

August 2018

Dear Catholic school families, educators, leaders and supporters,

The Office of Catholic Schools in the Diocese of Grand Rapids is pleased to present new curriculum standards outlining the academic expectations throughout our alliance of Catholic schools. By our definition, curriculum standards express the skills and content students are expected to demonstrate within courses and across grade levels. These standards provide normative targets for student performance. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course or grade level. We have created these new curriculum standards in order to express the Catholic identity within our curriculum and to articulate the profile of a graduate of our diocesan schools. Developing these curriculum standards has been a two-year process involving educators, administrators and clergy. Like all curriculum revisions, this process is never entirely finished, and an annual review will allow us to update these documents to reflect what is best for our schools.

The sources used to create our diocesan curriculum standards vary by content area, but each is rooted in the Catechism of the Catholic Church and the Cardinal Newman Society's [Catholic Curriculum Standards](#). Additionally, the curriculum standards from various dioceses and national organizations of educators; curriculum guidelines from Michigan and other states; material from professional organizations, such as College Board, which produces the Scholastic Assessment Test (SAT) suite and the Advanced Placement (AP) assessments; and Northwest Evaluation Association (NWEA), which produces the Measure of Academic Progress (MAP) assessments, were used as references. Each of these sources is referenced in the acknowledgements following each content area document. Importantly, we also accounted for the cultures and communities of our local schools, as no standards should be adopted without consideration of the unique and specific desires of the Catholic families in the diocese.

Hundreds of diocesan teachers and administrators worked tirelessly to produce the content and wording of these curriculum standards over eighteen months, from summer 2016 through winter 2017. The curriculum standards were then reviewed by local experts in theology, including diocesan priests and Aquinas College professors. This combination of experts ensures that the curriculum is rooted in our Catholic faith, is interculturally appropriate for our diocese, and provides educational best practices to inspire excellence in Catholic education. The final review was completed by Most Reverend David J. Walkowiak, bishop of Grand Rapids and Mr. David Faber, superintendent of Catholic schools in the Diocese of Grand Rapids.

In sharing these documents with you, we invite you to explore how our alliance of Catholic schools strives to provide our students with an outstanding education that allows them to grow in faith and grace, achieve more in school and life, develop creativity and character, and feel welcome and cherished.

In Christ,



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

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### 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.

**Anchor Standards**  
for use in  
**Kindergarten through Eighth Grade**  
**Religion Courses**

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

	Anchor Standard	Report Card Wording
	<b>The Great Commission</b>	
<b>ANCHOR 1</b>  K-8.Rel.1	Evangelization and Missionary Discipleship (CCC 1-49)  Explain our purpose on earth and why we are able to believe, through evangelization and missionary discipleship.	Explain our purpose on earth and why we are able to believe.
	<b>Pillar I: The Profession of Faith</b>	
<b>ANCHOR 2</b>  K-8.Rel.2	Sacred Scripture (CCC 50-141)  Describe the revelation of God's plan through Sacred Scripture as the Word of God, with understanding of the unity of God's plan and Revelation through two Testaments.	Describe revelation of God's plan through Sacred Scripture.
<b>ANCHOR 3</b>  K-8.Rel.3	Faith and Church History (CCC 142-184)  Describe humanity's response to God through faith and throughout Church history, as guided by the Holy Spirit and sustained by the Church.	Describe response to God through faith/Church history.

<p><b>ANCHOR 4</b></p> <p>K-8.Rel.4</p>	<p style="text-align: center;">The Creed (CCC 185 - 1065)</p> <p>Comprehend the Creed of the Catholic Church as the profession of faith through which we enter in communion with God the Father, Son, and Holy Spirit.</p> <p>I believe in God the Father Almighty, creator of Heaven and earth (185-421)</p> <p>I believe in Jesus Christ, the only Son of God (422-682)</p> <p>I believe in the Holy Spirit (683-1065) (The study of *731-1059 is also included in standard 9 as it pertains to the Church)</p>	<p>Comprehend the Creed of the Catholic Church.</p>
<b>Pillar II: The Celebration of the Christian Mystery</b>		
<p><b>ANCHOR 5</b></p> <p>K-8.Rel.5</p>	<p style="text-align: center;">God and the Sacred Liturgy (CCC 1066-1209)</p> <p>Understand the Sacred Liturgy as the source of life in the Church as it produces the fruits in the life of the faithful in its celebration, including the diverse liturgical traditions and unity of faith traditions within the celebration.</p>	<p>Understand Sacred Liturgy as source of life in the Church.</p>
<p><b>ANCHOR 6</b></p> <p>K-8.Rel.6</p>	<p style="text-align: center;">Seven Sacraments of the Church (CCC 1210-1690)</p> <p>Prepare for and engage in the life of the Sacraments of the Church, as the Sacraments touch all stages of the Christian life and form an organic whole in which each particular sacrament has its own vital place.</p>	<p>Prepare for/engage in life of the Sacraments of the Church.</p>
<b>Pillar III: Life in Christ</b>		
<p><b>ANCHOR 7</b></p>	<p style="text-align: center;">Dignity of the Human Person (CCC 1691-1876)</p>	<p>Connect the dignity of the human person to the</p>

K-8.Rel.7	Connect the dignity of the human person to the freedoms and responsibilities of life on earth, through an understanding of the Beatitudes, moral conscience, virtue, and sin.	freedoms/responsibilities of life on earth.
<b>ANCHOR 8</b>  K-8.Rel.8	<p style="text-align: center;">The Human Community (CCC 1877-1948)</p> <p>Respond to one's call to the human community, including the communal character of the human vocation, the necessity of contribution and participation in society, and the preservation of the common good, social justice, and human solidarity.</p>	Respond to call to the human community.
<b>ANCHOR 9</b>  K-8.Rel.9	<p style="text-align: center;">God's Salvation: Law and Grace (CCC 1949-2051) (along with 731-1059 as it pertains to the Church)</p> <p>Understand the Catholic Church to be the source of the Word of God and the community of the baptized through which Christians experience the example of holiness of the Virgin Mary and the saints, and through which Christians celebrate the Sacraments.</p>	Understand the Catholic Church to be source of the Word of God/community of baptized.
<b>ANCHOR 10</b>  K-8.Rel.10	<p style="text-align: center;">Love the Lord your God (CCC 2052-2195)</p> <p>Describe the relationship between the love of God and following the commandments, through study of the first three commandments and in reflection of loving God with all your heart, and with all your soul, and with all your mind.</p>	Describe relationship between love of God and following the commandments.
<b>ANCHOR 11</b>  K-8.Rel.11	<p style="text-align: center;">Love your Neighbor as Yourself (CCC 2196-2557)</p> <p>Describe the relationship between the love of others and following the</p>	Describe relationship between love of others and following the commandments.

	commandments, through study of commandments four through twelve and in reflection of love fulfilling the law.	
<b>Pillar III: Christian Prayer</b>		
<b>ANCHOR 12</b> K-8.Rel.12	<p style="text-align: center;">Prayer (CCC 2558-2865)</p> <p>Pray and understand how to pray in various forms, in recognition of prayer as God's gift and to appreciate the universal call to prayer, as Jesus teaches us how to pray and Jesus hears our prayer, and as a study of ways to pray, the traditions of prayer, living a life of prayer, and praying the Lord's Prayer.</p>	Pray and understand how to pray in various forms.



## 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
	<b>Reading</b>	
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.
<b>Writing and Language Use</b>		
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"> <li>● Introducing conflict that is explored through plot development</li> <li>● developing characters that express the human condition, behaviors, and actions</li> <li>● using techniques of dialogue, action, and reflection to develop ideas</li> <li>● providing resolution to the initial problem.</li> </ul>	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.
<b>Communication</b>		
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.
<b>Documentation</b>		
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
	<b>Number</b>	
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 +/- 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.	+/- 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.
	<b>Algebra</b>	
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.
<b>Geometry</b>		
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.
<b>Measurement</b>		
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.

	<b>Data Analysis</b>	
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.
	<b>Physical Science</b>	
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.
<b>Life Science</b>		
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.
<b>Earth and Space Sciences</b>		
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 various reservoirs in order to provide evidence about the distribution of water on Earth.	Describe/graph amounts of water in various reservoirs to discuss distribution of water on Earth.
<b>Engineering Design</b>		
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 --

<b>Operations and Concepts</b> <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>	
3-5.Tech.O.1	Use a variety of media and technology resources for directed/independent learning activities.
3-5.Tech.O.2	Communicate about technology using developmentally appropriate and accurate terminology.
3-5.Tech.O.3	Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
<b>Social, Ethical and Human Issues</b> <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>  <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>	
3-5.Tech.S.1	Use technology for the benefit of others and society, for the sake of human development, justice and peace, for the upbuilding of society at all levels, in light of the common good and in the spirit of solidarity.
3-5.Tech.S.2	Build cooperative and collaborative networks of peers and experts to customize and support the learning process.
3-5.Tech.S.3	Use digital tools to engage with others from a variety of backgrounds and cultures, to broaden understanding of global issues and investigate solutions.
3-5.Tech.S.4	Demonstrate awareness of the permanence of actions in the digital world.



3-5.Tech.S.5	Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
3-5.Tech.S.6	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and reliability of electronic information sources.
3-5.Tech.S.7	Establish and maintain a positive digital identity and reputation.
3-5.Tech.S.8	Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
3-5.Tech.S.9	Manage personal data to maintain digital privacy and security and build awareness of data-collection technology used to track people's navigation online.
<b>Technology Tools</b>	
<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>	
3-5.Tech.T.1	Identify and create patterns, identify and correct errors in a sequence, and solve problems, as a means to introduce basic coding skills, using developmentally-appropriate terminology.
3-5.Tech.T.2	Articulate and set learning goals, use technology to help achieve them, and reflect on the learning processes to improve goal outcomes.
3-5.Tech.T.3	Use a variety of technologies within a design process to identify and solve problems.
3-5.Tech.T.4	Create developmentally-appropriate, original multimedia products with support from teachers, family members, or peers.
3-5.Tech.T.5	Publish, present, or share original products for authentic audiences.
3-5.Tech.T.6	Use productivity tools and peripherals to facilitate learning.
3-5.Tech.T.7	Explore the use of automation and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

3-5.Tech.T.8	Use digital tools to collect, analyze, and represent information in various ways to facilitate problem-solving and decision-making.
3-5.Tech.T.9	Select and use digital tools effectively and productively.
3-5.Tech.T.10	Plan and employ effective research strategies to locate information and other resources.
3-5.Tech.T.11	Curate and organize information from digital resources using a variety of tools and methods.
3-5.Tech.T.12	Model processes and systems that satisfy <i>if-then</i> statement with increased complexity.
3-5.Tech.T.13	Use the concepts of <i>compose</i> and <i>decompose</i> to demonstrate understanding of specific organizational patterns.
3-5.Tech.T.14	Explore using various coding languages as a way to create, control, and interact with digital spaces.

## 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 classroom/broader community.

	<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>	
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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"> <li>● To reflect the Catholic faith</li> <li>● To represent a social or cultural event</li> <li>● To serve the community</li> <li>● To mimic the techniques of the masters.</li> </ul>	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	<p>Demonstrate competency in a variety of motor skills and movement patterns.</p> <p><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></p>	Use variety of motor skills/movement patterns.
K-5.PE.2	<p>Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p> <p><i>Students will demonstrate docility and circumspection while applying knowledge to one's physical health.</i></p>	Apply knowledge of concepts to movement/performance.
K-5.PE.3	<p>Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>Students will understand that their own general health is a reflection of good judgment, self-control and moderation.</i></p>	Demonstrate knowledge/skills to achieve/maintain physical activity/fitness.
K-5.PE.4	<p>Exhibit responsible personal and social behavior that respects self and others.</p> <p><i>Students will demonstrate respect, modesty, self-control, and sound judgment for self and while working with others.</i></p>	Exhibit responsible personal/social behavior that respects self/others.
K-5.PE.5	<p>Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p><i>Students will demonstrate gratitude for God's gift of physical health.</i></p>	Recognize value of physical activity.