

Religion

Sacraments/Worship

Knows names, meanings, signs and symbols of each of the seven sacraments.

Experiences water, bread, wine, oil, and light with two or more of the senses and participates in Prayer Services related to these.

Plans Eucharistic Liturgies or Prayer Services with class or group

Recognizes the presence of Christ in the Eucharist

Prays in harmony with the spirit of the seasons of the Church Year

Recognizes attitudes and actions which are selfish and sinful

Practices forgiveness, being forgiven and asking for forgiveness

Reaches out to people at home, school, community and world through positive words and actions and can give examples of these

Christian Faith and Practice

Knows and expresses belief that Jesus is the Son of God.

Knows and lives the belief that life is Sacred.

Identifies ways that the Church carries on the mission of Jesus.

Explains the Communion of Saints.

Identifies people of the present and past who model their lives on Christian Values e.g. patron saints.

Social Studies:

5.5 Students explain the causes of the American Revolution

1. Understand how political, religious, and economic ideas and interests brought about the Revolutionary War.
2. Know the significance of the first and second Continental Congress and the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance including

the key political concepts it embodies the origins of those concepts, and its role in serving ties with Great Britain.

4. Describe the view, lives and impact of key individuals during the period.

5.6 Students understand the course and consequences of the American Revolution.

1. Identify and map major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances of both sides.

2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g. Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, and Baron Fredrick Wilhelm von Stuben)

3. Identify the different roles women played during the Revolution.

4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials.

5. Explain how each state constitution s that war established after 1776 embodied the ideals of the American Revolution and helped serve as models for the Constitution.

6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies, impact on American Indian Land.

7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.

1. List the shortcomings of the Articles of Confederation as set forth by their Critics

2. Explain the significance the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights

3. Understand the fundamental principles of American constitutional democracy, including how the government derives its powers from the people and the primacy of individual liberty.

4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of the law, and to preserve the Constitution.

Science:

Earth Science

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation.
 - 3.a. Students know most of Earth's water is present as salt water in the oceans, which cover most of the Earth's surface.
 - 3.b. Students know when liquid water evaporates it turns into water vapor in the air and can reappear as a liquid when cooled below the freezing point of water.
 - 3.c. Students know water vapor in the air moves from one place to another and can form clouds, which are tiny droplets of water or ice, and can fall to earth as rain, sleet, hail or snow.
 - 3.d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers are limited and that recycling and decreasing the use of water can extend the availability.
 - 3.e. Students know the origin of water used by their local communities.
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns
 - 4.a. Students know uneven heating of the Earth causes air movement (convection currents).
 - 4.b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
 - 4.c. Students know the causes and effects of different types of severe weather.
 - 4.d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
 - 4.e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.
5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept.
 - 5.a. Students know the Sun, an average star, is the central and largest body in the solar system and it is composed primarily of hydrogen and helium.
 - 5.b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects such as asteroids and comets.
 - 5.c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

Common Core English-Language Arts 5th Grade

Code	Description
5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
5.L.1.b	Conventions of Standard English: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

- 5.L.1.c Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.
- 5.L.1.d Conventions of Standard English: Recognize and correct inappropriate shifts in verb tense.*
- 5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 5.L.2.a Conventions of Standard English: Use punctuation to separate items in a series.*
 - 5.L.2.b Conventions of Standard English: Use a comma to separate an introductory element from the rest of the sentence.
 - 5.L.2.c Conventions of Standard English: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
 - 5.L.2.d Conventions of Standard English: Use underlining, quotation marks, or italics to indicate titles of works.
 - 5.L.2.e Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.
- 5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 5.L.3.b Knowledge of Language: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- 5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - 5.L.4.a Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - 5.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - 5.L.4.c Vocabulary Acquisition and Use: 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.
- 5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 5.L.5.a Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.
 - 5.L.5.c Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 5.L.6 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., however, although, nevertheless, similarly, moreover, in addition).
- 5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - 5.RF.3.a Phonics and Word Recognition: 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.
- 5.RF.4 Read with sufficient accuracy and fluency to support comprehension.
 - 5.RF.4.a Fluency: Read grade-level text with purpose and understanding.
 - 5.RF.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- 5.SL.4 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.
- 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Text Types and Purposes: Introduce a topic clearly, provide a general observation and focus, and
- 5.W.2.a group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- 5.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- 5.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- 5.W.3.c Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- 5.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 5.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.
- 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)
- 5.W.8 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.

Math

- 5.NF.4.a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)
- 5.NF.5.a Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- 5.NF.7.b Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
- 5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)
- 5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.
- 5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- 5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical

expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.