

5th Grade: Religion

| <p>JESUS IS THE PRIME SACRAMENT AND THE SOURCE OF ALL SACRAMENTS</p> | <p>THE CHURCH CELEBRATES THE REDEMPTIVE ACT OF JESUS CHRIST THROUGH THE SEVEN SACRAMENTS</p> |
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| <ul style="list-style-type: none"> • God is the source of all creation. Jesus Christ is the living, ever present sacrament, the source of God's love and mercy in the world. • The mystery of the Incarnation reveals the Son of God, the Second person of the Blessed Trinity, as both true God and true man. • Jesus is fully human and fully Divine in one Divine Person. • The Paschal Mystery is the passion, death, resurrection and ascension of Jesus. The Paschal Mystery is most especially remembered and celebrated in the Eucharist. • Christians worship God by imitating Jesus' life of prayer, loving service, and sacrifice. • The Lord's Prayer acknowledges that God is our loving Father. The Lord's Prayer (the Our Father) is a summary of the Gospel. | <ul style="list-style-type: none"> • The Church is the Sacrament of Jesus Christ continuing His mission through the Seven Sacraments of the Catholic Church. • Catholics celebrate the Paschal Mystery of Jesus Christ and receive sanctifying grace through the Seven Sacraments of the Catholic Church. Through sanctifying grace one receives forgiveness and the gift of sharing in God's life. • The Seven Sacraments, instituted by Christ, are rituals that call followers to participate and share in God's life of grace deepening their relationship with the Risen Lord. • The Seven Sacraments of the Catholic Church are: Sacraments of Initiation (Baptism, Eucharist, Confirmation); Sacraments of Healing (Reconciliation, Anointing of the Sick); Sacraments at the Service of Communion (Holy Orders, Matrimony) • Redemption comes from Christ. Catholics participate in redemption through the sacraments. • Sacraments have specific rites and are celebrated in community. • All sacraments have a scriptural and historical background, essential elements, effects of the sacrament, and requirements of the sacrament. |
| <p>JESUS CHRIST IS ENCOUNTERED THROUGH THE SACRAMENTS OF INITIATION</p> | <p>THE HEALING AND FORGIVING POWER OF JESUS CHRIST IS ENCOUNTERED THROUGH THE SACRAMENTS OF HEALING.</p> |
| <ul style="list-style-type: none"> • The Sacraments of Initiation are Baptism, Confirmation and Eucharist. • Through the Sacraments of Initiation, members are initiated into the life of God, filled with the Holy Spirit, nourished spiritually, and become members of the Church. • Baptism frees the baptized from Original Sin and personal sin. The baptized are reborn of water and the Spirit and share in the life of the Risen Lord. • The essential elements of the sacrament of Baptism are the immersion or the triple pouring of water on the head and saying the words of the Trinitarian formula. The ministers of the sacrament in ordinary circumstances | <ul style="list-style-type: none"> • The Sacraments of Healing are Penance and Reconciliation , and Anointing of the Sick by which the Church continues the healing ministry of Jesus for body and soul. • In the Sacrament of Penance and Reconciliation, sins committed after Baptism can be forgiven and reconciliation with God and community can occur. In the name of Jesus Christ and the Church, a priest can forgive sins through the power of the Holy Spirit. • Sin is a deliberate thought, word, deed, or omission that offends God and separates our relationship with God, oneself and other people. |



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| <p>are the bishop, priest and deacon.</p> <ul style="list-style-type: none"> • In Confirmation, the candidate is sealed and confirmed in the gift of the Holy Spirit received at Baptism. The candidate is strengthened and perfected in the Christian life and is sent to spread faith to others. • The Fruits and Gifts of the Holy Spirit, given at Confirmation, empower believers to grow in faith and be true witnesses of Jesus. • The essential elements of the sacrament of Confirmation are the laying on of hands and anointing with chrism and saying the words, "Be sealed with the gift of the Holy Spirit." The minister of the sacrament in ordinary circumstances is the bishop. • The Eucharist is the central belief of all Catholics. • The Eucharist is the sacrament in which the consecrated bread and wine is the real presence of Jesus Christ. • The essential elements of the Sacrament of the Eucharist are bread, wine and the Eucharistic Prayer. The minister of the sacrament in ordinary circumstances is the bishop and priest. • The Divine Liturgy, the encounter with Jesus Christ, empowers believers to go forth into the world as witnesses and spread the Gospel. | <ul style="list-style-type: none"> • Reconciliation requires true repentance, a firm purpose of amendment and a desire to sin no more. The Ten Commandments are the framework for the examination of conscience. • The essential elements for the Sacrament of Penance of Reconciliation are the acts of the penitent and absolution. The ordinary minister of the sacrament is the bishop and the priest who is required to keep the sacramental seal of confession. • The Sacrament of Anointing of the Sick brings Jesus Christ's strength, comfort, and spiritual healing to those who are seriously ill, elderly and/or near death. The Sacrament of Anointing of the Sick can sometimes bring physical healing to the body. By the grace of the sacrament, the sick person is united to Jesus Christ and His passion. • The essential elements for the sacrament of Anointing of the Sick are the laying on of hands, anointing forehead and hands with the Oil of the Sick and praying the spoken words of healing. The ordinary minister of the sacrament is the bishop and the priest. |
| <p style="text-align: center;">THE CHURCH CONTINUES JESUS CHRIST'S MINISTRY OF LOVE AND SERVICE THROUGH THE SACRAMENTS AT THE SERVICE OF COMMUNION</p> | <p style="text-align: center;">THE RICH TRADITIONS OF THE CHURCH GIVE WITNESS TO THE MISSION OF JESUS CHRIST</p> |
| <ul style="list-style-type: none"> • The Sacraments of Service to Others (Sacraments at the Service of Communion) are Holy Orders and Matrimony. • Holy Orders is the sacrament through which the mission entrusted by Christ to his apostles continues to be exercised in the Church until the end of time. God calls certain men to serve as priests in the Church. Special grace and power to fulfill the responsibilities of Holy Orders are given through ordination. • Through the Sacrament of Holy Orders, bishops, priests, and deacons are called to minister in the name of Jesus Christ and of the Church. • Holy Orders empowers the ordained priest to change the bread and wine into the Body and Blood of Jesus at Mass and to forgive sins in the Sacrament of Penance and Reconciliation. • The essential elements for the sacrament of | <ul style="list-style-type: none"> • The seasons of the Liturgical Year revolves around Jesus' life, death, resurrection, and glorification. • The three Theological Virtues are Faith, Hope and Love (Charity). • The four Cardinal Virtues are Prudence, Justice, Fortitude, and Temperance. • The Beatitudes are at the heart of Jesus' preaching and serve as a guide for the Church to achieve happiness and build up the Kingdom of God. |



Holy Orders are the imposition of hands and the spoken words of consecration. The ordinary minister of the sacrament is the bishop.

- Matrimony is the sacrament in which a baptized man and a baptized woman freely choose to enter into a loving and life giving covenant of fidelity to each other. The marriage covenant signifies the union of Christ and the Church and reflects the covenant between God and His people.
- The essential elements for the sacrament of Matrimony are the free consent of the couple (exchange of vows) and consent given in the presence of the Church's minister, two witnesses and the community. The ordinary ministers of the sacrament are the spouses, before bishop, priest or deacon, and two other witnesses.
- With Baptism, all Christians, laity, religious, and ordained are responsible for giving Christian witness.

PRAYERS

- Act of Faith
- Sorrowful Mysteries of the Rosary
- Fruits and Gifts of the Holy Spirit
- Eternal Rest
- Seven Sacraments



5th grade: ELA

| Reads Grade Level Text/ Independent Reading | Fluency |
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| <p>By End of Year, reads on level according to the following scales:</p> <p>Fountas & Pinnell: U-V Lexile: 800-900 ATOS: 6.0</p> <ul style="list-style-type: none"> • Read independently for sustained periods of time • Produce evidence of their reading • Generate a reading log • Participate in book talks • Adjusts speed of reading to suit purpose and difficulty of material | <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| Advanced Phonics | Vocabulary |
| <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figurative language, including similes and metaphors, in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • Produce analogies with known antonyms or synonyms. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, |



nevertheless, similarly, moreover, in addition).

Comprehension Skills and Strategies

Literary Text

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Informational Text

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.



| Writing | Conventions: capitalization, punctuation, usage, and grammar |
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| <ul style="list-style-type: none"> ● Use declarative, interrogative, exclamatory, and imperative sentences written in composition ● Write about their own experiences ● Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ● Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. ● Provide logically ordered reasons that are supported by facts and details. ● Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). ● Provide a concluding statement or section related to the opinion presented. ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ● Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ● Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ● Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). ● Use precise language and domain-specific vocabulary to inform about or explain the topic. ● Provide a concluding statement or section related to the information or explanation presented. ● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ● Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ● Use narrative techniques, such as dialogue, description, and pacing, to develop | <p>Conventions of Standard English:</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use and understand collective nouns ● Use and understand adjectives (descriptive, proper adjectives, comparative and superlative form) ● Use and understand adverbs (frequency and intensity) ● Use and understand indefinite pronouns ● Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. ● Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. ● Use verb tense to convey various times, sequences, states, and conditions. ● Recognize and correct inappropriate shifts in verb tense. ● Irregular verbs and active voice ● Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). ● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ● Use capitalization for names, titles, dates, holiday, and places ● Use punctuation to separate items in a series. ● Use a comma to separate an introductory element from the rest of the sentence. ● Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). ● Use underlining, quotation marks, or italics to indicate titles of works. ● Spell grade-appropriate words correctly, consulting references as needed. <p>Knowledge of Language:</p> <ul style="list-style-type: none"> ● Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |



- experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Research

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational

Speaking and Listening

Comprehension and Collaboration:

- Use comprehension skills to listen effectively to others in formal and informal settings
- Continue to apply earlier standards with greater complexity
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5*



texts to support analysis, reflection, and research.

topics and texts, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas:

- Speak clearly and to the point using the conventions of language
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)



5th Grade: Math

| Numbers and Operations (Whole Numbers and Integers) | Numbers and Operations (Fractions) |
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| <ul style="list-style-type: none">● Read and write any numeral from zero through the trillions period.● Identify the place value for any number from zero through the trillions period.● Round whole numbers to a specific place value.● Order a set of rational numbers.● Demonstrate fluency in addition and subtraction of whole numbers to solve problems.● Demonstrate fluency of multiplication and division facts through 12×12.● Proficiently multiply multi-digit whole numbers.● Identify the square root of perfect squares.● Rename numbers written in exponential notation and vice versa (i.e. $3^2 = 9$).● Identify prime and composite numbers using models and factor notation (factor tree).● Identify multiples and factors of whole numbers.● Use and apply the divisibility rules of 2, 5, and 10.● Develop fluency in division of 1-digit, 2-digit and 3-digit divisors.● Develop an understanding of the four operations of multi-digit whole numbers to solve problems.● Apply the order of operations to simplify numerical expressions using parentheses, brackets, or braces in numerical expressions.● Identify prime and composite numbers.● Determine prime factorization.● Use inverse operations to check answers.● Identify and graph integers on a number line.● Compare and order integers.● Read and write negative numbers related to practical applications. | <ul style="list-style-type: none">● Convert a given fraction to equivalent fractions (such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$).● Represent fractions using models.● Add and subtract fractions with like and unlike denominators (including mixed numbers).● Solve real word problems involving addition and subtraction of fractions, using concrete objects, pictures, words, and numbers.● Understand that a fraction is a division problem of the numerator by the denominator ($a/b = a \div b$).● Solve word problems involving division of whole numbers leading to answers in form of fractions and mixed numbers.● Review and apply multiplication of a fraction or a whole number by a fraction.● Multiply fractions and mixed numbers to solve real world problems.● Divide unit fractions by whole numbers and whole numbers by unit fractions.● Divide a unit fraction by a non-zero whole number.● Divide a whole number by a unit fraction.● Solve real world problems by dividing unit fractions by whole numbers and whole numbers by unit fractions.● Use division to reduce (simplify) fractions to lowest terms.● Apply the four operations to fractions and mixed numbers to solve real world problems using a variety of methods.● Convert between mixed numbers and improper fractions. |



Numbers and Operations (Decimals)

- Read and identify decimals to the thousandths place.
- Write, order and compare decimals to the thousandths place.
- Identify the place value for any decimal through the thousandths.
- Round decimals to a specific place value.
- Represent decimals using models.
- Perform the four operations when using decimals through the thousandths to solve problems.
- Apply the four operations with multi-digit whole numbers and with decimals to hundredths.
- Represent the conversion between simple decimals and fractions using models.
- Convert fractions to decimals to the hundredths place and decimals to fractions with denominators less than or equal to 10.
- Convert between simple ratios and percents with denominators of 100.
- Find the percent of a given number for whole number percents less than 100%.

Algebra

- Describe, extend and make generalizations about geometric and numeric patterns.
- Represent and explain numeric and geometric patterns with concrete materials, tables and graphs and translate among them.
- Using appropriate algebraic symbols, write open sentences that describe everyday situations.
- Recognize and apply the commutative, associative and distributive properties to compute with whole numbers.
- Express mathematical relationships using equations.
- Solve word problems involving addition and subtraction of fractions.
- Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
- Solve real world problems involving multiplication of fractions and mixed numbers.
- Understand and explain patterns involving powers of ten in our place value system by relating it to the movement of the decimal point.
- Analyze tables and graphs to identify algebraic relationships.
- Interpret tables and graphs for their practical implications.
- Recognize, describe and compare situations with constant or varying rates of change.
- Investigate how a change in one variable relates to change in a second variable.

Geometry

- Sort and/or classify by properties, a selection of plane figures.
- Use appropriate vocabulary to describe properties of common 2- dimensional and 3- dimensional figures (i.e. edges, vertices, faces, etc.)
- Justify why two or more complex figures are congruent or similar.
- Recognize the characteristics that make up a Cartesian Plane (rectangular coordinate plane).
- Plot points on a number line and on a Cartesian Plane, identify the coordinate pair of each.
- Use technology to explore graphs of linear and non-linear relationships to make predictions or form conclusions.
- Find vertical and horizontal distances on coordinate systems.
- Draw a shape that has been rotated about a point or flipped (reflected) above a given line.
- Describe a series of transformations that will give two congruent shapes the same orientation.
- Identify and describe line and rotational symmetry.
- Create a given shape from a set of tangrams or other manipulatives.
- Separate a two-dimensional complex shape into similar shapes.
- Construct common three-dimensional shapes using manipulatives and/or two-dimensional nets.
- Construct a three-dimensional object from a set of two-dimensional plans.
- Draw a two-dimensional representation of a three-dimensional object.



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| | <ul style="list-style-type: none">• Understand and apply cubic units of measure when determining the volume of a solid.• Apply volume problems in real world situations.• Determine the volume of a right rectangular prism.• Compare and contrast the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms using whole numbers.• Break apart irregularly shaped figures into right rectangular prisms and add their volumes. |
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5th Grade:Science

| Matter and Interactions | Earth's Systems |
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| <ul style="list-style-type: none"> • Develop a model to describe that matter is made of particles too small to be seen. • 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. • Make observations and measurements to identify materials based on their properties. • Conduct an investigation to determine whether the mixing of two or more substances results in new substances. • Measure the matter from the reaction of two or more chemicals. • Classify matter based on physical properties, including mass, magnetism, physical state, relative density, solubility in water, and the ability to conduct or insulate thermal energy or electric energy. • Identify the boiling and freezing/melting points of water on the Celsius scale. • Demonstrate that some mixtures maintain physical properties of their ingredients. • Identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water. | <ul style="list-style-type: none"> • Develop a model using an example to describe the geosphere, the hydrosphere, and /or atmosphere interact. • Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. • Explore the processes that led to the formation of sedimentary rocks and fossil fuels. • Identify and compare the differences between rocks and fossils. • Draw and label the different major layers of the Earth. • Recognize how landforms such as deltas, canyons and sand dunes are the result of changes to Earth's surface by wind, water and ice. • Differentiate between weather and climate by using models or demonstrations. • Explain how the Sun and the ocean interact in the water cycle. • Identify and discuss the different forms of energy resources such as wind, solar, hydroelectric, geothermal, and biofuels. |
| Inheritance and Variation of Traits | Motion and Stability: Forces and Interactions |
| <ul style="list-style-type: none"> • Compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals. • Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle. • Describe the differences between complete and incomplete metamorphosis of insects. | <ul style="list-style-type: none"> • Support and argument that the gravitational force exerted by Earth on said objects is directed down. • Write an opinion supporting the concept that the gravitational force is acting down on an object near Earth's surface. • Demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat and sound using a model. • Demonstrate that light travels in a straight line until it strikes said object and is reflected in another direction through the |



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| | use of mirrors. |
| Ecosystems, Interactions, Energy, & Dynamics | Molecules to Organisms: Structures and Processes |
| <ul style="list-style-type: none"> • Develop and use a model to describe the movement of matter among plants, animals, decomposers, and the environment. • Predict the effects of changes in ecosystem caused by living organisms, including humans, by graphing or using a model to demonstrate changes. • Describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food web to consumers and decomposers. | <ul style="list-style-type: none"> • Support an argument that plants get materials they need for growth chiefly from air and water. • Compare the way organisms live and survive in their ecosystem by interacting with living and non-living elements. • Identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals. • Differentiate between inherited traits of plants and animals such as spines on a cactus or shape of beak, and learned behaviors such as an animal learning tricks or a child riding a bicycle. |
| Earth's Place in the Universe | Energy |
| <ul style="list-style-type: none"> • Observe and chart the sun and the stars. Support the argument that the apparent brightness of the sun and the stars is due to their relative distance from the Earth. • Represent the 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. • Identify and compare the physical characteristics of the Sun, Earth and Moon. | <ul style="list-style-type: none"> • Use models to describe that energy in the food of animals is used for body repair, motion, and to maintain body warmth was once energy from the sun. • Use different measuring devices (thermometers, scales, etc.) to demonstrate that some mixtures can change in heat and in volume. • Classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy after conducting series of investigations. • Prove that the properties for their ingredients such as iron filings, sand, etc., do not change when combining certain |



mixtures.

- Explore the uses of energy, including mechanical, light, thermal, electrical and sound.
- Demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat and sound.

Earth & Human Interaction

- Obtain, combine and graph information about ways individual communities use science to protect the Earth's resources and environment.
- Describe the different ways that humans use the Earth in industry, farming and everyday life to obtain the resources needed to live.
- Predict the effects of changes in ecosystems caused by living organisms, including human, such as the overpopulation of grazers or the building of highways.
- Observe the way organisms live and survive in their ecosystems by interacting with the living and non-living elements.
- Describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food we to consumers and decomposers.
- Identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals.



5th Grade: Social Studies

| Culture | Geography |
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| <ul style="list-style-type: none"> • Define culture. • Understand similarities, differences, beliefs, and values of diverse groups who came to the United States and the contributions they have made • Identify customs and traditions and how they are passed from one generation to the next. • Understand the historical context that produced particular works of art, music and literature including: American Progress (painting), “Yankee Doodle” (song), Paul Revere’s Ride (poem). • Explain the Catholic Church’s teaching on the culture of life. • Understand how cultural beliefs and values allow societies to solve problems of daily life. • Understand that individuals bring specific abilities, interest, and talents in working with others to make decisions and solve problems. | <ul style="list-style-type: none"> • Construct and Interpret Maps using grid systems, legends, symbols, scales, Compass rose. • Translate geographic data into a variety of formats such as raw data to graphs and maps. • Understand and describe regions of the United States and their physical characteristics such as landforms, climate, and vegetation. • Locate on a map political features of the United States including the 10 largest urban areas in the United States, the fifty states and their capitals. • Identify the five themes of geography: region, place, location, movement and human environment interaction. • Discuss and chart how people adapt to their environment. • Understand and describe settlement patterns and geographic influences that impacted settlement. • Describe and analyze human adaptation and modification of the environment both positive and negative. • Examine the factors that contribute to similarities and differences among peoples locally and in places around the world including ethnicity, language and religious beliefs. |
| Global Connections | |
| <ul style="list-style-type: none"> • Identify global issues that have persisted over time and note others that are more contemporary or emerging such as technology enabling rapid communication across the earth. • Give examples of how different cultures meet needs in different ways that may influence or be influenced by global connections. | |
| History | |
| <ul style="list-style-type: none"> • Describe the American Indian Regions and Tribes in relation to their culture, migration and adaptation to the land. • Identify European explorers, their routes, and motivation for colonization of the New World. • Recognize how the teachings of the Catholic faith were spread through colonization. • Understand the causes and effects of European exploration and colonization of the United States. | |



- Understand the conflict between American colonies and Great Britain and series of events leading to the American revolution including: French and Indian War and Boston Tea Party
- Identify the main ideas in The Declaration of Independence.
- Recognize and summarize the results of the American Revolution including the establishment of the United States and the United States Military.
- Identify the founding fathers and patriot heroes as well as their motivation and contributions during the construction of the United States.
- Understand the events leading to the development of the United States Constitution and the weaknesses of the Articles of Confederation.
- Identify political, economic and social changes that occurred in the United States during the 19th century including the War of 1812.
- Identify and compare significant events and concepts associated with the westward expansion of the United States including: Louisiana Purchase, Expedition of Lewis and Clark, Manifest Destiny.
- Identify cause of the Civil War including: sectionalism, states' rights and slavery.
- Identify the effects of the Civil War including Reconstruction, and the development of the 13th 14th and 15th Amendment to the United States Constitution.
- Recognize challenges and opportunities of Native Americans and immigrant groups.
- Analyze and explain events of the 20th century including: Industrialization, The Great Depression, World War I and World War II.
- Identify and explain accomplishments of individuals and groups who have contributed to society in areas of civil rights, women's rights, military action and politics.
- Analyze Modern history of the 21st century such as the fall of the Berlin Wall, War on Terror and 2008 Presidential election.
- Understand that people view and interpret historical events differently because of the time and experiences in which they have lived.
- Explain how historical events often have lasting consequences for the present and the future.

| Government | Citizenship |
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| <ul style="list-style-type: none"> • Compare and contrast the organization of government in colonial america including those of European colonists, monarchy, and representative government (Mayflower Compact and Virginia House of Burgesses). • Identify the key features of the United States Constitution including its foundation of democracy. • Understand the Bill of Rights and identify the the basic rights and freedoms of the American people. • Recognize fundamental ideas that are the foundation of American government and the importance of each of the following: Declaration of Independence, United States Constitution, Bill of Rights, separation of powers, the checks and balances of the three branches of government. • Explain and discuss the various amendments to the United States Constitution. • Describe fundamental values of democracy: the common good, liberty, justice, equality and individual dignity. • Distinguish between national and state governments and compare their | <ul style="list-style-type: none"> • Understand important symbols, customs, celebrations, and landmarks that represent and American beliefs and principles and contribute to our national identity. • Explain various patriotic symbols including: Uncle Sam, donkey and elephant. • Explain the historical significance and recite the "Star Spangled Banner" • Recite and explain the meaning of the Pledge of Allegiance to the United States Flag. • Describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veteran's Day. • Identify and explain the significance of important landmarks including: The White House, The Statue of Liberty, and Mount Rushmore. • Understand the importance of being informed and participating in the democratic process and civic affairs at the local, state and national levels. • Give examples of why it is important to gather information as the basis of informed civil action. |



responsibilities to the United States federal system.

- Explain the ways in which governments meet the needs and wants of citizens.

Economics

- Describe basic economic patterns of early societies and of the early European colonists.
- Identify major industries of colonial America.
- Define free enterprise and describe the development of free enterprise in colonial America and in the United States, characteristics of free enterprise in the United States, and the benefits of free enterprise in the United States.
- Explain the concepts of supply and demand as they relate to producers and consumers in a free enterprise system
- Evaluate the effects of supply and demand in the United States including the plantation system, business, industry and agriculture.
- Compare natural resources, economic activity and industry in different regions of the United States, past and present.
- Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.
- Describe the impact of mass production, specialization and division of labor on the UNited States economic growth.
- Identify and explain how various organizations help people achieve economic goals such as banks businesses and labor unions.
- Give examples of good and services produced in the market and those produced by the government.

- Define and understand the importance of effective leadership in a constitutional republic.
- Explain how to contact an elected and appointed leader in local, state, and national governments.
- Identify past and present leaders in the national government, including the president and members of Congress and their political parties.
- Identify and compare leadership qualities of national leaders, past and present.

Social Studies Skills/Processes

- Apply critical thinking skills to organize and use information acquired from a variety of sources, including electronic technology.
- Differentiate between, locate, and use primary and secondary resources to acquire information about the United States including computer software, interviews, biographies, oral, print and visual materials, documents and artifacts.
- Analyze information by sequencing, categorizing, identifying cause and effect relationships, compare, contrast, summarize, making generalizations and predictions, drawing inferences and conclusions.
- Organize and interpret information in outlines, reports, databases and visuals.
- Identify different points of view about an issue, topic, or current event.
- Identify the historical context of an event.

