

**5th Grade**

**Curriculum**

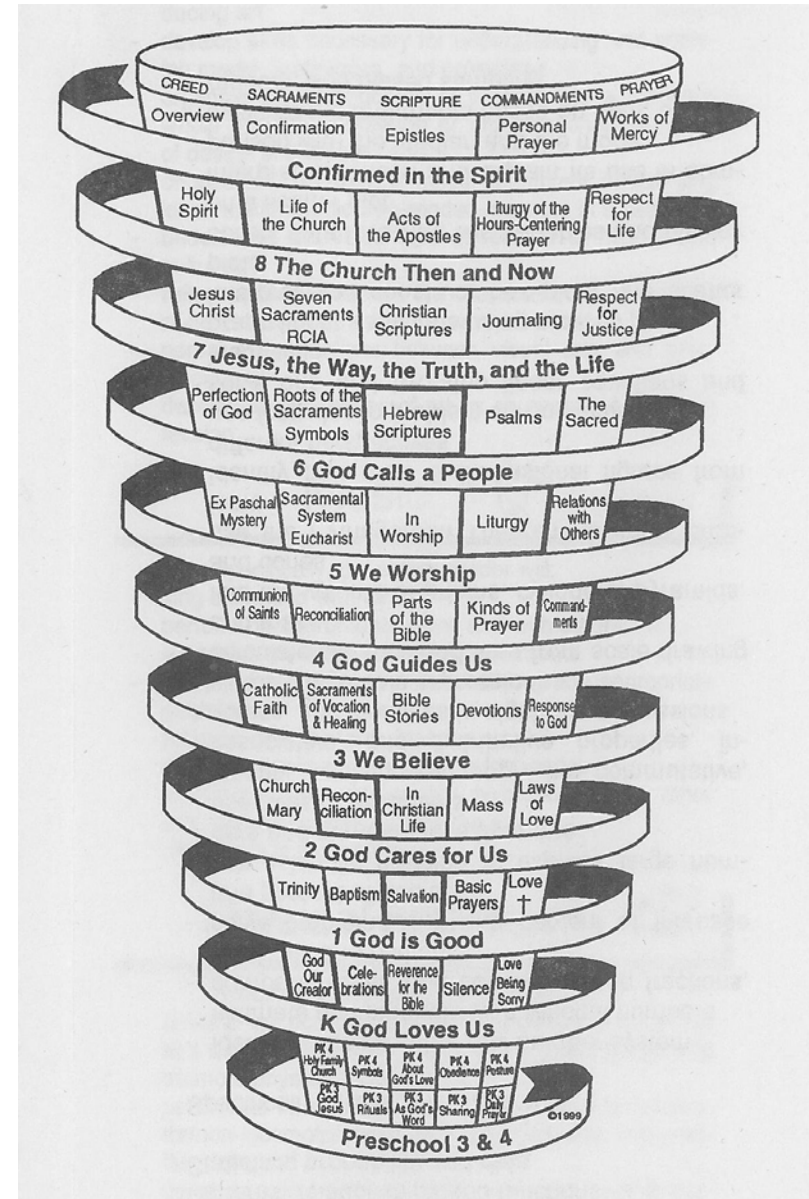
# Religion

The **General Catechetical Directory** states that catechesis “must take diligent care faithfully to present the entire treasure of the Christian message” (#38). All its essential elements are to be presented as a whole, even in the initial stages of Religious Education. In the beginning this presentation will be simple, adapted to the limited capacity and experience of young children. Then it is to be progressively deepened and broadened in accordance with the level of the children’s development.

To achieve this balance in content, and to ensure consistent progress and development, our studies employ the spiral curriculum. The program for each grade level builds upon previous ones following a pattern of continuous growth in depth and in scope.

The content presented in the program falls under these headings:

- Creed (Doctrine)** – *Our Proclamation of our Faith*
- Sacraments** – *God’s Signs of Love*
- Scripture** – *God’s Word*
- Commandments** – *God’s Laws*
- Liturgy and Prayer** – *Our Response to God*



# Language Arts

## Goal 1: The learner will apply enabling strategies and skills to read and write.

- 1.01** Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.
- 1.02** Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.
- 1.03** Increase reading and writing vocabulary through:
- |                           |                               |
|---------------------------|-------------------------------|
| wide reading.             | Examining the author's craft. |
| word study.               | Seminars                      |
| word reference materials. | Discussions                   |
| content area study.       | Debate                        |
| writing process elements. | Writing as a tool.            |
- 1.04** Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.
- 1.05** Read independently daily from self-selected materials (consistent with the student's independent reading level) to: increase fluency, build background knowledge, expand and refine vocabulary.

## Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

- 2.01** Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).
- 2.02** Interact with the text before, during, and after reading, listening, and viewing by:
- making predictions.
  - formulating questions.
  - supporting answers from textual information, previous experience, and/or other sources.
  - drawing on personal, literary, and cultural understandings.
  - seeking additional information.
  - making connections with previous experiences, information, and ideas.
- 2.03** Read a variety of texts, such as:
- fiction (tall tales, myths).
  - nonfiction (books of true experience, newspaper and magazine articles, schedules).
  - poetry (narrative, lyric, and cinquains).
  - drama (plays and skits).
- 2.04** Identify elements of fiction and nonfiction and support by referencing the text to determine the:
- plot development.
  - author's choice of words.
  - effectiveness of figurative language (e.g., personification, flashback).
  - tone.
- 2.05** Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).
- 2.06** Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).
- 2.07** Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.
- 2.08** Explain and evaluate relationships that are: causal, hierarchical, temporal, problem-solution.
- 2.09** Listen actively and critically by:
- asking questions.
  - delving deeper into the topic.
  - elaborating on the information and ideas presented.
  - evaluating information and ideas.
  - making inferences and drawing conclusions.
  - making judgments.
- 2.10** Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.

## Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

- 3.01** Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
- analyzing word choice and content.

examining reasons for a character's actions, taking into account the situation and basic motivation of the character.  
creating and presenting a product that effectively demonstrates a personal response to a selection or experience.  
examining alternative perspectives.  
evaluating the differences among genres.  
examining relationships among characters.  
making and evaluating inferences and conclusions about characters, events, and themes.

**3.02** Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.

**3.03** Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).

**3.04** Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats.

**3.05** Integrate main idea and supporting details from multiple sources to expand understanding of texts.

**3.06** Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases)

**3.07** Make informed judgments about: bias, propaganda, stereotyping, media techniques.

**Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.**

**4.01** Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.

**4.02** Use oral and written language to:

formulate hypotheses.  
evaluate information and ideas.  
present and support arguments.  
influence the thinking of others.

**4.03** Make oral and written presentations to inform or persuade selecting vocabulary for impact.

**4.04** Select a self-evaluated composition for publication and justify rationale for selection.

**4.05** Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.

**4.06** Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.

**4.07** Compose a variety of fiction, nonfiction, poetry, and drama using selfselected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).

**4.08** Focus revision on target elements by:

improving word choice.  
rearranging text for clarity.  
creating simple and/or complex sentences for clarity or impact.  
developing a lead, characters, or mood.

**4.09** Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).

**4.10** Use technology as a tool to enhance and/or publish a product.

**Goal 5: The learner will apply grammar and language conventions to communicate effectively.**

**5.01** Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).

**5.02** Demonstrate understanding in speaking and writing by using:

troublesome verbs.  
nominative, objective, and possessive pronouns.

**5.03** Elaborate information and ideas in speaking and writing by using: prepositional phrases, transitions, coordinating and/or subordinating conjunctions.

**5.04** Determine the impact of word choice on written and spoken language.

**5.05** Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.

**5.06** Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.

**5.07** Edit final product for grammar, language conventions, and format.

**5.08** Create readable documents through legible handwriting (cursive) and word processing.

**Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America.**

- 1.01 Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.
- 1.02 Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.
- 1.03 Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.
- 1.04 Describe the economic and social differences between developed and developing regions in North America.
- 1.05 Explain how and why population distribution differs within and between countries of North America.
- 1.06 Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment.
- 1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.

**Goal 2: The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.**

- 2.01 Analyze major documents that formed the foundations of the American idea of constitutional government.
- 2.02 Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial functions.
- 2.03 Recognize how the United States government has changed over time.
- 2.04 Compare and contrast the government of the United States with the governments of Canada, Mexico, and selected countries of Central America.
- 2.05 Assess the role of political parties in society.
- 2.06 Explain the role of public education in the United States.
- 2.07 Compare and contrast the educational structure of the United States to those of Canada, Mexico, and selected countries of Central America.
- 2.08 Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.

**Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.**

- 3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.
- 3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.
- 3.03 Identify examples of cultural interaction within and among the regions of the United States.
- 3.04 Hypothesize how the differences and similarities among people have produced diverse American cultures.
- 3.05 Describe the religious and ethnic impact of settlement on different regions of the United States.
- 3.06 Compare and contrast the roles various religious and ethnic groups have played in the development of the United States with those of Canada, Mexico, and selected countries of Central America.
- 3.07 Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.

**Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.**

- 4.01 Define the role of an historian and explain the importance of studying history.
- 4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.
- 4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.
- 4.04 Describe the causes and effects of the American Revolution, and analyze their influence on the adoption of the Articles of Confederation, Constitution, and the Bill of Rights.
- 4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.
- 4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.
- 4.07 Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected countries of Central America.
- 4.08 Trace the development of the United States as a world leader and analyze the impact of its relationships with Canada, Mexico, and selected countries of Central America.

**Goal 5: The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources.**

- 5.01 Categorize economic resources found in the United States and neighboring countries as human, natural, or capital and assess their long-term availability.
- 5.02 Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors.
- 5.03 Assess economic institutions in terms of how well they enable people to meet their needs.
- 5.04 Describe the ways in which the economies of the United States and its neighbors are interdependent and assess the impact of increasing international economic interdependence.
- 5.05 Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.
- 5.06 Examine the different economic systems such as traditional, command, and market developed in selected countries of North America and assess their effectiveness in meeting basic needs.

**5.07** Describe the ways the United States and its neighbors specialize in economic activities, and relate these to increased production and consumption.

**5.08** Cite examples of surplus and scarcity in the American market and explain the economic effects.

**Goal 6: The learner will recognize how technology has influenced change within the United States and other countries in North America.**

**6.01** Explore the meaning of technology as it encompasses discoveries from the first primitive tools to today's personal computer.

**6.02** Relate how certain technological discoveries have changed the course of history and reflect on the broader social and environmental changes that can occur from the discovery of such technologies.

**6.03** Forecast how technology can be managed to have the greatest number of people enjoy the benefits.

**6.04** Determine how citizens in the United States and the other countries of North America can preserve fundamental values and beliefs in a world that is rapidly becoming more technologically oriented.

**6.05** Compare and contrast the changes that technology has brought to the United States to its impact in Canada, Mexico, and Central America.

**6.06** Predict future trends in technology management that will benefit the greatest number of people.

# Mathematics

## Goal 1: The learner will understand and compute with non-negative rational numbers.

- 1.01** Develop number sense for rational numbers 0.001 through 999,999.
- Connect model, number word, and number using a variety of representations.
  - Build understanding of place value (thousandths through hundred thousands).
  - Compare and order rational numbers.
  - Make estimates of rational numbers in appropriate situations.
- 1.02** Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers).
- Develop and analyze strategies for adding and subtracting numbers.
  - Estimate sums and differences.
  - Judge the reasonableness of solutions.
- 1.03** Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

## Goal 2: The learner will recognize and use standard units of metric and customary measurement.

- 2.01** Estimate the measure of an object in one system given the measure of that object in another system.
- 2.02** Identify, estimate, and measure the angles of plane figures using appropriate tools.

## Goal 3: The learner will understand and use properties and relationships of plane figures.

- 3.01** Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons.
- 3.02** Make and test conjectures about polygons involving:
- Sum of the measures of interior angles.
  - Lengths of sides and diagonals.
  - Parallelism and perpendicularity of sides and diagonals.
- 3.03** Classify plane figures according to types of symmetry (line, rotational).
- 3.04** Solve problems involving the properties of triangles, quadrilaterals, and other polygons.
- Sum of the measures of interior angles.
  - Lengths of sides and diagonals.
  - Parallelism and perpendicularity of sides and diagonals.

## Goal 4: The learner will understand and use graphs and data analysis.

- 4.01** Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.
- 4.02** Compare and contrast different representations of the same data; discuss the effectiveness of each representation.
- 4.03** Solve problems with data from a single set or multiple sets of data using median, range, and mode.

## Goal 5: The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.

- 5.01** Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols.
- 5.02** Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.
- 5.03** Identify, describe, and analyze situations with constant or varying rates of change.

# Science

## **Goal 1: The learner will conduct investigations to build an understanding of the interdependence of plants and animals.**

- 1.01 Describe and compare several common ecosystems (communities of organisms and their interaction with the environment).
- 1.02 Identify and analyze the functions of organisms within the population of the ecosystem: Producers, Consumers, Decomposers.
- 1.03 Explain why an ecosystem can support a variety of organisms.
- 1.04 Discuss and determine the role of light, temperature, and soil composition in an ecosystem's capacity to support life.
- 1.05 Determine the interaction of organisms within an ecosystem.
- 1.06 Explain and evaluate some ways that humans affect ecosystems: Habitat reduction due to development, Pollutants, Increased nutrients.
- 1.07 Determine how materials are recycled in nature.

## **Goal 2: The learner will make observations and conduct investigations to build an understanding of landforms.**

- 2.01 Identify and analyze forces that cause change in landforms over time including: Water and ice, Wind, Gravity.
- 2.02 Investigate and discuss the role of the water cycle and how movement of water over and through the landscape helps shape land forms.
- 2.03 Discuss and consider the wearing away and movement of rock and soil in erosion and its importance in forming:
  - Canyons.
  - Valleys.
  - Meanders.
  - Tributaries.
- 2.04 Describe the deposition of eroded material and its importance in establishing landforms including:
  - Deltas.
  - Flood Plains.
- 2.05 Discuss how the flow of water and the slope of the land affect erosion.
- 2.06 Identify and use models, maps, and aerial photographs as ways of representing landforms.
- 2.07 Discuss and analyze how humans influence erosion and deposition in local communities, including school grounds, as a result of:
  - Clearing land.
  - Planting vegetation.
  - Building dams.

## **Goal 3: The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.**

- 3.01 Investigate the water cycle including the processes of:
  - Evaporation.
  - Condensation.
  - Precipitation.
  - Run-off.
- 3.02 Discuss and determine how the following are affected by predictable patterns of weather:
  - Temperature.
  - Wind direction and speed.
  - Precipitation.
  - Cloud cover.
  - Air pressure.
- 3.03 Describe and analyze the formation of various types of clouds and discuss their relation to weather systems.
- 3.04 Explain how global atmospheric movement patterns affect local weather.
- 3.05 Compile and use weather data to establish a climate record and reveal any trends.
- 3.06 Discuss and determine the influence of geography on weather and climate:
  - Mountains
  - Sea breezes
  - Water bodies.

**Goal 4 : The learner will conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs.**

4.01 Determine the motion of an object by following and measuring its position over time.

4.02 Evaluate how pushing or pulling forces can change the position and motion of an object.

4.03 Explain how energy is needed to make machines move.

Moving air.

Gravity.

4.04 Determine that an unbalanced force is needed to move an object or change its direction.

4.05 Determine factors that affect motion including:

Force

Friction.

Inertia.

Momentum

4.06 Build and use a model to solve a mechanical design problem.

Devise a test for the model.

Evaluate the results of test.

4.07 Determine how people use simple machines to solve problems.

# Computer

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

# Music

GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.

GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.

GOAL 3: The learner will improvise melodies, variations, and accompaniments.

GOAL 4: The learner will compose and arrange music within specified guidelines.

GOAL 5: The learner will read and notate music.

GOAL 6: The learner will listen to, analyze, and describe music.

GOAL 7: The learner will evaluate music and music performances.

GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.

GOAL 9: The learner will understand music in relation to history and culture.

# Art

GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.

GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

GOAL 5: The learner will understand the visual arts in relation to history and cultures.

GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

GOAL 7: The learner will perceive connections between visual arts and other disciplines.

GOAL 8: The learner will develop an awareness of art as an avocation and profession.

# Foreign Language

GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.