

# RELIGION

*Do this in remembrance of Me. (1 Co 11:24)*

## FIFTH GRADE

### Overview

**Sacraments** – God shares His life and His love with us in the sacraments. Through Baptism, Confirmation, and Eucharist, we are initiated as members of God’s family. Through Reconciliation, and Anointing of the Sick, we are healed and strengthened. Through the sacraments of service, Holy Orders, and Matrimony, we celebrate God’s call to live our lives in loving service to others.

### Faith Background

Children of this age have generally experienced an affiliation in the family and are now eager to expand that sense into clubs, groups, and organizations. Fifth grade students are naturally ready for the development of Christian community. They are able to understand forgiveness and reconciliation as responses to hurt and unfairness. Belonging to a faith group become more meaningful. Because of their strong appreciation of justice and fairness, children should have opportunities that introduce them to social justice and action.

Faith at this age is largely unquestioned. Children will conform to the experiences, values, and understandings of the faith group to which they belong.

### Creed

<b>5RELIGI-1</b>	<b>God – The student will grow in his or her understanding of the Trinity.</b>
5RELIGI-1A	Recognize that the mystery of the Trinity is at the core of Christian faith.
5RELIGI-1B	Explain that there is one God in three Divine persons: Father, Son, and Holy Spirit.
5RELIGI-1C	Explain how God’s presence is made visible through the Church and all creation.
<b>5RELIGI-2</b>	<b>Jesus – The student will understand that Jesus is a visible sign of God’s love.</b>
5RELIGI-2A	Understand that Jesus Christ, the Son of God, is true God and true man.
5RELIGI-2B	Describe the reasons that God came into our world to save us.
<b>5RELIGI-3</b>	<b>Holy Spirit – The student will understand that Christ’s saving power is carried on through the Holy Spirit.</b>
5RELIGI-3A	Understand that the Holy Spirit gives us courage and hope, directs good judgment and prompts good works.
5RELIGI-3B	Recognize the Gifts and the Fruits of the Holy Spirit.

<b>5RELIGI-4</b>	<b>Blessed Virgin Mary – The student will grow in his or her understanding of Mary, the Mother of Jesus.</b>
5RELIGI-4A	Recall facts of the Annunciation, Visitation, and Nativity.
5RELIGI-4B	Recall what is meant by Immaculate Conception.
5RELIGI-4C	Describe what is meant by the Assumption.
5RELIGI-4D	Experience May devotions to Mary (Coronation).
5RELIGI-4E	Recognize the origin of the rosary.
5RELIGI-4F	Experience praying the rosary.
5RELIGI-4G	Recognize that the Joyful and Glorious mysteries retell important events in the life of Mary.
<b>5RELIGI-5</b>	<b>Saints – The student will grow in his or her understanding of the saints.</b>
5RELIGI-5A	Explain the communion of saints.
5RELIGI-5B	Describe the canonization process.
5RELIGI-5C	Tell life stories and virtues of various saints.
<b>5RELIGI-6</b>	<b>Sacred Scripture – The student will understand that God speaks to us through the Bible.</b>
5RELIGI-6A	Understand that God is present in the Bible, the inspired Word of God.
5RELIGI-6B	Find the Book, Chapter, and Verse for biblical quotes.
5RELIGI-6C	Explain the Bible as revelation and literature.
5RELIGI-6D	Explain how the Bible is written by various authors.
5RELIGI-6E	Describe the literary forms used in the Bible (e.g. narrative, poetry, song).
5RELIGI-6F	Recognize that the Book of Psalms is a collection of songs which have been used as prayers for centuries by Jews and Christians.
5RELIGI-6G	Understand that the Gospels were written by the evangelists Matthew, Mark, Luke, and John.
5RELIGI-6H	Describe the intentions of Matthew’s writings (Jewish audience).
5RELIGI-6I	Describe the intentions Mark’s and Luke’s writings (Gentile audience).
5RELIGI-6J	Describe the intentions John’s writings (all audiences).
5RELIGI-6K	Explain how the New Testament tells us about the life of Jesus, both as God and as man.
5RELIGI-6L	Read the Acts of the Apostles and explore its connection to the origins of the Church.
<b>5RELIGI-7</b>	<b>Church – The student will recognize that the Church is one, holy, Catholic, and apostolic, and is the People of God, called together by the Holy Spirit.</b>
5RELIGI-7A	Understand that the Church is founded by Christ.
5RELIGI-7B	Recognize that the Church is the Body of Christ.
5RELIGI-7C	Explain how the Church is called to serve and build the Kingdom of God.
5RELIGI-7D	Explain how the Church is a pilgrim people.
5RELIGI-7E	Explain how the Church, as servant, ministers to all.
5RELIGI-7F	Participate actively in Mass through verbal and physical response.
5RELIGI-7G	Participate in a liturgy through undertaking specific roles per the directive of the pastor.
5RELIGI-7H	Identify the 4 Marks of the Church (one, holy, catholic, apostolic).
5RELIGI-7I	Explain how the four Marks of the Church are visible.

5RELIGI-7J	Describe how we have a Catholic identity in which we are united in the Holy Spirit through the same faith, the same sacraments, and the same government and hierarchy.
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## Sacraments

<b>5RELIGI-8</b>	<b>Sacraments – The student will describe the nature and purpose of each sacrament while exploring the symbolic words and actions used with them.</b>
5RELIGI-8A	Describe the sacraments as unique ways of meeting Christ, who makes God’s grace present to us through holy symbolic words and actions.
5RELIGI-8B	Identify the Sacraments of Initiation (Baptism, Confirmation, Eucharist).
5RELIGI-8C	Identify the Sacraments of Healing (Reconciliation, Anointing of the Sick).
5RELIGI-8D	Identify the Sacraments of Service (Matrimony, Holy Orders).

	<b>SACRAMENTS OF INITIATION</b>
<b>5RELIGI-9</b>	<b>Baptism – The student will understand that Baptism creates a permanent relationship to Christ.</b>
5RELIGI-9A	Recognize the baptismal promises.
5RELIGI-9B	Explain how Baptism frees us from Original and actual sins and makes us members of the Church.
5RELIGI-9C	Understand the Sacrament of Baptism leaves an indelible mark on the soul. Therefore, it is only received once.
<b>5RELIGI-10</b>	<b>Eucharist – The student will understand that Eucharist is a sacrament of Jesus’ real presence in the Christian community.</b>
5RELIGI-10A	Explain that Jesus instituted the Eucharist at the Last Supper.
5RELIGI-10B	Recognize that transubstantiation occurs at the Consecration.
5RELIGI-10C	Explain that prayerful reverence and adoration is a response to the presence of Christ in the Eucharist.
5RELIGI-10D	Explain that kneeling and genuflecting in Church is out of respect for the presence of Christ in the Tabernacle.
<b>5RELIGI-11</b>	<b>Confirmation – The student will understand that Confirmation renews our baptismal call to bear witness to Christ by living the Gospel.</b>
5RELIGI-11A	Explain that Confirmation is a sacrament celebrating God’s gift of the Holy Spirit and our Christian response to the faith community.
5RELIGI-11B	Retell the story of Pentecost.
5RELIGI-11C	Define Holy Chrism and explain its use.
5RELIGI-11D	Understand the Sacrament of Confirmation leaves an indelible mark on the soul. Therefore, it is only received once.

	<b>SACRAMENTS OF HEALING</b>
<b>5RELIGI-12</b>	<b>Reconciliation – The student will recognize that Reconciliation is a sacrament of God’s mercy and love.</b>
5RELIGI-12A	Understand that the sacrament of Reconciliation continues Jesus’ work of forgiveness and healing.
5RELIGI-12B	Experience a formal examination of conscience.
5RELIGI-12C	Explain why people confess sins to God through a priest.
<b>5RELIGI-13</b>	<b>Anointing of the Sick – The student will understand that Anointing of the Sick is a sacrament of Christ’s healing presence.</b>
5RELIGI-13A	Recognize that the sacrament of Anointing of the Sick is both a liturgical and communal celebration in the home, hospital, or church.
5RELIGI-13B	Explain who may receive this sacrament.
5RELIGI-13C	Define and explain that viaticum is the receiving of the Eucharist at the hour of death.
	<b>SACRAMENTS OF SERVICE</b>
<b>5RELIGI-14</b>	<b>Matrimony – The student will understand that Matrimony celebrates the grace-filled covenant between a man and a woman.</b>
5RELIGI-14A	Describe marriage as a sacramental, life-long covenant between a man and a woman.
5RELIGI-14B	Recognize that marriage is a response to a vocation which is a call from God.
5RELIGI-14C	Understand that the vocation of marriage requires a willingness to bring forth children into the world.
<b>5RELIGI-15</b>	<b>Holy Orders – The student will understand that the sacrament of Holy Orders celebrates the call to serve God’s people through the ordained ministry.</b>
5RELIGI-15A	Explain the concept of the divine call to the priesthood.
5RELIGI-15B	Explain the hierarchy of the Church.
5RELIGI-15C	Understand the Sacrament of Holy Orders leaves an indelible mark on the soul. Therefore, it is only received once.

### Christian Living

<b>5RELIGI-16</b>	<b>Christian Response – The student will recognize that all followers of Jesus are called to the ministry of service through baptism.</b>
5RELIGI-16A	Develop an awareness of religious vocations (diocesan priest, religious orders, permanent/transitional deacons).
5RELIGI-16B	Choose to be of service to others.
5RELIGI-16C	Describe actions people can take to serve the poor and hungry.
5RELIGI-16D	Recognize the Spiritual Works of Mercy and the Corporal Works of Mercy.
<b>5RELIGI-17</b>	<b>Morality – The student will describe sin as a broken relationship to God.</b>
5RELIGI-17A	Retell the story of original sin in Genesis.
5RELIGI-17B	Describe how original sin affects the soul.
5RELIGI-17C	Describe mortal and venial sin.
5RELIGI-17D	Explain the effects of sin.
<b>5RELIGI-18</b>	<b>Social Justice – The student will recognize that all people are called to live the Gospel message through Catholic Social Teachings.</b>

5RELIGI-18A	Describe and contrast just and unjust situations.
5RELIGI-18B	Recognize and respect that all people are created in God's image regardless of differences (race, gender, disability).
5RELIGI-18C	Define prejudice and discrimination.
<b>5RELIGI-19</b>	<b>Human Life – The student will show respect and reverence for the gift of life.</b>
5RELIGI-19A	Recognize that life, beginning at conception until natural death, is a gift from God.
5RELIGI-19B	Demonstrate respect for the unique gifts and talents of ourselves and others.
5RELIGI-19C	Discuss different ways in which people show appropriate affection through words and actions.
5RELIGI-19D	Practice the virtue of chastity through expressing sexuality in ways that are age appropriate (dress modestly and choose media that is aligned with the Catholic faith).
5RELIGI-19E	Understand that within a marriage the expression of love between husband and wife is a way for new life to be created.

## Prayer

<b>5RELIGI-20</b>	<b>Prayer – The student will experience different forms of prayer: community prayer, spontaneous prayer, reflective prayer, and praying with scripture.</b>
5RELIGI-20A	Make the sign of the cross reverently.
5RELIGI-20B	Pray together as a class, school community, family and church.
5RELIGI-20C	Pray common prayers of the Church.
5RELIGI-20D	Analyze the meaning of the Lord's Prayer.
5RELIGI-20E	Pray the Apostles' Creed.
5RELIGI-20F	Recognize the Nicene Creed.
5RELIGI-20G	Compose and pray different types of prayers (petition, thanksgiving, praise, intercession, blessing, etc.).
5RELIGI-20H	Recognize the Acts of Faith, Hope, and Love.
5RELIGI-20I	Pray the <i>Magnificat</i> .
5RELIGI-20J	Pray the Canticle of Zachariah.
5RELIGI-20K	Pray the Morning Offering.
5RELIGI-20L	Pray prayers for vocations.
5RELIGI-20M	Pray the Stations of the Cross.

# LANGUAGE ARTS

## FIFTH GRADE

### Overview

Students in the fifth grade will expand and deepen concepts, skills, and strategies learned in previous grades. They will make new connections as they experience more sophisticated ideas and begin to study subjects in a more formalized way. Fifth grade students will read and write a variety of texts with greater breadth and depth. Catholic Social Teachings are imbedded in reading selections and writing. In addition, students will analyze and evaluate information and ideas. As fifth graders revisit and refine concept about the language arts conventions, they will become more sophisticated and independent learners.

### Reading

<b>5LAREAD-1</b>	<b>The student will read narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</b>
5LAREAD-1A	Continue to use semantic, syntactic, and graphophonic cues independently.
5LAREAD-1B	Define and comprehend unknown words.
5LAREAD-1C	Identify words rapidly so that attention is directed to the meaning of the text.
5LAREAD-1D	Use punctuation as a cue for pausing and to indicate characterization.
5LAREAD-1E	Read with expression, interjecting a sense of feeling, anticipation, or characterization.
<b>5LAREAD-2</b>	<b>The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</b>
5LAREAD-2A	Determine the purpose for reading a specific text.
5LAREAD-2B	Use different reading strategies to comprehend text (e.g. rereading, discussion, graphic organizers, highlighting, silent reading, etc.)
5LAREAD-2C	Locate information in text to support opinions, predictions, and conclusions.
5LAREAD-2D	Apply appropriate context clues to construct meaning from text.
5LAREAD-2E	Use text features such as type, headings, graphics, maps, and drawings to predict and categorize informational texts.
5LAREAD-2F	Identify cause and effect relationships.
5LAREAD-2G	Analyze text to identify a sequence of events.
5LAREAD-2H	Determine the main idea in text to establish meaning.
5LAREAD-2I	Read and apply directions for a specific task.
5LAREAD-2J	Paraphrase, summarize, and make generalizations to establish an understanding of the text.
5LAREAD-2K	Make inferences and draw conclusions.
5LAREAD-2L	Distinguish between fact and opinion in print and nonprint media.
5LAREAD-2M	Use background knowledge and experience to comprehend text.
5LAREAD-2N	Compare and contrast print, visual, and electronic media.

<b>5LAREAD-3</b>	<b>The student will demonstrate familiarity with a variety of literature.</b>
5LAREAD-3A	Use prereading strategies independently (preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).
5LAREAD-3B	Identify and analyze the major characteristics of various literary genres (e.g. informational text, narrative, poetry, short stories, novels, dramas, folk tales).
5LAREAD-3C	Participate in creative responses to a text (art, drama, oral presentation, and/or technology or media).
5LAREAD-3D	Use literary elements (character, setting, theme, plot, genre) to analyze literature.
5LAREAD-3E	Recognize figurative language in a text (simile, metaphor, hyperbole, personification, and idiom).
5LAREAD-3F	Recognize sound devices in a text (alliteration, onomatopoeia, and rhyme).
5LAREAD-3G	Recognize and identify the writer's perspective or point of view in a literary selection (e.g. first person, second person) and how it affects the text.
5LAREAD-3H	Analyze a character's traits through the character's thoughts, words, and actions.
5LAREAD-3I	Use literature to better understand other time periods, various cultures, and events.
5LAREAD-3J	Identify figurative language and sound devices in writing and how they affect the development of literary work.
5LAREAD-3K	Interpret poetry and recognize poetic forms (rhymed, free verse, and patterned).
<b>5LAREAD-4</b>	<b>The student will demonstrate knowledge of words and word meanings.</b>
5LAREAD-4A	Use knowledge of root words, prefixes, and suffixes to determine the meaning of unknown words.
5LAREAD-4B	Understand and explain frequently used synonyms, antonyms, homographs, and homophones.
5LAREAD-4C	Use context clues to determine the meaning of unknown words.
5LAREAD-4D	Complete simple analogies.
5LAREAD-4E	Use word reference materials (print or digital) to identify and comprehend unknown words.

## Listening and Speaking

<b>5LALIST-1</b>	<b>The student will listen and respond to oral communication.</b>
5LALIST-1A	Understand the appropriateness of various listening behaviors in different situations (e.g. talking with friends, lectures, and plays).
5LALIST-1B	Ask questions that seek information.
5LALIST-1C	Interpret a speaker's verbal and nonverbal message, purpose, and perspective.
5LALIST-1D	Listen critically and respond appropriately to oral communication.
5LALIST-1E	Restate and execute oral instructions and directions.
<b>5LALIST-2</b>	<b>The student will speak clearly and articulately.</b>
5LALIST-2A	Develop appropriate delivery skills (e.g. volume, rate, enunciation) and language skills (e.g. pronunciation, word choice, and usage) when presenting orally.
5LALIST-2B	Select a focus, organizational structure, and point of view for an oral presentation.

5LALIST-2C	Engage the audience with appropriate words and phrasing, facial expressions, and gestures.
5LALIST-2D	Clarify and support spoken ideas with evidence and examples.

### **Grammar and Usage**

<b>5LAGRAM-1</b>	<b>The student will recognize types and functions of nouns.</b>
5LAGRAM-1A	Identify and use nouns as subjects.
5LAGRAM-1B	Identify and use nouns as objects.
5LAGRAM-1C	Identify singular, plural, and possessive nouns.
5LAGRAM-1D	Identify and use nouns in direct address.
5LAGRAM-1E	Distinguish between proper and common nouns.
<b>5LAGRAM-2</b>	<b>The student will recognize types and functions of pronouns.</b>
5LAGRAM-2A	Identify singular and plural pronouns.
5LAGRAM-2B	Distinguish between subject, object pronouns, and possessives.
5LAGRAM-2C	Identify the antecedent of a pronoun.
<b>5LAGRAM-3</b>	<b>The student will recognize types and functions of verbs.</b>
5LAGRAM-3A	Identify action, linking, and helping/auxiliary verbs.
5LAGRAM-3B	Use past, present, and future tense.
5LAGRAM-3C	Use regular and irregular verbs.
5LAGRAM-3D	Use correct subject-verb agreement.
<b>5LAGRAM-4</b>	<b>The student will recognize types and functions of modifiers.</b>
5LAGRAM-4A	Identify and use adjectives (proper, descriptive, demonstrative, articles).
5LAGRAM-4B	Identify and use adverbs (time, place, and manner).
5LAGRAM-4C	Identify and use positive, comparative and superlative adjectives and adverbs.
5LAGRAM-4D	Recognize a double negative.
<b>5LAGRAM-5</b>	<b>The student will recognize prepositional phrases and their parts.</b>
5LAGRAM-5A	Identify prepositions.
5LAGRAM-5B	Identify prepositional phrases.
5LAGRAM-5C	Identify the object of the preposition.
<b>5LAGRAM-6</b>	<b>The student will recognize types and functions of connectors.</b>
5LAGRAM-6A	Identify and use conjunctions.
<b>5LAGRAM-7</b>	<b>The student will recognize types and structures of sentences.</b>
5LAGRAM-7A	Identify complete, simple, and compound subjects and predicates.
5LAGRAM-7B	Identify types of sentences (declarative, interrogative, imperative, and exclamatory).
5LAGRAM-7C	Identify and use simple and compound sentences.
<b>5LAGRAM-8</b>	<b>The student will capitalize correctly.</b>
5LAGRAM-8A	Use capital letters for proper nouns.
5LAGRAM-8B	Use capital letters for titles of works (e.g. books, stories, television shows, and works of art).

5LAGRAM-8C	Use capital letters for titles of people (e.g. President Lincoln).
5LAGRAM-8D	Capitalize the appropriate parts of a letter (e.g. heading, greeting, and closing).
5LAGRAM-8E	Use capital letters when writing initials and abbreviated titles.
5LAGRAM-8F	Use a capital letter for the first word of a direct quotation.
5LAGRAM-8G	Use a capital letter for proper adjectives.
<b>5LAGRAM-9</b>	<b>The student will use appropriate punctuation.</b>
5LAGRAM-9A	Use end/terminal punctuation.
5LAGRAM-9B	Use a period after initials and abbreviations.
5LAGRAM-9C	Use apostrophes in contractions and possessives.
5LAGRAM-9D	Use appropriate punctuation marks in the titles of works.
5LAGRAM-9E	Use quotation marks in dialogue.
5LAGRAM-9F	Use commas in dialogue, series, direct address, compound sentences, dates, and to separate city and state.
5LAGRAM-9G	Use correct punctuation in a friendly letter.
5LAGRAM-9H	Use a hyphen to punctuate appropriate compound words.
<b>5LAGRAM-10</b>	<b>The student will develop spelling strategies and skills.</b>
5LAGRAM-10A	Use multi-syllable constructions, contractions, compounds, and common homophones, prefixes, and suffixes to develop spelling skills.
5LAGRAM-10B	Differentiate words that are commonly misspelled.
5LAGRAM-10C	Apply spelling rules to daily writing.
5LAGRAM-10D	Use reference materials and technology to check and correct spelling.

## Writing

<b>5LAWRIT-1</b>	<b>Handwriting – The student will demonstrate progress toward mastery of penmanship.</b>
5LAWRIT-1A	Demonstrate progress toward mastery of penmanship (handwriting).
<b>5LAWRIT-2</b>	<b>The student will develop writing skills.</b>
5LAWRIT-2A	Write complete sentences.
5LAWRIT-2B	Use a variety of sentence types (e.g. declarative, interrogative).
5LAWRIT-2C	Use prewriting strategies to generate topics and plan approaches to writing tasks.
5LAWRIT-2D	Revise and/or use feedback from others to improve word choice, organization, and consistency in paragraphs.
5LAWRIT-2E	Edit drafts to ensure standard usage, mechanics and spelling, and varied sentence structure.
5LAWRIT-2F	Compose narrative text that contains a beginning, middle, and end.
5LAWRIT-2G	Develop a composition that contains specific and relevant details, a clear focus, and logical progression of ideas.

## Information and Research

<b>5LAINFO-1</b>	<b>The student will identify and use sources of different types of information.</b>
5LAINFO-1A	Identify and use the parts of a book (e.g. glossary, table of contents, index).

5LAINFO-1B	Demonstrate appropriate use of informational sources (digital and print).
<b>5LAINFO-2</b>	<b>The student will gather information from a variety of resources.</b>
5LAINFO-2A	Skim materials to develop a general overview of content, or to locate specific information.
5LAINFO-2B	Develop notes that include important concepts, paraphrases, and summaries.
5LAINFO-2C	Summarize information from multiple sources into a written report or summary.
5LAINFO-2D	Credit reference sources.

# MATHEMATICS

## FIFTH GRADE

### Mathematics

<b>5MATHMA-1</b>	<b>Vocabulary</b>
5MATHMA-1A	Interpreting mathematical vocabulary to analyze and solve a variety of grade level concepts (See Appendix ____ )
5MATHMA-1B	Using appropriate mathematical vocabulary when problem solving
<b>5MATHMA-2</b>	<b>Number Sense</b>
5MATHMA-2A	Reading, writing, and comparing numbers from thousandths to trillions
5MATHMA-2B	Identifying and ordering decimals, fractions, and mixed numbers
5MATHMA-2C	Finding the equivalent forms between decimals, fractions, and percents
5MATHMA-2D	Identifying prime and composite numbers through 100
5MATHMA-2E	Understanding the concept of prime factorization
5MATHMA-2F	Identifying and using the rules of divisibility
5MATHMA-2G	Finding the greatest common factor (GCF) and least common multiple (LCM) of given numbers
<b>5MATHMA-3</b>	<b>Operations</b>
5MATHMA-3A	Applying commutative and associative properties of addition and multiplication
5MATHMA-3B	Introducing the distributive property of multiplication over addition/subtraction
5MATHMA-3C	Applying order of operations to solve numerical expression
5MATHMA-3D	Recognizing the inverse nature of operations (multiplication, division, addition, subtraction)
5MATHMA-3E	Dividing four and five digit dividends by two digit divisors
5MATHMA-3F	Finding the least common denominator of fractions
5MATHMA-3G	Adding, subtracting, multiplying, and dividing fractions and mixed numbers with like and unlike denominators
5MATHMA-3H	Adding, subtracting, and multiplying with decimals
5MATHMA-3I	Dividing decimals by whole numbers
5MATHMA-3J	Solving multi-step word problems with more than one operation
<b>5MATHMA-4</b>	<b>Expressions and Equations</b>
5MATHMA-4A	Writing and evaluating simple algebraic expressions with one variable
5MATHMA-4B	Writing and solving equations for word problems
<b>5MATHMA-5</b>	<b>Measurement</b>
5MATHMA-5A	Converting measurements within the same system (e.g. inches to feet, hours to minutes, centimeters to meters)
5MATHMA-5B	Using the appropriate tools to measure length in customary and metric units
5MATHMA-5C	Reading scales for weight and temperature
5MATHMA-5D	Comparing Fahrenheit and Celsius temperatures
5MATHMA-5E	Adding and subtracting units of time

<b>5MATHMA-6</b>	<b>Spatial Thinking and Geometry</b>
5MATHMA-6A	Classifying geometric figures by their attributes
5MATHMA-6B	Introducing a protractor to measure and draw angles
5MATHMA-6C	Identifying and describing triangles by sides and angles
5MATHMA-6D	Recognizing the radius and diameter of a circle
5MATHMA-6E	Identifying and plotting ordered pairs in the first quadrant of a coordinate plane
5MATHMA-6F	Applying formulas to find the perimeter and area of square and rectangles
5MATHMA-6G	Using appropriate units of measure to describe perimeter and area
5MATHMA-6H	Understanding the concept of volume
<b>5MATHMA-7</b>	<b>Data Analysis and Probability</b>
5MATHMA-7A	Using information taken from a graph or equation to solve problems
5MATHMA-7B	Determining the appropriate types of graphs for various data sets
5MATHMA-7C	Organizing and displaying data in appropriate graphs and representations (e.g. bar graph, line graph, circle graph)
5MATHMA-7D	Interpreting and comparing multiple sets of data on the same graph (e.g. Venn diagrams, double bar graphs, and double line graphs)
5MATHMA-7E	Using data to compare actual results to theoretical results (e.g. predicted results for a hundred coin toss versus actual results)
5MATHMA-7F	Expressing probabilities as fractions

# SCIENCE

## FIFTH GRADE

### Overview

Students in fifth grade will determine that all living and non-living systems are made up of smaller parts and/or processes. The exploration of systems will develop students' higher-order thinking skills as students investigate how interrelated parts work together (part to whole).

Students will discover that systems are virtually everywhere. In-depth investigation should begin with those systems with which students are most familiar (e.g. playground, mall, theme park, etc.).

### Nature of Science: 3-5<sup>th</sup> grade

5NATSCI	Science Skills 1: The student will understand the nature of scientific knowledge associated with practices.
<b>5NATSCI-1</b>	<b>Scientific Investigations</b>
5NATSCI-1A	Science methods are determined by questions and observations.
5NATSCI-1B	Science investigations use a variety of methods, tools, and techniques.
5NATSCI-1C	Science findings are based on recognizing patterns.
5NATSCI-1D	Scientists use tools and technologies to make accurate measurements and observations.
<b>5NATSCI-2</b>	<b>Scientific Revision</b>
5NATSCI-2A	Science explanations can change based on new evidence.
<b>5NATSCI-3</b>	<b>Science Models, Laws, Mechanisms, and Theories</b>
5NATSCI-3A	Science theories are based on a body of evidence and many tests.
5NATSCI-3B	Science explanations describe the mechanisms for natural phenomena.
5NATSCI	Science Skills 2: The student will understand the nature of scientific knowledge associated with crosscutting concepts.
<b>5NATSCI-4</b>	<b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b>
5NATSCI-4A	Science assumes consistent patterns in natural systems.
5NATSCI-4B	Basic laws of nature are universal.
5NATSCI-4C	Science findings are limited to what can be answered with empirical evidence.

<b>5NATSCI-5</b>	<b>Science is a Human Endeavor</b>
5NATSCI-5A	Science is both a body of knowledge and processes that add new knowledge and affects everyday life.
5NATSCI-5B	Men and women from all cultures and backgrounds choose careers as scientists and engineers.
5NATSCI-5C	Most scientists and engineers work in teams.
5NATSCI-5D	Creativity and imagination are important to science.

\*Based on **The Next Generation Science Standards**

### **Reading Standards for Informational Text: 5<sup>th</sup> Grade**

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

<b>5SCILIT-1</b>	<b>Key Ideas and Details</b>
5SCILIT-1A	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5SCILIT-1B	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5SCILIT-1C	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.
<b>5SCILIT-2</b>	<b>Craft and Structure</b>
5SCILIT-2A	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5SCILIT-2B	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.
5SCILIT-2C	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>5SCILIT-3</b>	<b>Integration of Knowledge and Ideas</b>
5SCILIT-3A	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.
5SCILIT-3B	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5SCILIT-3C	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

<b>5SCILIT-4</b>	<b>Range of Reading Level of Text Complexity</b>
5SCILIT-4A	Read and comprehend informational texts independently and proficiently.

### Science Processes and Inquiry

<b>5SCIENC-1</b>	<b>The student will engage in investigations that lead to the discovery of science concepts.</b>
5SCIENC-1A	Observe and measure objects, organisms, and/or events using the International System of Units (SI).
5SCIENC-1B	Use a variety of measurement tools and technology.
5SCIENC-1C	Compare and/or contrast similar and/or different characteristics in a given set of objects, organisms, or events.
5SCIENC-1D	Classify a set of objects, organisms, and/or events using no more than three observable properties.
5SCIENC-1E	Arrange objects, organisms and/or events in serial order.
5SCIENC-1F	Ask questions about the world and formulate an orderly plan to investigate a question.
5SCIENC-1G	Evaluate the design of a scientific investigation.
5SCIENC-1H	Design and conduct a scientific investigation.
5SCIENC-1I	Recognize potential hazards and practice safety procedures in all science investigations.
5SCIENC-1J	Report data using tables, line, bar, trend, and/or simple circle graphs.
5SCIENC-1K	Interpret data tables, line bar, trend, and/or simple circle graphs.
5SCIENC-1L	Make predictions based on patterns in experimental data.
5SCIENC-1M	Communicate and compare the results of investigations.
5SCIENC-1N	Use different ways to investigate questions and evaluate the validity of the test.

### Physical Science

<b>5PHYSICI-1</b>	<b>Matter – The student will investigate and understand that matter is anything that has mass and takes up space; and occurs as a solid, liquid, or gas.</b>
5PHYSICI-1A	Make observations and measurements to identify materials based on their properties (physical, chemical).
5PHYSICI-1B	Understand the amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.
5PHYSICI-1C	Identify and analyze atoms and elements.
5PHYSICI-1D	Examine the effect of temperature on the phases of matter.
5PHYSICI-1E	Experiment with chemical reactions noting that when two or more different substances are mixed, a new substance with different properties may be formed.
<b>5PHYSICI-2</b>	<b>Energy -- The student will recognize that energy can change forms.</b>
5PHYSICI-2A	Explain how energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
5PHYSICI-2B	Describe the chemical process that forms plant matter from air and water and its relationship to energy captured from the sun.

## Life Science

<b>5LIFSCI-1</b>	<b>Cells – The student will determine that cells are the basic units of living matter.</b>
5LIFSCI-1A	Identify and describe basic animal and plant cell parts and their functions.
5LIFSCI-1B	Compare and contrast plant and animal cells.
5LIFSCI-1C	Explain how cells are organized into tissues, organs, and systems.
<b>5LIFSCI-2</b>	<b>Plants – The student will determine that plants have different structures that enable them to survive.</b>
5LIFSCI-2A	Identify the basic structure of vascular and nonvascular plants.
5LIFSCI-2B	Identify the main parts of flowers and their functions.
5LIFSCI-2C	Investigate plant behaviors (gravitropism, phototropism, thigmotropism).
5LIFSCI-2D	Describe plant reproduction in asexual plants.
5LIFSCI-2E	Describe plant reproduction in spore-bearing plants.
5LIFSCI-2F	Describe plant reproduction in non-flowering plants.
5LIFSCI-2G	Describe plant reproduction in flowering plants.
<b>5LIFSCI-3</b>	<b>Ecosystems – The student will describe the function of organisms within the population of an ecosystem.</b>
5LIFSCI-3A	Explain the function of producers, consumers, and decomposers within an ecosystem.
5 LIFSCI-3B	Assess a variety of ecosystems and evaluate the types of organisms an ecosystem can support.
5 LIFSCI-3D	Relate the role of light, range of temperature, and soil composition to an ecosystem's capacity to support life.
5 LIFSCI-3E	Evaluate the major source of energy for ecosystems (sunlight) and how it contributes to the food chain.
5 LIFSCI-3F	Demonstrate how the food chain is related to the food web within an ecosystem.
5 LIFSCI-3G	Identify the interrelationship between plants and animals within an ecosystem.
5 LIFSCI-3H	Explore how ecosystems can be affected by changes (pollution, industrial, land development) in the environment: (CST #7)
<b>5LIFSCI-4</b>	<b>Human Body – The student will discover how the different systems of the human body help it operate.</b>
5LIFSCI-4A	Explain the function of the digestive system.
5LIFSCI-4B	Explain the function of the excretory system.
5LIFSCI-4C	Explain the function of the muscular system.
5LIFSCI-4D	Explain the function of the skeletal system.
5LIFSCI-4E	Explain the function of the nervous system.
5LIFSCI-4F	Describe physical changes that occur during puberty (hair growth, body development, skin, menstruation). <b>(CST 1)</b>
5LIFSCI-5G	Describe emotional changes (hormones) that occur during puberty.
5LIFSCI-5H	Demonstrate healthy hygiene habits (daily grooming, bathing, use of deodorant, dental care).

## Earth Science

<b>5EARSCI-1</b>	<b>Solar System – The student will explain that the solar system consists of planets and other bodies that orbit the Earth.</b>
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5EARS-CI-1A	Determine that the solar system includes a variety of celestial bodies.
5EARS-CI-1B	Describe how planetary motions cause night and day.
5EARS-CI-1C	Describe how planetary motions cause the seasons.
5EARS-CI-1D	Describe how planetary motions cause eclipses.
5EARS-CI-1E	Identify stars and constellations.
<b>5EARS-CI-2</b>	<b>Interactions of Earth's Major Systems – The student will explain how Earth's major systems can affect the Earth's surface materials and processes.</b>
5EARS-CI-2A	Explore Earth's major systems including the geosphere, the hydrosphere, the atmosphere, and the biosphere and their interactions.
5EARS-CI-2B	Explain how the ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate.
5EARS-CI-2C	Recognize that winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.
<b>5EARS-CI-3</b>	<b>Human Impact on Earth's Systems – The student will acknowledge that individuals and communities effect the environment.</b>
5EARS-CI-3A	Explore how human activities can impact Earth's resources. <b>(CST 2, 6, 7)</b>
5EARS-CI-3B	Understand that it is the duty of individuals and communities to protect Earth's resources and environments.

# UNITED STATES STUDIES

*Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1607-1783*

## FIFTH GRADE

### Overview

In the Grade 5 curriculum section of The Foundation, Formation, and Transformation of United States History, students will examine the inheritance of the British system and the practices of self-government, individual rights, and representative government. The United States Studies will begin with the British settlement of Virginia at James Towne in 1607 and will conclude with the Treaty of Paris on 1783.

**The Social Studies Process and Literacy Skills (PALS) are to be integrated throughout the Grade 5 content standards and methods of instructional delivery.**

The Process and Literacy Standards 1-3 should be integrated throughout the content standards and used in teaching and assessing the course content at the classroom and district level. For assessment purposes, each Content Standard 1- 4 will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/or political cartoons. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

### Process and Literacy Skills

	<b>Process and Literacy Skills Standard 1: The student will develop and demonstrate informational text reading literacy skills.</b>
5SOCLIT-1	Key Ideas and Details
5SOCLIT-1A	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5SOCLIT-1B	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5SOCLIT-1C	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in United States history primary and/or secondary sources based on specific information in the texts.
5SOCLIT-2	Craft and Structure
5SOCLIT-2A	Determine the meaning of social studies-specific words and phrases in a text relevant to United States history and government.
5SOCLIT-2B	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, historic problem/ solution) of events, ideas, concepts, or information in two or more texts.
5SOCLIT-2C	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5SOCLIT-3	Integration of Knowledge and Ideas
5SOCLIT-3A	Draw on information from multiple print or digital sources (e.g., timelines, maps, graphs, charts, political cartoons, images, artwork), demonstrating the ability to locate an answer to a question or to solve an historic problem.

5SOCLIT-3B	Identify and explain how an author uses reasons and evidence to support particular points in a text.
5SOCLIT-3C	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	<b>Process and Literacy Skills Standard 2: The student will develop and demonstrate writing literacy skills.</b>
5SOCLIT-4	Text Types and Purposes
5SOCLIT-4A	Write opinion pieces on topics in United States history and government, supporting a point of view with reasons and information.
5SOCLIT-4B	Write informative/explanatory texts to examine a topic in United States history and government.
5SOCLIT-4C	Write historically-based narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
5SOCLIT-5	Production and Distribution of Writing
5SOCLIT-5A	Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.
5SOCLIT-5B	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.
5SOCLIT-6	Research to Build and Present Knowledge
5SOCLIT-6A	Conduct short research projects that use several primary and secondary sources to build knowledge through investigation of different aspects of United States history and government.
5SOCLIT-6B	Gather and recall relevant information from experiences, print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5SOCLIT-6C	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<b>Process and Literacy Skills Standard 3: The student will develop and demonstrate speaking and listening skills.</b>
5SOCLIT-7	Comprehension and Collaboration
5SOCLIT-7A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 United States History topics and texts, building on others' ideas and expressing their own clearly.
5SOCLIT-7B	Summarize a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5SOCLIT-7C	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

5SOCLIT-8	Presentation of Knowledge and Ideas
5SOCLIT-8A	Report on a United States History topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.
5SOCLIT-8B	Include multimedia components (e.g., graphics, sound) and visual displays in United States History presentations when appropriate to enhance the development of main ideas or themes.

## Content Skills

5SOCSTU-1	<b>American History 1: The student will examine James Towne Settlement and Plymouth Colony.</b>
5SOCSTU-1A	Examine economic and political reasons and motivations for English exploration and settlement in Virginia due to competition for resources.
5SOCSTU-1B	Analyze the economic, political, and religious reasons and motivations of free immigrants and indentured servants from the British Isles who came to Virginia (e.g. economic opportunity, slavery, escape from religious persecution, release from prison, military adventure)
5SOCSTU-1C	Explain the contributions, relationships, and interactions of John Smith, Powhatan, and John Rolfe to the establishment and survival of the James Towne settlement including the Starving Times and the development of tobacco as Virginia's cash crop. (CST 2)
	Identify and explain the reasons for the foundational events of 1619 including:
5SOCSTU-1D	<ul style="list-style-type: none"> <li>representative government with the meeting of the House of Burgesses</li> </ul>
5SOCSTU-1E	<ul style="list-style-type: none"> <li>private ownership of land</li> </ul>
5SOCSTU-1F	<ul style="list-style-type: none"> <li>Africans as laborers; initially as indentured servants and later lifetime slavery (CST 1, 3,5 )</li> </ul>
	Use specific textual evidence from primary and secondary sources to summarize successes and challenges the settlement of Plymouth experienced in regards to:
5SOCSTU-1G	<ul style="list-style-type: none"> <li>Religious motivations (CST 6)</li> </ul>
5SOCSTU-1H	<ul style="list-style-type: none"> <li>The <i>Mayflower Compact</i></li> </ul>
5SOCSTU-1I	<ul style="list-style-type: none"> <li>Relationship with Native Americans</li> </ul>
5SOCSTU-1J	<ul style="list-style-type: none"> <li>Contributions of the Pilgrims, William Bradford, Chief Massasoit, Squanto, and Samoset</li> </ul>
5SOCSTU-2	<b>American History 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies.</b>
5SOCSTU-2A	Compare and contrast the three colonial regions in regards to self-government, natural resources, agriculture, exports, economic growth, and the role of religion in the colonies. (CST 7)
5SOCSTU-2B	Explain the international economic and cultural interactions occurring because of the triangular trade routes including the forced migration of Africans. (CST 1, 3, 5)

5SOCSTU-2C	Analyze and explain the relationships and interactions between Native Americans and the British colonists.
	Using informational texts, analyze the contributions of important individuals and groups to the foundation of the American system including (CST 2):
5SOCSTU-2D	<ul style="list-style-type: none"> <li>• Roger Williams</li> </ul>
5SOCSTU-2E	<ul style="list-style-type: none"> <li>• Anne Hutchinson</li> </ul>
5SOCSTU-2F	<ul style="list-style-type: none"> <li>• John Smith</li> </ul>
5SOCSTU-2G	<ul style="list-style-type: none"> <li>• John Rolfe</li> </ul>
5SOCSTU-2H	<ul style="list-style-type: none"> <li>• Puritans</li> </ul>
5SOCSTU-2I	<ul style="list-style-type: none"> <li>• William Penn</li> </ul>
5SOCSTU-2J	<ul style="list-style-type: none"> <li>• Pilgrims</li> </ul>
5SOCSTU-2L	<ul style="list-style-type: none"> <li>• Peter Stuyvesant</li> </ul>
5SOCSTU-2L	<ul style="list-style-type: none"> <li>• Lord Baltimore</li> </ul>
5SOCSTU-2M	<ul style="list-style-type: none"> <li>• Quakers</li> </ul>
5SOCSTU-2N	<ul style="list-style-type: none"> <li>• James Oglethorpe</li> </ul>
	Analyze and compare the daily life in the colonies of different social classes including:
5SOCSTU-2O	<ul style="list-style-type: none"> <li>• Large landowners</li> </ul>
5SOCSTU-2P	<ul style="list-style-type: none"> <li>• Craftsmen and artisans</li> </ul>
5SOCSTU-2Q	<ul style="list-style-type: none"> <li>• Farmers</li> </ul>
5SOCSTU-2R	<ul style="list-style-type: none"> <li>• Women</li> </ul>
5SOCSTU-2S	<ul style="list-style-type: none"> <li>• Enslaved and freed African Americans</li> </ul>
5SOCSTU-2T	<ul style="list-style-type: none"> <li>• Indentured servants</li> </ul>
5SOCSTU-2U	<ul style="list-style-type: none"> <li>• Merchants</li> </ul>
5SOCSTU-2V	<ul style="list-style-type: none"> <li>• Native Americans</li> </ul>
<b>5SOCSTU-3</b>	<b>American History 3: The student will examine the foundations of the American nation during the Revolutionary Era.</b>
	Research and examine the causes and effects of significant events leading to armed conflict between the colonies and Great Britain in the following events:
5SOCSTU-3A	The <i>Proclamation of 1763</i> by King George III in restricting the perceived rights of the colonists to Native American lands which they believed they had earned by fighting during the French and Indian War
5SOCSTU-3B	The <i>Sugar and Stamp Acts</i> as the first direct taxes levied by Parliament on the American colonists
5SOCSTU-3C	The boycotts of British goods and the efforts of the Committees of Correspondence as economic means of protesting British policies the colonists thought were violating their rights to govern themselves including the right of self-taxation in hopes of getting the acts repealed
5SOCSTU-3D	The <i>Quartering Act</i> as a way for the British government to share the costs of defending the colonies and of controlling the growing colonial discontent
5SOCSTU-3E	The Boston Massacre as a sign the colonists were beginning to change protest tactics from peaceful means to direct, physical confrontation
5SOCSTU-3F	Colonial arguments that there should be no taxation without representation in Parliament
5SOCSTU-3G	The Boston Tea Party and issuance of the <i>Coercive Acts</i> (the Intolerable Acts) as punishment for destroying private property

5SOCSTU-3H	The British raids on Lexington and Concord, which provoked colonial armed resistance resulting in the siege of the British in Boston
5SOCSTU-3I	The publication of Thomas Paine's pamphlet, <i>Common Sense</i> , which made a rational argument for colonial independence
5SOCSTU-3J	Identify the people and events associated with the signing of the Declaration of Independence.
5SOCSTU-3K	Draw evidence from the <i>Declaration of Independence</i> to identify and explain the colonial grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain.
5SOCSTU-3L	Celebrate Freedom Week (Week of Veteran's Day) by recognizing the sacrifices and contributions to American freedom.
	Analyze and explain the relationships of significant military and diplomatic events of the Revolutionary War including:
5SOCSTU-3M	<ul style="list-style-type: none"> <li>• The leadership of General George Washington</li> </ul>
5SOCSTU-3N	<ul style="list-style-type: none"> <li>• The experiences at Valley Forge</li> </ul>
5SOCSTU-3O	<ul style="list-style-type: none"> <li>• The impact of the battles at Lexington and Concord, Breed's (Bunker) Hill, Trenton, Saratoga, and Yorktown</li> </ul>
5SOCSTU-3P	<ul style="list-style-type: none"> <li>• The recognition of an independent United States by Great Britain through the <i>Treaty of Paris</i></li> </ul>
	Identify and explain the contributions and points of view of key individuals and groups involved in the American Revolution including:
5SOCSTU-3Q	<ul style="list-style-type: none"> <li>• Minute Men</li> </ul>
5SOCSTU-3R	<ul style="list-style-type: none"> <li>• Patrick Henry</li> </ul>
5SOCSTU-3S	<ul style="list-style-type: none"> <li>• Samuel Adams</li> </ul>
5SOCSTU-3T	<ul style="list-style-type: none"> <li>• John Adams</li> </ul>
5SOCSTU-3U	<ul style="list-style-type: none"> <li>• Paul Revere</li> </ul>
5SOCSTU-3V	<ul style="list-style-type: none"> <li>• Benjamin Franklin</li> </ul>
5SOCSTU-3W	<ul style="list-style-type: none"> <li>• Thomas Jefferson</li> </ul>
5SOCSTU-3X	<ul style="list-style-type: none"> <li>• Mercy Otis Warren</li> </ul>
5SOCSTU-3Y	<ul style="list-style-type: none"> <li>• Phyllis Wheatley</li> </ul>
5SOCSTU-3Z	<ul style="list-style-type: none"> <li>• The Sons and Daughters of Liberty</li> </ul>
5SOCSTU-3AA	<ul style="list-style-type: none"> <li>• Patriots</li> </ul>
5SOCSTU-3BB	<ul style="list-style-type: none"> <li>• Loyalists</li> </ul>
	Assess the influence of other countries (e.g. France, Spain, Russia, Germany, Poland, and the Netherlands) in the American Revolution:
5SOCSTU-3CC	<ul style="list-style-type: none"> <li>• Marquis de Lafayette</li> </ul>
5SOCSTU-3DD	<ul style="list-style-type: none"> <li>• Bernardo de Galvez</li> </ul>
5SOCSTU-3EE	<ul style="list-style-type: none"> <li>• Thaddeus Kosciusko</li> </ul>
5SOCSTU-3FF	<ul style="list-style-type: none"> <li>• Friedrich William Von Steuben</li> </ul>
5SOCSTU-3GG	<ul style="list-style-type: none"> <li>• Russia</li> </ul>
5SOCSTU-3HH	<ul style="list-style-type: none"> <li>• Netherlands</li> </ul>

# TECHNOLOGY

## FIFTH GRADE

### Overview

The third, fourth, and fifth grade student will improve speed and accuracy in keyboarding skills and basic operations. The student will practice responsible use of technology systems, information, and software. The student will learn how to access content on the Internet for curriculum based projects and begin to evaluate the content for appropriateness and usefulness.

Students will become more proficient in the use of a variety of applications that will enable them to express themselves creatively. Students will begin to use the Internet more independently to conduct searches required for completing assignments. Activities using information drawn from the Internet will lend structure to classroom projects while encouraging critical thinking allowing the pursuit of individual student interests. Students will also learn more information about the legal and ethical use of information as well as the validity and value of information found on the Internet. The student will come to a deeper understanding of the Catholic Social Teachings through the use of technology.

### Basic Operations and Concepts

5TECHNO-1	<b>The student will demonstrate knowledge and skills in the use of technology.</b>
5TECHNO-1A	Demonstrate correct keyboarding posture and finger placement for the home row keys and other keys as needed (e.g. Enter/Return, space bar, ESC, Shift, Delete, Control, arrow keys).
5TECHNO-1B	Keyboard at 15+ w.p.m. with correct fingering and minimal errors.
5TECHNO-1C	Use appropriate computer terminology. Expand technology vocabulary.
5TECHNO-1D	Select the appropriate technology tool to address a variety of tasks and problems.
5TECHNO-1E	Demonstrate proper care and use of technology equipment.
5TECHNO-1F	Open and save files to an appropriate location.
5TECHNO-1G	Explain the basics of connectivity.
5TECHNO-1H	Recognize and discuss methods used to protect computers and networks.

### Ethical, Legal, and Social Media

5TECHNO-2	<b>The student will recognize and use responsible, ethical, and safe behaviors when using technology.</b>
5TECHNO-2A	Define and practice computer ethics (digital citizenship) and the purpose of ethical standards.
5TECHNO-2B	Explain unethical use of computers, including illegal copying of software and information, and as in relation to an individual's privacy rights.

5TECHNO-2C	Demonstrate knowledge of copyright and fair use guidelines by citing sources of copyrighted material.
5TECHNO-2D	Analyze the effects of cyberbullying on individuals, communities, and society.
5TECHNO-2E	Demonstrate the importance of forming a positive digital footprint through the use of social media.
5TECHNO-2F	Discuss Catholic Social Teachings in relation to existing and emerging technologies.

### **Technology as a Tool for Productivity**

<b>5TECHNO-3</b>	<b>The student will comprehend the purpose and the concepts of word processing programs.</b>
5TECHNO-3A	Use basic word processing features and related terminology.
5TECHNO-3B	Produce documents with graphics.
5TECHNO-3C	Create and format a document.
5TECHNO-3D	Write, proofread, edit, and/or revise documents.
5TECHNO-3E	Open, save, and print.
<b>5TECHNO-4</b>	<b>The student will comprehend how graphics can enhance and be integrated into various software programs.</b>
5TECHNO-4A	Define multimedia authoring and presentation terminology.
5TECHNO-4B	Create projects with paint/draw tools.
5TECHNO-4C	Use basic presentation software features and related terminology.
5TECHNO-4D	Create simple multimedia presentations.
<b>5TECHNO-5</b>	<b>The student will use spreadsheets to process data and report results.</b>
5TECHNO-5A	Recognize spreadsheets as a tool to organize, calculate, and graph information.
5TECHNO-5B	Create simple graphs.

### **Technology as a Tool for Communication**

<b>5TECHNO-6</b>	<b>The student will understand that technology is used as a communication tool.</b>
5TECHNO-6A	Recognize ways technology is used to transfer information.

### **Technology as a Tool for Research**

<b>5TECHNO-7</b>	<b>The student will utilize the Internet as a research tool.</b>
5TECHNO-7A	Understand Internet terminology.
5TECHNO-7B	Follow guidelines for acceptable use of the Internet.
5TECHNO-7C	Access sites using bookmarks, URLs, and search engines.
5TECHNO-7D	Use an online encyclopedia, dictionary, thesaurus, almanac, and catalog.
5TECHNO-7E	Comprehend that online sources are not always accurate, valid, timely, or relevant.
5TECHNO-7F	Save an Internet site as a favorite or bookmark a website.

## Additional Instructional Opportunities

<b>5TECHNO-8</b>	<b>Additional Instructional Opportunities</b>
5TECHNO-8A	List uses of computers in a variety of situations.
5TECHNO-8B	Identify occupations/careers that use computers/technology.
5TECHNO-8C	Recognize the influence of technology on daily life.
5TECHNO-8D	Use applications for drill and practice.
5TECHNO-8E	Use simulation programs.
5TECHNO-8F	Use applications that promote creative thinking and problem solving strategies.
5TECHNO-8G	Explore the concepts of coding.

# VISUAL ART

## FIFTH GRADE

### Overview

Fifth Grade students will describe and use the elements and principles of design as a way to communicate through art. An appreciation for art from a Catholic, historical, and cultural perspective will be cultivated. The visual arts will provide opportunities for self expression and creative thinking. Students will demonstrate respect for their own artwork and the artwork of others.

### Language of Visual Art

<b>5VISART-1</b>	<b>The student will identify and communicate using a variety of visual art terms.</b>
5VISART-1A	Describe, understand, and use the elements of art including: line, color, form, shape, texture, value, and space in works of art.
5VISART-1B	Describe and apply knowledge of the principles of design including: rhythm, balance, contrast, movement, variety, emphasis, unity, and repetition in works of art.
5VISART-1C	Infer meaning from and discuss student observations of visual and expressive features seen in the environment (e.g. elements and principles).
5VISART-1D	Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.

### Visual Art History and Culture

<b>5VISART-2</b>	<b>The student will recognize the development of visual art from a historical and cultural perspective.</b>
5VISART-2A	Discover and appraise the art of the Catholic Church and its symbolism.
5VISART-2B	Describe art from various historical periods in terms of artistic style, theme, and subject matter.
5VISART-2C	Recognize and describe the cultural and ethnic traditions which have influenced the visual arts (e.g. American, Native American, African American, Asian, Australian, European, and Hispanic traditions).
5VISART-2D	Identify how the visual arts are used in business and industry including: advertising, television, and film.

### Visual Art Expression

<b>5VISART-3</b>	<b>The student will consider, select, and apply a variety of ideas and subject matter in creating original works of art.</b>
5VISART-3A	Recognize that creating art is a prayerful expression of their relationship with God.
5VISART-3B	Create original visual art using a variety of art tools, media, techniques, and processes in various art disciplines (e.g. ceramics, drawing, fiber arts, painting, printmaking, media arts, and sculpture).

5VISART-3C	Use observation, memory, and imagination in creating original works of visual art.
5VISART-3D	Apply learned skills of composition using the elements of art and principles of design.
5VISART-3E	Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

### Visual Art Appreciation

<b>5VISART-4</b>	<b>The student will appreciate and utilize art to make interdisciplinary connections and informed aesthetic decisions.</b>
5VISART-4A	Demonstrate appropriate behavior while viewing art and/or attending a visual art exhibition in a museum or art gallery.
5VISART-4B	Demonstrate respect for personal artwork and the artwork of others.
5VISART-4C	Demonstrate thoughtfulness and care in completion of artworks.
5VISART-4D	Make learning connections between visual art and other disciplines, such as mathematics, science, English language arts, social studies, and media` arts.
5VISART-4E	Critique artwork based on teacher-established criteria.

### Additional Instructional Opportunities

<b>5VISART-5</b>	<b>Additional Instructional Opportunities</b>
5VISART-5A	Identify how the visual arts are used by artists and designers in today's world, including media arts, and the popular media of advertising, television, and film (e.g. illustrator, fashion designer, sculptor, display designer, painter, graphic designer, animator, and photographer).

# GENERAL MUSIC

## FIFTH GRADE

### Overview

Fifth Grade students will continue reading music and basic notation on the treble clef, while being introduced to the bass clef. They will explore music from a variety of historical periods and cultures. Fifth Graders identify the instruments of the orchestra and voice classification (soprano, alto, tenor, and bass). They continue to sing appropriate liturgical music and a variety of folk, ethnic, classical, and contemporary compositions. Students at this level continue to explore improvisation through singing and/or playing instruments.

### Language of Music

<b>5MUSIC5-1</b>	<b>The student will read, notate, and interpret music.</b>
5MUSIC5-1A	Define and correctly use the elements of melody (steps, wide and narrow leaps, repeated tones, phrases, and pentatonic scale).
5MUSIC5-1B	Define and correctly use the elements of rhythm (synocopation, triplets, dotted rhythms, and meter in 2, 3, 4, and 6.).
5MUSIC5-1C	Define and correctly use the elements of harmony (partner songs, countermelody, and major and minor chords).
5MUSIC5-1D	Define and correctly use the elements of form (AB, ABA, rondo, introduction, coda, interlude, verse and refrain, prelude, D.C. al fine, and D.S.).
5MUSIC5-1E	Define and correctly use the elements of tone color (sound quality of individual and group performances by voice or instrument).
5MUSIC5-1F	Define and correctly use the elements of pitch (high and low).
5MUSIC5-1G	Define and correctly use the elements of tempo (allegro, moderato, andante, and largo).
5MUSIC5-1H	Define and correctly use the elements of dynamics (forte, piano, mezzo forte, mezzo piano, and crescendo/decrescendo).
<b>5MUSIC5-2</b>	<b>The student will identify basic notation.</b>
5MUSIC5-2A	Read and count quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, and 2/4, 3/4, 4/4 and 6/8).
5MUSIC5-2B	Read and sing melodic patterns.
5MUSIC5-2C	Read and sing the diatonic scale using treble clef.
5MUSIC5-2D	Explore the bass clef.
<b>5MUSIC5-3</b>	<b>The student will identify ensembles, instruments, and voice ranges visually and aurally.</b>
5MUSIC5-3A	Identify visually and aurally instrumental ensembles (marching band, orchestra, and jazz band).

5MUSIC5-3B	Identify visually and aurally families and orchestral instruments (strings, woodwinds, brass, and percussion).
5MUSIC5-3C	Explore classification of voice ranges (soprano, alto, tenor, and bass) aurally.
<b>5MUSIC5-4</b>	<b>The student will notate rhythm patterns .</b>
5MUSIC5-4A	Identify simple pitch and rhythm patterns presented aurally.

### Music History and Culture

<b>5MUSIC5-5</b>	<b>The student will recognize the development of music from a historical and cultural perspective.</b>
5MUSIC5-5A	Recognize and sing appropriate liturgical music (seasons).
5MUSIC5-5B	Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
5MUSIC5-5C	Listen to and explain music from a variety of styles (jazz, mariachi band, opera, musicals, call and response or country western).
5MUSIC5-5D	Listen to and explain music from a variety of periods (Baroque, Classical, Romantic, Impressionism, or Contemporary).
5MUSIC5-5E	Listen to and explain music from a variety of cultures (European, Native American, African American, Hispanic, or Asian).
5MUSIC5-5F	Identify and describe the various roles music and musicians have in musical settings and cultures.
5MUSIC5-5G	Recognize and practice appropriate audience and/or performer behavior while demonstrating respect for the context and style of music performed.

### Musical Expression

<b>5MUSIC5-6</b>	<b>The student will present an existing work formally or informally with appropriate expressive and technical skills.</b>
5MUSIC5-6A	Participate in music through singing (e.g. echo singing, rounds, and partner songs) and/or playing instruments (e.g. body percussion and melodic ostinati)
5MUSIC5-6B	Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
5MUSIC5-6C	Play simple and syncopated rhythmic and melodic patterns on classroom percussion instruments to accompany songs and rhythm activities.
5MUSIC5-6D	Play simple melodies by rote on instruments, such as bells or xylophones.
5MUSIC5-6E	Experiment with variations in and demonstrate understanding of tempo, timbre or tone color, dynamics, and phrasing for expressive purposes.
5MUSIC5-6F	Perform solos and in groups with expression and technical accuracy.
5MUSIC5-6G	Recognize and respond to conductor's gestures.

### Music Appreciation

<b>5MUSIC5-7</b>	<b>The student will use musical criteria to create and evaluate musical works.</b>
5MUSIC5-7A	Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
5MUSIC5-7B	Explore improvisation through singing and/or playing instruments.

5MUSIC5-7C	Critique musical works and performances based on teacher-established criteria.
5MUSIC5-7D	Identify basic features of familiar and unfamiliar songs.
5MUSIC5-7E	Compare and contrast music of different styles using appropriate terms.

### **Additional Instructional Opportunities**

5MUSIC5-8	<b>Additional Instructional Opportunities</b>
5MUSIC5-8A	Research the life of a major composer and identify his/her music.

# PHYSICAL EDUCATION

## FIFTH GRADE

### Overview

Fifth grade students demonstrate growth in more complex muscle movements. There will be a focus on lifetime individual and team activities. Students will demonstrate Christ-like behavior through positive peer influence and fair play. Safety guidelines will be implemented related to specific activities. Students will explore physical fitness components and performance enhancement skills.

### Motor Skills

<b>5PHYSED-1</b>	<b>The student will demonstrate motor skills and lifetime activity development.</b>
5PHYSED-1A	Integrate a combination of movements into individual and/or team activities.
5PHYSED-1B	Recognize and begin to apply rules of individual and team activities.
5PHYSED-1C	Extend creative exploration to include a variety of rhythmic activities.

### Responsible Behaviors

<b>5PHYSED-2</b>	<b>The student will develop responsible personal and social behavior. (CST 1A, 1B, 3B)</b>
5PHYSED-2A	Apply safety guidelines related to a specific activity.
5PHYSED-2B	Demonstrate the appropriate use and care of equipment.
5PHYSED-2C	Demonstrate Christ-like behavior through cooperation and fair play in following the rules of games and activities. (CST 1A, 1B, 2B, 3B, 6B)
5PHYSED-2D	Practice positive peer influence by taking responsibility and assuming various roles in activities. (CST 1A, 1B, 2B)
5PHYSED-2E	Demonstrate the element of socially acceptable conflict resolution in physical activity settings. (CST 6B)

### Health and Fitness

<b>5PHYSED-3</b>	<b>The student will participate in a wide variety of physical activities which promote lifetime fitness.</b>
5PHYSED-3A	Differentiate between components of fitness (e.g. cardiovascular vs. muscular, flexibility vs. endurance).
5PHYSED-3B	Recognize physical activity as a positive opportunity for social and group interaction.
5PHYSED-3C	Engage in performance enhancing skills (agility, balance, speed, power, coordination, reaction time).

# WORLD LANGUAGES

## FIFTH THROUGH EIGHTH

### Overview

The World Languages curriculum focuses on these areas: Catholicity, Communication, Cultural Practices, Connections, Comparisons, and Communities. Although each Diocesan school has a different configuration regarding World Languages scheduling, all students will still cover the main areas of focus, appropriate for their developmental level, regardless of the target language taught or the amount of time spent on learning a language other than English. The exception to this is Latin which is a classical language that is not used for communication or to interact with communities of today.

This curriculum is designed to give students an opportunity to:

- Develop and deepen individual faith through Catholic practices in order to connect with and participate more fully in the Universal Church.
- Communicate effectively in one or more languages in order to function in a variety of situations and for multiple purposes.
- Interact with cultural competence and understanding.
- Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

### Catholicity

<b>5-8WORLAN-1</b>	<b>The student will understand Creed as the faith professed.</b>
5-8WORLAN-1A	Listen and/or read excerpts from a Catholic Bible in the target language.
5-8WORLAN-1B	Translate scripture excerpts from a Catholic Bible in the target language.
5-8WORLAN-1C	Explore various Catholic Church documents in the target language.
<b>5-8WORLAN-2</b>	<b>The student will understand Sacraments as the faith celebrated.</b>
5-8WORLAN-2A	Identify and participate in Catholic customs and traditions of the target language related to the sacraments.
5-8WORLAN-2B	Participate in some aspects of the Liturgy formally or informally in the target language.
5-8WORLAN-2C	Use Catholic scripture in the target language to explore the origins of the sacraments.
<b>5-8WORLAN-3</b>	<b>The student will understand Christian morality as the faith lived.</b>
5-8WORLAN-3A	Identify and explore the target culture in relation to the Catholic Social Teachings.
5-8WORLAN-3B	Use the target language within and beyond the classroom to enhance participation in the Catholic faith. (from Jeanne's notes)

5-8WORLAN-3C	Identify and explore influential figures from the target culture and their contributions to the Catholic Church.
5-8WORLAN-3D	Identify and explore expressions of the Catholic faith within the target culture.
5-8WORLAN-3E	Explore sacred art from the target culture.
<b>5-8WORLAN-4</b>	<b>The student will understand Prayer as the faith prayed.</b>
5-8WORLAN-4A	Read, recite, and/or sing common Catholic prayers and songs in the target language.
5-8WORLAN-4B	Compose original prayers in the target language.

## Communication

<b>5-8WORLAN-5</b>	<b>The student will understand, interpret, and analyze spoken and written language on a variety of topics.</b>
5-8WORLAN-5A	Understand the main idea of simple conversations that are heard.
5-8WORLAN-5B	Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
5-8WORLAN-5C	Understand a few details of what is heard in conversations, even when something unexpected is expressed.
5-8WORLAN-5D	Comprehend what is heard about events and experiences in various time frames.
5-8WORLAN-5E	Follow stories and descriptions of some length in various time frames.
5-8WORLAN-5F	Understand the main idea of short and simple texts when the topic is familiar.
5-8WORLAN-5G	Understand the main idea of texts related to everyday life and personal interests or studies.
5-8WORLAN-5H	Follow written stories and descriptions about events and experiences in various time frames.
5-8WORLAN-5I	Understand the main idea and some supporting details on a variety of topics of personal and general interests.
<b>5-8WORLAN-6</b>	<b>The student will engage in conversation, provide and obtain information, share reactions, express feelings, and exchange opinions.</b>
5-8WORLAN-6A	Participate in conversations on familiar topics using sentences and series of sentences.
5-8WORLAN-6B	Participate in social interactions in everyday situations by asking and answering questions.
5-8WORLAN-6C	Describe self in everyday life.
5-8WORLAN-6D	Participate with ease and confidence in conversations on familiar topics.
5-8WORLAN-6E	Communicate about events and experiences in various time frames.
5-8WORLAN-6F	Describe people, places, and things.
5-8WORLAN-6G	Describe people, places, and things in an organized way with some detail.
<b>5-8WORLAN-7</b>	<b>The student will present information, concepts, and ideas to listeners or readers on a variety of topics.</b>

5-8WORLAN-7A	Present information on familiar topics using a series of simple and/or complex sentences.
5-8WORLAN-7B	Present information in a generally organized way on school, work, and community topics and on researched topics.
5-8WORLAN-7C	Present information on some events and experiences in various time frames.
5-8WORLAN-7D	Write about familiar topics and present information using a series of simple and/or complex sentences.
5-8WORLAN-7E	Write on topics related to school, general interests, work, and community in a generally organized way.
5-8WORLAN-7F	Write some simple paragraphs about events and experiences in various time frames.
5-8WORLAN-7G	Write organized paragraphs about events and experiences in various time frames.

## Culture

<b>5-8WORLAN-8</b>	<b>The student will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</b>
5-8WORLAN-8A	Respond to cultural expressions and gestures for greetings and farewells in appropriate social situations.
5-8WORLAN-8B	Initiate and respond to routine courtesy exchanges.
5-8WORLAN-8C	Interact using culturally appropriate patterns of behavior in everyday informal and formal situations.
5-8WORLAN-8D	Explain different traditions and customs of the target culture in simple terms.
5-8WORLAN-8E	Participate in children's games representative of the target culture.
5-8WORLAN-8F	Identify and color flags and landmarks of the target culture.
5-8WORLAN-8G	Name and experience foods and eating customs of the target culture.
5-8WORLAN-8H	Recognize and write numbers according to cultural custom.
5-8WORLAN-8I	Reflect on cultural experiences and social activities common to a student of a similar age in the target culture.
5-8WORLAN-8J	Identify and discuss some perspectives typically associated with the target culture's belief systems and social, economic, political, and professional practices.
5-8WORLAN-8K	Discuss and evaluate some commonly held generalizations about the target culture.
5-8WORLAN-8L	Plan and participate in a cultural activity.
5-8WORLAN-8M	Listen to and participate in reading/reciting authentic literature.
<b>5-8WORLAN-9</b>	<b>The student will demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</b>
5-8WORLAN-9A	Name and identify tangible products of everyday living.
5-8WORLAN-9B	Explain the significance of objects, images, symbols, and products of the target culture.

5-8WORLAN-9C	Describe major contributions of influential figures, past and current, from the target culture.
5-8WORLAN-9D	Identify and explain the influence of the target culture on the products of their own culture.
5-8WORLAN-9E	Explain how geography impacts the products of the target culture.
5-8WORLAN-9F	Identify the target culture's basic perspectives through art, literature, music, dance, and sports.

### Connections

<b>5-8WORLAN-10</b>	<b>The student will reinforce and expand their knowledge of other areas of study using a variety of sources in the target language.</b>
5-8WORLAN-10A	Transfer and apply information and skills from other content areas to experiences related to the target language and culture.
5-8WORLAN-10B	Apply information gathered through target language resources to other content areas in order to supplement learning.
<b>5-8WORLAN-11</b>	<b>Students will access and evaluate information and diverse perspectives that are available through the target language and its cultures.</b>
5-8WORLAN-11A	Recognize information about the target culture from selected authentic sources.
5-8WORLAN-11B	Use authentic target language sources to gain insight about the distinctive perspectives of the target culture.
5-8WORLAN-11C	Research authentic target language sources, analyze the content, and acquire information available through the target language and its culture.
5-8WORLAN-11D	Use authentic sources to explore the distinctive perspectives of the target cultures.

### Comparisons

<b>5-8WORLAN-12</b>	<b>The student will demonstrate an understanding of the nature of language through comparisons of the target language and their own.</b>
5-8WORLAN-12A	Recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language.
5-8WORLAN-12B	Identify and compare the sound and writing systems of the target language with their own, including stress, intonation, and punctuation.
5-8WORLAN-12C	Identify basic grammatical structures of the target language and compare these structures such as tense, gender, word order, and agreement to their own language.
5-8WORLAN-12D	Explore the historical and cultural reasons for cognates and borrowed words, when applicable.
5-8WORLAN-12E	Compare and contrast identified structural patterns of the target language to structural patterns in their own language.

5-8WORLAN-12F	Apply knowledge of sound and writing systems in spontaneous communicative situations.
5-8WORLAN-12G	Use knowledge of structural patterns of their own language and the target language for effective communication.
<b>5-8WORLAN-13</b>	<b>The student will demonstrate an understanding of the concept of culture through comparisons of the target culture and their own.</b>
5-8WORLAN-13A	Give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.
5-8WORLAN-13B	Identify and apply appropriate verbal and nonverbal behavior between cultures.
5-8WORLAN-13C	Give basic descriptions of cross-cultural similarities and differences in the practices of the target culture.
5-8WORLAN-13D	Give basic descriptions of cross-cultural similarities and differences in the products of the target culture.
5-8WORLAN-13E	Give basic descriptions of cross-cultural similarities and differences in the perspectives of the target culture.

## Communities

<b>5-8WORLAN-14</b>	<b>The student will use the target language both within and beyond the school community for personal enjoyment, enrichment, and active participation.</b>
5-8WORLAN-14A	Identify career paths that are enhanced by proficiency in another language.
5-8WORLAN-14B	Practice oral or written use of the target language with others outside the classroom.
5-8WORLAN-14C	Communicate on a personal level with speakers of the target language.
5-8WORLAN-14D	Produce short presentations for a variety of audiences.
5-8WORLAN-14E	Participate in activities where the ability to communicate in a second language is beneficial.
5-8WORLAN-14F	Communicate with native speakers or those who have a working knowledge of the target language about a variety of topics.
5-8WORLAN-14G	Take part in language-related activities to benefit the school and/or Community. (CST 2B)
5-8WORLAN-14H	Articulate the benefits of being able to communicate in more than one language.
5-8WORLAN-14I	Discover and explore a variety of entertainment sources representative of the target culture.
5-8WORLAN-14J	Identify and discuss issues of interest within the target culture.
5-8WORLAN-14K	Discover and explore samples of art, literature, music, and sports representative in the target culture.
5-8WORLAN-14L	Exchange information with native speakers about topics of personal interest.
5-8WORLAN-14M	Explore various target language resources to expand knowledge of individual hobbies or interests.
5-8WORLAN-14N	Demonstrate extracurricular use of target language media as a source of entertainment.