated and grace is given.	Discuss how Church is institution.
5.THEO.LIT.2	Describe how the flow of the liturgical year helps us grow in faith.	Describe how liturgical year helps us grow.
5.THEO.LIT.3	Express how the Eucharist is the source and summit of Catholic life.	Express how Eucharist is source & summit.

SAC	Seven Sacraments of the Church	
5.THEO.SAC.1	Define sacrament as an outward sign instituted by Jesus entrusted to the Church by which divine life is dispensed to us (CCC 1131).	Define Sacrament.
5.THEO.SAC.2	Demonstrate why the Eucharist is the center of the Church's life (CCC 1343).	Demonstrate why Eucharist is center of life.
5.THEO.SAC.3	Explain the meaning of and difference between "sign" and "symbol" (CCC 1145-1148).	Explain meaning of "sign" & "symbol".
5.THEO.SAC.4	Describe the signs and symbols of each Sacrament, and discuss how sacraments, through signs and symbols, are personal encounters with Christ.	Describe signs & symbols of each Sacrament.
5.THEO.SAC.5	Create a model to describe the relationships among the Sacraments (CCC 1210).	Create model to describe Sacraments.
5.THEO.SAC.6	Demonstrate how the Sacraments empower us to serve others.	Demonstrate how Sacraments empower us to serve.
GROW Pillar III: Life in Christ		
DIG	Dignity of the Human Person	
5.THEO.DIG.1	Compare God's forgiveness of us with our call to forgive others (Mt 6:9-15).	Compare God's forgiveness & we forgive others.
5.THEO.DIG.2	Discuss and display appropriate attitudes toward the unborn, sick, handicapped, aged, and dying, as each person is created in the image and likeness of God and each person is unique and unrepeatable (CCC 2268-2283, 2407).	Discuss attitudes: image & likeness of God.
COM	The Human Community	
5.THEO.COM.1	Explain vocations as a call to the single, married, consecrated or	Explain vocations as a call.

	ordained life (CCC 871-873), and how, through prayer, God helps us to understand our call to vocations in the community.	
5.THEO.COM.2	Describe how each vocation builds up the community (CCC 871-873).	Describe how vocations build community.
TOB	Theology of the Body	
5.THEO.TOB.1	Differentiate how man, as the pinnacle of creation, is both similar and dissimilar from God.	Differentiate human is similar/dissimilar: God.
5.THEO.TOB.2	Demonstrate that man comes to know himself through a gift-of-self.	Demonstrate gift-of-self.
5.THEO.TOB.3	Recognize that Jesus becoming man reveals the love of the Father.	Recognize Jesus becoming man reveals love.
5.THEO.TOB.4	Describe that at the Resurrection we will see as God sees and our bodies will perfectly reveal His love.	Describe the Resurrection.
5.THEO.TOB.5	Identify the two ways of being human, male and female.	Identify the two ways of being human: male/female.
MOR	Morality	
5.THEO.MOR.1	Describe the ways the saints model the spiritual and corporal Works of Mercy (CCC 2447; CCC Glossary: 2447).	Describe ways saints model Works of Mercy.
5.THEO.MOR.2	Outline ways in which saints live up to the ideals of the Beatitudes.	Outline ways saints live Beatitudes.
5.THEO.MOR.3	Explain that original sin is transmitted, how personal sin is a choice, and how the sacraments meet us in our sinfulness (CCC 402 - 409).	Explain Original Sin & personal sin.
5.THEO.MOR.4	Discuss how the fruits and gifts of the Holy Spirit help us to lead a holy life (CCC 1830 - 1832).	Discuss Fruits & Gifts of the Holy Spirit.
GROW Pillar IV: Christian Prayer		

PRA	Prayer	
5.THEO.PRA.1	Demonstrate the use of different types and styles of prayer (e.g. journaling, drawing, song, praying with icons).	Demonstrate use of different types of prayer.
5.THEO.PRA.2	Lead the Rosary.	Lead the Rosary.
5.THEO.PRA.3	Practice lectio divina with the Sacred Scriptures.	Practice Lectio Divina.
5.THEO.PRA.4	Recite prayers as specified by grade level expectations.	Recite prayers.
5.THEO.PRA.5	Maintain a plan for personal daily prayer.	Maintain a plan for personal daily prayer.

By encountering Jesus Christ and growing in their understanding of Catholic tradition within all content areas of study, including the study of theology, students are called to demonstrate Christ's love to the world. Christian witnesses in grades third, fourth, and fifth are able to --

	WITNESS	Report Card Wording
WIT	Evangelization and Missionary Discipleship	
3-5.THEO.WIT.1	Be a disciple of Christ as a steward of vocation, one who responds generously to the call of God (CCC 1, 358, 1700, 825, 898, 873, 931).	Be a disciple of Christ as a steward of vocation.
3-5.THEO.WIT.2	Demonstrate reverence for God, His creation, and all people.	Demonstrate reverence.
3-5.THEO.WIT.3	Engage in service learning that applies the Spiritual and Corporal Works of Mercy (CCC 2447; CCC Glossary: Works of Mercy).	Engage in service learning.
3-5.THEO.WIT.4	Demonstrate obedience to rules, regulations, and legitimate authority.	Demonstrate obedience to rules.
3-5.THEO.WIT.5	Demonstrate ways to apply the Beatitudes to everyday life.	Demonstrate ways to apply Beatitudes.

Fifth Grade English Language Arts Curriculum Standards

Students who demonstrate understanding of fifth grade English language arts are able to--

	Full Standard	Report Card Wording
	Reading	
5.ELA.R.1	Uncover authentic Truth by analyzing works of various genres that reflect the transmission of a Catholic culture and worldview.	Uncover authentic Truth by analyzing works of various genres that reflect the transmission of Catholic culture/worldview.
5.ELA.R.2	Demonstrate cultural literacy through the study of a variety of great works and authors spanning different eras and regions of the world and with those authors specifically rooted in United States history.	Demonstrate cultural literacy through works/authors of different eras/regions of the world/rooted in US.
5.ELA.R.3	Determine the main ideas of content-specific sources in one's own words.	Determine main ideas of content-specific sources.
5.ELA.R.4	Determine how visual and multimedia text features contribute to the purpose of the text.	Determine how text features contribute to purpose.
5.ELA.R.5	Infer the intended audiences and purposes of sources of information.	Infer intended audiences/purposes.
5.ELA.R.6	Identify the perspectives of authors, and describe how authors' perspectives influenced the creation of the sources.	Identify/describe perspectives of authors.
5.ELA.R.7	Determine the meanings of key terms and content-specific vocabulary as used in texts and media.	Determine meanings of key terms/content-specific vocabulary.
5.ELA.R.8	Compare and contrast aspects of multiple texts within a specific genre and across genres to describe their structures, designs, ideas, concepts, and information.	Compare/contrast multiple texts.

5.ELA.R.9	Make inferences about the plot, about the setting, and about characters' feelings and motivations.	Make inferences about plot/setting/motivations.
5.ELA.R.10	Identify noble characteristics of virtuous heroes and heroines in narrative texts.	Identify noble characteristics of virtuous heroes/heroines.
5.ELA.R.11	Identify characters as static (flat) and dynamic (round) and use textual evidence to explain what makes them static or dynamic.	Identify characters as static/dynamic.
5.ELA.R.12	Determine how a story may be different if told from a different point of view.	Determine how story is different if told from different point of view.
5.ELA.R.13	Explain how a specific piece of writing can strengthen the reader's moral character.	Explain how writing strengthens moral character.
5.ELA.R.14	Use details within a text to determine its central idea or potential themes.	Use details to determine central idea/potential themes.
5.ELA.R.15	Analyze an author's choices of content and structure.	Analyze choices made by author.
5.ELA.R.16	Summarize information in one's own words, including accurate sequencing of events and ideas from the text.	Summarize using accurate sequencing.
5.ELA.R.17	Describe how an author's choices, such as setting, development of characters, and inclusion of details, impact the development of a narrative	Describe how choices impact development of narrative.
5.ELA.R.18	Analyze the mood and tone of a text, as well as a narrator's attitude, to discover the virtues and values an author presents and the author's purpose.	Discover virtues/values of author.
5.ELA.R.19	Differentiate between facts and opinions in a text.	Differentiate between facts/opinions.
5.ELA.R.20	Explain how an author's use of evidence supports claims in a text.	Explain how evidence supports claims.

5.ELA.R.21	Analyze the effects of specific word choice and figurative language an author uses in a text.	Analyze effects of specific word choice/figurative language.
5.ELA.R.22	Determine the meaning of unfamiliar words in a text using the following strategies: applying knowledge of affixes, applying knowledge of Greek or Latin roots, and using the context of the reading passage.	Determine meaning of unfamiliar words: applying knowledge of affixes/roots/context.
5.ELA.R.23	Read aloud appropriate grade-level texts with accuracy, fluency, and expression.	Read aloud with accuracy/fluency/expression.
Writing and Language Use		
5.ELA.W.1	Create writing to inform, examine, or discuss a specific idea, acquiring information from a variety of sources, and including relevant facts, definitions and quotations, and utilizing content-specific vocabulary.	Create writing to inform/examine/discuss specific idea.
5.ELA.W.2	Create an argument to support an idea or claim, using facts from various sources as evidence and detailed reasoning as support.	Create argument to support an idea/claim.
5.ELA.W.3	Create a narrative (from a real or imagined experience) to express human emotion and experience, engaging the reader by: <ul style="list-style-type: none"> ● Introducing conflict that is explored through plot development ● developing characters that express the human condition, behaviors, and actions ● using techniques of dialogue, action, and reflection to develop ideas ● providing resolution to the initial problem. 	Create narrative to express human emotion/experience.
5.ELA.W.4	Organize writing into purposeful paragraphs and in structures that support the purpose and audience of the piece, including appropriate introductions and conclusions.	Organize writing into purposeful paragraphs.

5.ELA.W.5	Use varied sentence structures in one's writing, and decide the placement and structure of sentences based on the purpose of the writing.	Use varied and purposeful sentence structures.
5.ELA.W.6	Use intentional word choice by including content-specific vocabulary, vivid literary devices, and in consideration of the purpose and audience.	Use intentional word choice by including content-specific vocabulary/vivid literary devices.
5.ELA.W.7	Develop and practice various aspects of writing processes including invention, research, drafting, sharing with others, revising in response to reviews, and editing.	Develop/practice various aspects of writing processes.
5.ELA.W.8	Use and offer feedback to revise and strengthen writing.	Use/offer feedback to strengthen writing.
5.ELA.W.9	Use technology strategically and with purpose to enhance writing for its intended audience.	Use technology strategically/purposefully to enhance writing.
5.ELA.W.10	Practice different conventions for use within one's own writing (i.e. semi-colon, ellipse).	Practice different conventions in writing.
5.ELA.W.11	Edit and proofread one's own writing, applying various and increasingly complex aspects of grammatical and spelling rules.	Edit/proofread.
5.ELA.W.12	Place punctuation effectively, including commas and apostrophes.	Place punctuation effectively.
5.ELA.W.13	Use commonly confused words in the correct context, including its/it's and there/their/they're.	Use commonly confused words in correct context.
5.ELA.W.14	Self-reflect on common grammatical errors and strategies to fix them.	Self-reflect on common grammatical errors/strategies to fix them.
Communication		
5.ELA.C.1	Contribute purposefully to written and spoken conversations.	Contribute purposefully to written/spoken conversations.

5.ELA.C.2	Collaborate with others: elaborate on others' ideas and express one's own opinion clearly about specific topics, including analysis of texts.	Collaborate with others: elaborate on ideas/express opinion clearly/analyze text.
5.ELA.C.3	Choose, among given options, appropriate platforms to publish or present content to an intended audience.	Choose appropriate platforms to publish/present.
5.ELA.C.4	Sequence ideas logically and use appropriate and relevant information to support ideas while presenting information.	Sequence ideas logically/use appropriate and relevant information while presenting.
5.ELA.C.5	Inform or influence others beyond the immediate classroom on various topics, including to proclaim our Catholic faith and to address public issues.	Inform/influence others beyond the classroom.
Documentation		
5.ELA.D.1	Read, evaluate and choose trusted print and digital sources, including primary and secondary sources, to use in one's own work.	Evaluate/choose trusted sources.
5.ELA.D.2	Use quotation marks to directly quote a source or put information into one's own words to paraphrase sources for use in one's own work.	Use quotation marks to directly quote source.
5.ELA.D.3	List references used in a piece of writing.	List references used in writing.

Fifth Grade Mathematics Curriculum Standards

Students who demonstrate understanding of fifth grade mathematics are able to --

	Full Standard	Report Card Wording
	Number	
5.Math.N.1	Use the number line to locate, describe, and compare numbers less than zero.	Use number line to compare numbers < 0 .
5.Math.N.2	Use characteristics of numbers such as their factors, multiples, prime factorizations and relatively prime numbers to solve problems.	Use characteristics of numbers to solve problems.
5.Math.N.3	Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to real world experiences.	Develop/use strategies to estimate computations of fractions/decimals.
5.Math.N.4	Estimate the results of computations involving fractions and decimals by using common fractions as comparison.	Estimate results of computations involving fractions/decimals by using comparison.
5.Math.N.5	Use visual models, benchmarks, and equivalent forms to add and subtract decimals.	Use visual models/benchmarks/equivalent forms to \pm decimals.
5.Math.N.6	Develop fluency with two-digit multiplication and division.	Develop fluency with two-digit multiplication/division.
5.Math.N.7	Add and subtract fractions, including those with uncommon denominators.	\pm fractions.
5.Math.N.8	Determine multiple strategies to use in solving complex problems.	Determine multiple strategies in solving complex problems.
5.Math.N.9	Solve problems that involve any combination of addition, subtraction, multiplication and division, including problems that may have multiple solutions.	Solve problems that involve combinations.
	Algebra	
5.Math.A.1	Express mathematical relationships using equations, including those with	Express mathematical relationships

	variables and parentheses.	using equations.
5.Math.A.2	Represent and analyze patterns and functions using words, tables, and graphs.	Represent/analyze patterns/functions.
5.Math.A.3	Describe how a change in one variable relates to a change in a second variable.	Describe how change in one variable relates to change in second variable.
Geometry		
5.Math.G.1	Make and use coordinate systems to specify locations and to describe paths, using the terms ordered pair, x-axis, y-axis, x-coordinate, y-coordinate as appropriate.	Make/use coordinate systems to specify locations/describe paths.
5.Math.G.2	Develop a model to describe the area of a triangle.	Develop model to describe area of triangle.
5.Math.G.3	Find the distance between points along horizontal and vertical lines of a coordinate system.	Find distance between points along lines of coordinate system.
5.Math.G.4	Describe 2D shapes based on their geometric properties, including measurements and characteristics of sides and angles and comparisons of shapes for congruence and similarity.	Describe 2D shapes based on geometric properties.
Measurement		
5.Math.M.1	Convert measurements of distance, weight, and volume from one standard unit to another.	Convert measurements of distance/weight/volume.
5.Math.M.2	Develop and use formulas to find the areas of rectangles and related triangles and parallelograms.	Develop/use formulas to find areas of rectangles/parallelograms.
5.Math.M.3	Develop strategies to determine the surface areas and volumes of rectangular solids.	Develop strategies to determine surface areas/volumes of rectangular solids.

	Data Analysis	
5.Math.D.1	Represent and interpret data using tables and graphs including line plots, bar graphs, and line graphs.	Represent/interpret data using tables/line plots/bar graphs/line graphs.
5.Math.D.2	Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.	Compare different representations of the same data.
5.Math.D.3	Describe events as likely or unlikely and discuss the likelihood of using a number from 0 to 1.	Describe events as likely/unlikely and discuss likelihood from 0 to 1.

Fifth Grade Science Curriculum Standards

Students who demonstrate understanding of fifth grade science are able to--

	Full Standard	Report Card Wording
5.Sci.1	Analyze the false assumption that science can replace faith.	Analyze the false assumption that science can replace faith.
5.Sci.2	Gather information about the processes of conservation, preservation, overconsumption, and environmental stewardship in relation to humans caring for that which God has given to sustain us.	Gather information about processes of environmental stewardship.
5.Sci.3	Describe how individual communities use scientific ideas to protect the Earth's resources and environment.	Describe how individual communities use scientific ideas to protect Earth.
5.Sci.4	Describe how science and technology should always be at the service of humanity and, ultimately, to God, and in harmony with His purpose.	Describe how science/technology should always be at the service of humanity.
Physical Science		
5.Sci.PS.1	Develop a model to describe that matter is made of particles too small to be seen.	Develop model to describe matter is made of particles too small to be seen.
5.Sci.PS.2	Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Measure/graph quantities to provide evidence that heating/cooling/mixing conserves total weight.
5.Sci.PS.3	Make observations and measurements to identify materials based on their properties.	Make observations to identify materials based on properties.
5.Sci.PS.4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Determine whether mixing of substances results in new

		substances.
5.Sci.PS.5	Support an argument that the gravitational force exerted by Earth on objects is directed down.	Support argument that gravitational force exerted by Earth on objects is directed down.
5.Sci.PS.6	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	Describe that energy in food was once energy from sun.
Life Science		
5.Sci.LS.1	Use evidence and reasoning to support the argument that plants get the materials they need for growth chiefly from air and water.	Support argument that plants get materials they need for growth from air/water.
5.Sci.LS.2	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	Develop a model to describe movement of matter among plants/animals/decomposers/environment.
Earth and Space Sciences		
5.Sci.ESS.1	Use evidence and reasoning to support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	Support argument that differences in brightness of sun/stars is due to relative distances from Earth.
5.Sci.ESS.2	Represent real data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Graph real data to reveal patterns of daily changes in sunlight.
5.Sci.ESS.3	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	Develop model to describe interaction of spheres.
5.Sci.ESS.4	Describe and graph the amounts and percentages of water and fresh water in	Describe/graph amounts of water in various reservoirs to discuss distribution of water on Earth.

	various reservoirs in order to provide evidence about the distribution of water on Earth.	
Engineering Design		
5.Sci.ED.1	Through observations and experience, define a problem to be solved and develop a list of probable solutions in consideration of constraints on materials, time and/or cost.	Define problem/develop probable solutions in consideration of materials/time/cost.
5.Sci.ED.2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Generate/compare multiple solutions to problem based on likelihood of criteria/constraints.
5.Sci.ED.3	Plan and carry out fair tests in which variables are controlled and failure points are considered in order to identify aspects of a model or prototype that can be improved.	Plan/carry out fair tests in which variables are controlled and failure points are considered.

Fifth Grade Social Studies Curriculum Standards

The content focus of fifth grade social studies is “United States History,” as students learn about the history, geography, economics, cultures, government and civics of peoples who influenced and shaped the history of the United States from the beginnings to 1800.

Students who demonstrate understanding of fifth grade social studies are able to--

	Full Standard	Report Card Wording
5.SS.1	Apply Catholic virtues and democratic principles when working with others.	Apply Catholic virtues/democratic principles when working with others.
5.SS.2	Pursue peace and truth through the demonstration of respect for the attributes of various cultures, as we are called to be one human family on earth.	Pursue peace and truth / demonstrate respect for the attributes of various cultures.
5.SS.3	Use maps to locate peoples living in North America before European exploration.	Use maps to locate peoples living in North America before European exploration.
5.SS.4	Describe American Indian life prior to European exploration of America, including their government, family structures, use of trade, and view on property ownership and land use; and compare the motivating values of those societies to those of Catholic teaching.	Describe American Indian life prior to European exploration of America.
5.SS.5	Use case studies of individual explorers or stories of life in Europe to describe the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas; and compare the motivating values of those societies and individuals with those of Catholic social teaching.	Describe the motivations/consequences for European exploration/colonization of Americas.
5.SS.6	Describe the life and cultural development of people living in western Africa before the 16th century, including their economic and family structures, and the growth of states, towns, and trade; and compare the motivating values of those societies to those of Catholic teaching.	Describe the life/cultural development of people living in western Africa before 16th century.

5.SS.7	Use primary and secondary sources to describe the convergence of European, American Indians, and Africans in North America after 1492 from the various perspectives of these three groups, considering the Catholic social teaching of solidarity and promotion of peace.	Describe convergence of European/American Indians/Africans in North America.
5.SS.8	Compare the different approaches used by the British and French in their interactions with American Indians and explain the cultural impact on American Indians of each approach.	Compare approaches used by British/French in interactions with American Indians.
5.SS.9	Examine the role of Catholic missionaries in the eras of American exploration and colonization.	Examine role of Catholic missionaries during American exploration/colonization.
5.SS.9	Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.	Describe Columbian Exchange and its impact.
5.SS.10	Describe developments in the Southern colonies; including patterns of settlement and control, the establishment of Jamestown, the role of Catholics in Maryland, and the use of one-crop economics, colonial representative assemblies, and slavery.	Describe developments in Southern colonies.
5.SS.11	Describe developments in the New England colonies, including patterns of settlement and control, the growth of agricultural and non-agricultural economies, the use of town meetings and colonial legislatures, and religious tensions in Massachusetts that led to the establishment of other colonies in New England.	Describe developments in New England colonies.
5.SS.12	Describe developments in the Middle Colonies including the growth of economies, the Dutch settlements in New Netherlands, the Quaker settlement in Pennsylvania, and the subsequent English takeover of the Middle Colonies, and the immigration patterns leading to ethnic diversity.	Describe developments in Middle Colonies.

5.SS.13	Describe Triangular Trade including trade routes, the people and goods that were traded, the Middle Passage, its impact on life in Africa, and its impact on human dignity and the common good.	Describe Triangular Trade.
5.SS.14	Describe the life of enslaved Africans and free Africans in the American colonies, and how they drew upon their African past and adapted elements of new cultures to develop a distinct African American culture.	Describe life/culture of enslaved/free Africans in American colonies.
5.SS.15	Describe colonial life in America from the perspectives of at least three different groups of people (i.e. women, slaves, indentured servants, American Indians, wealthy landowners, merchants, free Africans).	Describe colonial life from various perspectives.
5.SS.16	Identify the major political, economic, and ideological reasons for the American Revolution.	Identify major reasons for American Revolution.
5.SS.17	Describe the role of the French and Indian War, how British policy toward the colonies changed over time, and the colonial dissatisfaction with the new policy.	Describe role of French and Indian War.
5.SS.18	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	Describe causes/effects of Stamp Act/Boston Tea Party/Intolerable Acts/Boston Massacre.
5.SS.19	Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.	Explain why colonists wanted to separate from Great Britain.
5.SS.20	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin Patrick Henry, Samuel Adams, John Adams, and Thomas Paine, and examine their lives for examples of virtue or vice.	Identify roles key individuals played in leading colonists to revolution.

5.SS.21	Examine the role of Catholics during the time of colonization and the American Revolution, including the role of Charles Carroll as the only Catholic to sign the Declaration of Independence.	Examine role of Catholics during colonization/American Revolution.
5.SS.22	Identify a problem that confronted people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	Identify problems in colonies/alternative choices.
5.SS.23	Describe the advantages and disadvantages of each side during the American Revolution.	Describe advantages/disadvantages of each side during American Revolution.
5.SS.24	Identify and describe the major battles of the American Revolution, and compare the roles of various groups in helping shape the outcome of the war.	Identify/describe major battles of American Revolution.
5.SS.25	Explain the significance of the Treaty of Paris.	Explain significance of Treaty of Paris.
5.SS.26	Describe the powers of the national government and state governments under the Articles of Confederation.	Describe powers of nat'l/state gov'ts under Articles of Confederation.
5.SS.27	Explain why the Constitution was written, describe the issues that were addressed in the Constitution, and describe the rights found in the First, Second, Third, and Fourth Amendments.	Explain why Constitution was written/describe rights found in Amendments.
5.SS.28	Explain the principle of federalism.	Explain principle of federalism.
5.SS.29	Describe why the inclusion of the Bill of Rights was needed for ratification.	Describe why inclusion of Bill of Rights was needed for ratification.
5.SS.30	Using various sources, formulate an argument to distinguish the most influential factors that shaped the early history of the United States.	Formulate argument to distinguish most influential factors that shaped early US history.

Third through Fifth Grade Technology Curriculum Standards

Students who demonstrate understanding of fifth grade technology are able to --

<p style="text-align: center;">Empowered Learner</p> <p>Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p style="text-align: center;"><i>“Prudence is necessary in order clearly to see the implications—the potential for good and evil—in this new medium and to respond creatively to its challenges and opportunities” (The Church and Internet, 12)</i></p>		
K-12.Tech.EL.A	Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
K-12.Tech.EL.B	Build networks and customize their learning environments in ways that support the learning process.	
K-12.Tech.EL.C	Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
K-12.Tech.EL.D	Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	
<p style="text-align: center;">Full Standard Report Card Wording</p>		
3-5.Tech.EL.1	Create a model to describe how internal and external parts of computing devices function to form a system.	Create model to describe how parts function to form a system.
3-5.Tech.EL.2	Apply common troubleshooting strategies to identify and solve routine hardware and software problems.	Apply common troubleshooting strategies.
<p style="text-align: center;">Digital Citizen</p> <p>Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p>		

<p><i>“Justice is needed, especially justice in working to close the digital divide—the gap between the information-rich and the information-poor in today’s world. This requires a commitment to the international common good, no less than the ‘globalization of solidarity.</i></p> <p><i>Fortitude, courage, is necessary. This means standing up for truth in the face of religious and moral relativism, for altruism and generosity in the face of individualistic consumerism, for decency in the face of sensuality and sin” (The Church and Internet, 12).</i></p>		
K-12.Tech.DC.A	Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	
K-12.Tech.DC.B	Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	
K-12.Tech.DC.C	Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
K-12.Tech.DC.D	Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	
K-12.Tech.DC.E	Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
K-12.Tech.DC.F	Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
K-12.Tech.DC.G	Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
K-12.Tech.DC.H	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	
	Full Standard	Report Card Wording
3-5.Tech.DC.1	Discuss real-world cybersecurity problems and how personal information can be protected.	Discuss real-world cybersecurity problems.
3-5.Tech.DC.2	Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users.	Brainstorm ways to improve usability.

<p style="text-align: center;">Innovative Designer</p> <p>Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p> <p style="text-align: center;"><i>“It is important, too, that people at all levels of the Church use the Internet creatively to meet their responsibilities and help fulfill the Church’s mission” (The Church and Internet, 10).</i></p>		
K-12.Tech.ID.A	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	
K-12.Tech.ID.B	Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
K-12.Tech.ID.C	Develop, test and refine prototypes as part of a cyclical design process.	
K-12.Tech.ID.D	Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	
	Full Standard	Report Card Wording
3-5.Tech.ID.1	Store, copy, search, retrieve, modify, and delete information using a computing device, in order to represent purposeful data.	Represent purposeful data.
<p style="text-align: center;">Computational Thinker</p> <p>Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p> <p style="text-align: center;"><i>“And temperance is needed—a self-disciplined approach to this remarkable technological instrument, the Internet, so as to use it wisely and only for good” (The Church and Internet, 12).</i></p>		
K-12.Tech.CT.A	Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
K-12.Tech.CT.B	Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	

K-12.Tech.CT.C	Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	
K-12.Tech.CT.D	Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	
	Full Standard	Report Card Wording
3-5.Tech.CT.1	Compare and refine multiple algorithms for the same task and determine which is the most appropriate.	Compare and refine multiple algorithms.
3-5.Tech.CT.2	Create programs that include sequences, events, loops, and conditionals.	Create programs.
3-5.Tech.CT.3	Test and debug a program or algorithm to ensure it runs as intended.	Test and debug a program/ algorithm.
<p>Global Communicator</p> <p>Global Communicator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p><i>The Church has a two-fold aim in regard to the media. One aspect is to encourage their right development and right use for the sake of human development, justice, and peace—for the upbuilding of society at the local, national, and community levels in light of the common good and in a spirit of solidarity” (Church and the Internet, 3).</i></p>		
K-12.Tech.GC.A	Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	
K-12.Tech.GC.B	Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	
K-12.Tech.GC.C	Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
K-12.Tech.GC.D	Explore local and global issues and use collaborative technologies to work with others to investigate solutions.	

K-12.Tech.GC.E	Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
K-12.Tech.GC.F	Create original works or responsibly repurpose or remix digital resources into new creations.
K-12.Tech.GC.G	Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
K-12.Tech.GC.H	Publish or present content that customizes the message and medium for their intended audiences.

Kindergarten through Fifth Grade World Language Curriculum Standards

Students who demonstrate understanding of fifth grade world language are able to --

	Full Standard	Report Card Wording
K-5.WL.1	Engage in conversations and express feelings and emotions in the target language. <i>Students will demonstrate affability, courtesy, and kindness while conversing in the target language.</i>	Engage in conversations/express feelings/emotions.
K-5.WL.2	Understand and interpret written and spoken language on a variety of topics. <i>Students will demonstrate docility in their willingness to reach beyond their personal cultures to explore the languages of the world.</i>	Understand/interpret written/spoken language on a variety of topics.
K-5.WL.3	Present information and ideas to an audience of listeners or readers on a variety of topics using grade level vocabulary in the target language. <i>Students will demonstrate humility as they present in the target language, as well as magnificence in recognizing the potential of evangelizing in more than one language.</i>	Present information/ideas to audience of listeners/readers on variety of topics using grade level vocabulary.
K-5.WL.4	Demonstrate knowledge and understanding of cultures of the world language. <i>With sincerity and respect, students will demonstrate responsibility in learning about the various cultures of the target language.</i>	Demonstrate knowledge/understanding of cultures.
K-5.WL.5	Use comparison to develop insight into the nature of language and culture. <i>Students will show perseverance in making careful comparisons for analysis.</i>	Use comparison to develop insight into nature of language/culture.
K-5.WL.6	Use the target language within the classroom and with a broader community.	Use target language in

	<p><i>The Church is catholic because she has been sent out by Christ on a mission to the whole of the human race, and so students will demonstrate the magnificence and magnanimity necessary to use the target language to evangelize and be the light of Christ in the world.</i></p>	<p>classroom/broader community.</p>
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Kindergarten through Fifth Grade Music Curriculum Standards

Students who demonstrate understanding of grade level music (including band and choir courses) are able to --

	Full Standard	Report Card Wording
K-5.M.1	Perform with expression and enthusiasm. <i>Students will demonstrate gratitude for God’s gift of music with “shouts of joy” through various forms of song.</i>	Perform with expression/enthusiasm.
K-5.M.2	Perform and recognize rhythmic patterns appropriate to grade level. <i>Students will demonstrate the patience and perseverance necessary to recognize detailed patterns.</i>	Perform/recognize rhythmic patterns.
K-5.M.3	Compose music through a variety of experiences. <i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation and performance of music..</i>	Create music through variety of experiences.
K-5.M.4	Use music terminology appropriate to grade level. <i>Students will demonstrate respect for and responsibility to the complexity of music terminology.</i>	Use music terminology.
K-5.M.5	Participate at a level that accurately reflects personal ability. <i>Students will demonstrate gratitude for the ability of participating in music, knowing that music is a gift from God.</i>	Participate at level that accurately reflects personal ability.
K-5.M.6	Respond to music with movement. <i>Students will recognize the beauty, truth, and goodness in our God-given connection between sound and movement.</i>	Respond to music with movement.

Kindergarten through Fifth Grade Art Curriculum Standards

Students who demonstrate understanding of grade-level art are able to --

	Full Standard	Report Card Wording
K-5.A.1	<p>Recognize the beauty and purpose of art in the world.</p> <p><i>Students will demonstrate the ability to seek God's beauty, truth, and goodness in visual arts.</i></p>	Recognize beauty/purpose of art in world.
K-5.A.2	<p>Demonstrate self-expression by creating works of art.</p> <p><i>Students will demonstrate gratitude for God's gift of art, through which we celebrate beauty, truth, and goodness.</i></p>	Demonstrate self-expression by creating works of art.
K-5.A.3	<p>Discuss and respond to art using the elements of art and principles of design.</p> <p><i>In the discussion of art, students will demonstrate respect for art's various forms and responsibility to share sincere and courteous response to art's creation.</i></p>	Discuss/respond to art using elements of art and principles of design.
K-5.A.4	<p>Create art for a variety of intentions.</p> <p><i>Students will demonstrate prayerfulness, patriotism, and playfulness in the creation of art</i></p> <ul style="list-style-type: none"> ● To reflect the Catholic faith ● To represent a social or cultural event ● To serve the community ● To mimic the techniques of the masters. 	Create art for variety of intentions.
K-5.A.5	<p>Use art terminology appropriate to grade level.</p> <p><i>Students will demonstrate respect for and responsibility to the complexity of art terminology.</i></p>	Use art terminology.
K-5.A.6	<p>Create art at a level that accurately reflects personal ability.</p> <p><i>Students will demonstrate humility by knowing that artistic ability is a gift from God.</i></p>	Create art at level that accurately reflects personal ability.

Kindergarten through Fifth Grade Physical Education Curriculum Standards

Students who demonstrate understanding of grade-level Physical Education are able to --

	Full Standard	Report Card Wording
K-5.PE.1	Demonstrate competency in a variety of motor skills and movement patterns. <i>Students will demonstrate humility by knowing that good health is a gift from God that is to be nurtured, and students will demonstrate responsibility by recognizing the body as a temple of the Holy Spirit.</i>	Use variety of motor skills/movement patterns.
K-5.PE.2	Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. <i>Students will demonstrate docility and circumspection while applying knowledge to one's physical health.</i>	Apply knowledge of concepts to movement/performance.
K-5.PE.3	Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. <i>Students will understand that their own general health is a reflection of good judgment, self-control and moderation.</i>	Demonstrate knowledge/skills to achieve/maintain physical activity/fitness.
K-5.PE.4	Exhibit responsible personal and social behavior that respects self and others. <i>Students will demonstrate respect, modesty, self-control, and sound judgment for self and while working with others.</i>	Exhibit responsible personal/social behavior that respects self/others.
K-5.PE.5	Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. <i>Students will demonstrate gratitude for God's gift of physical health.</i>	Recognize value of physical activity.