

# Religion

## GRADE 5

I. **GOAL:** To have the student come to a more thorough understanding of the Sacraments, the Liturgy, and the Creed.

## II. **INSTRUCTIONAL OBJECTIVES:**

### REL.5.1 **Profession of Faith - The Creed**

- a. **The Trinity**
- In the Profession of Faith, one accepts God's word and professes belief in the Trinity: Three persons in one divine nature. (CCC 261-26)
  - The Father is the 1st person of the Trinity--creator of heaven and earth (CCC198-242)
  - Jesus Christ is the 2nd Person of the Trinity
    - ❖ Jesus' Passion, Death, Resurrection, and Ascension is called the Paschal Mystery. (CCC 571)
    - ❖ Though He was sinless (and could never sin), Jesus took upon Himself our sins and died to save us. Because He is God, Jesus could give His life for each one of us personally and individually, and His sacrifice redeemed the whole world. (CCC 604-608)
  - The Holy Spirit is the 3rd Person of the Trinity
    - ❖ The Holy Spirit works in each of us and in the Church through Scriptures, the sacraments, the teaching authority of the Church, Christian works of charity, the spiritual and corporal works of mercy, prayer, etc. (CCC 687-747)
- b. **The Church**
- The Church is the presence of Jesus Christ in the world today.(CCC 748-810)
  - The Church and every Christian has the responsibility to spread the Gospel message to the world. (CCC 849-856)
  - The Church is One, Holy, Catholic and Apostolic, and possesses the fullness of God's revelation and the fullness of the means of salvation. (CCC 811-870)
  - The Church follows the example of Christ in His concern for insuring the worth, dignity and value of every human person.
- c. **Saints**
- Mary is a powerful intercessor for us. (CCC 964-975)
  - Mary's relationship to the Church and Marian Feasts
    - ❖ Mary as the Mother of the Church
    - ❖ Our Lady of Guadalupe as Patroness of the Americas
    - ❖ Mary's importance in bringing Christ into the world
    - ❖ Immaculate Conception
    - ❖ Assumption
  - The children should learn about the lives of the saints because they are examples of faith, models of virtue and intercessors on our behalf.
- d. **Bible Content**
- Four evangelists
  - "Covenant" – in both Old and New Testament
  - Bible as the "library of written word of God"
  - New Testament and Gospels– stories of Christ, Mary and Apostles
  - Bible Stories

- Parables
  - ❖ Good Samaritan
  - ❖ Prodigal Son

**REL.5.2      The Celebration of the Christian Mystery - Liturgy and Sacraments**

**a. Liturgy**

- The term "liturgy" refers to the official (public) prayers and celebrations of the Church. (CCC 1187-1199)
- Through the liturgical year, we recall how the history of salvation unfolds and culminates in Jesus Christ, and is reflected in the lives of the saints whom we celebrate as part of the Church's year. (CCC 1168-1173)
- The Mass is divided into two major parts; the Liturgy of the Word (CCC 1349) and the Liturgy of the Eucharist. (CCC 1346) The Mass is one action which sacramentally represents Christ's Paschal Mystery. (CCC 1350-1355)

**b. The Seven Sacraments:**

**Baptism**

- frees us from original sin (CCC 390) (as well as any sins we may have committed before Baptism) and
- restores us to friendship (sanctifying grace) with God. (CCC 1213)
- may only be received once in a person's life. (CCC 1272)
- sacramental signs of Baptism are:
  - ❖ water (CCC 1278) and
  - ❖ the Trinitarian formula (I baptize you in the name of the Father...) (CCC 1262, 1266)

**Confirmation**

- strengthens our baptismal commitment
- helps us to profess our faith with courage and conviction in spite of obstacles. (CCC 1285-1292)
- sacramental signs of Confirmation are
  - ❖ laying on of hands, (CCC 1299)
  - ❖ anointing with Chrism and the words of Confirmation. (CCC 1293-1296)

**The Holy Eucharist** is Christ truly present in the Eucharist, body, blood, soul and divinity under the appearance of bread and wine. The Eucharist is the

- sacramental re-enactment of Jesus' sacrifice on Calvary,
- Bread of Life given to us in Holy Communion for our spiritual nourishment and growth.
- Sacramental signs:
  - ❖ bread
  - ❖ wine
  - ❖ words of Consecration. (CCC 1333) (CCC 1412)

**Penance/Reconciliation:**

- sacrament in which Jesus calls us to repentance by forgiving our sins and reconciling us to God and one another. (CCC 1422)
- sacramental signs of Penance/Reconciliation are
  - ❖ expression of sorrow and confession of sins to the priest,
  - ❖ words of absolution and doing the assigned penance. (CCC 1491)

**Anointing of the Sick:**

- continues the healing work of Jesus. (CCC 1504)
- sacramental signs of Anointing of the Sick are:
  - ❖ laying of hands on the sick,
  - ❖ anointing with the oil of the sick and the

- ❖ sacramental words. (CCC 1510)
- most often recommended to be preceded by the sacrament of Penance/Reconciliation and concluded with the reception of Holy Eucharist (when the recipient is able)

**Matrimony:**

- Sacrament in which a baptized man and a baptized woman enter into a permanent, life-long covenant with each other,
- publicly promising to love one another for the rest of their lives and to accept children lovingly from God. (CCC 1652-1654)
- The bond between a Christian husband and wife cannot be dissolved because it is a living sign of the ever-faithful love that God has for all people and that Christ has for the Church. (CCC 1638, 1644, 1645)
- The sacramental signs of Matrimony are:
  - ❖ free, personal consent of the couple (an act of the will)
  - ❖ formula of the wedding vows. (CCC 1623)

**Holy Orders:**

- Sacrament in which God calls certain men to share in the ministry of the ordained priesthood in the Sacrament of Holy Orders. (CCC 1536)
  - gives a man a share in the priesthood of Christ, enables him to act in the person of Christ when celebrating the sacraments and the mysteries of faith. (CCC 1581)
  - The sacramental signs of Holy Orders are:
    - ❖ imposition of hands
    - ❖ prayer of consecration by the Bishop.
  - Three degrees of Holy Orders: diaconate, priesthood and episcopacy (CCC 1536)
- c. The Sacraments of Initiation: Baptism, Confirmation and Holy Eucharist.
- d. The Sacraments of Healing: Penance/Reconciliation and the Anointing of the Sick.
- e. The Sacraments of Vocation: Matrimony and Holy Orders.

**REL.5.3      Life in Christ - Commandments**

- a. Understand that every member of the Church has a vocation to holiness, to be a saint by cooperating with God's grace and being more like Christ (CCC 767-768)
- b. Understand and review the Ten Commandments as a basis for daily examination of conscience.
- c. Review the Beatitudes. (CCC 1716)
- d. Review the Corporal and Spiritual Works of Mercy. (CCC 2447)
- e. Study and develop the virtues of cheerfulness, perseverance, industriousness, fortitude, justice and orderliness. (CCC 1807-1808)

**REL.5.4      Christian Prayer - Prayer**

- a. Recognize the Sign of the Cross, the Gloria, the Glory Be, and the Mass itself, as prayers of



praise to the Trinity.

- b. Learn the Devotional practices of Eucharistic Exposition, Benediction and visits to the Blessed Sacrament.
- c. Review various forms of prayer and be encouraged to practice daily spontaneous and fixed formula prayer.
- d. Celebrate Advent, Christmas, Lent, Easter, Saints' Feast days.

## REL.5.5 TERMS TO KNOW

### New to Grade

Anointing of the Sick  
Beatitudes  
Cheerfulness  
Chrism  
Diaconate  
Episcopacy  
Evangelist  
Exposition of the Blessed Sacrament  
Feast Day  
Fortitude  
Holy Orders  
Incense  
Industriousness  
Intercessor  
Justice  
Liturgical Year  
Liturgy  
Magisterium  
Marks of the Church - One,  
Holy, Catholic and Apostolic

Matrimony  
Matter (Sacramental)  
Monstrance  
Orderliness  
Ordination  
Perseverance  
Paschal Mystery  
Priesthood  
Reconciliation  
Revelation  
Sacraments of Healing  
Sacraments of Initiation  
Sacraments of Vocation  
Sacramental Sign  
Salvation History  
Sanctifying Grace  
Vocation  
Vow  
Works of Mercy

### Cumulative List

Absolution  
Adam and Eve  
Adoration  
Advent  
Alleluia  
Angel  
Apostles Creed  
Ark of the Covenant  
Assumption of Mary  
Baptism

Beatitudes  
Benediction  
Bible  
Bishop  
Blessed Sacrament  
Charity  
Children of God  
Christmas  
Church  
Commandments

**Communion**  
**Confession**  
**Confirmation**  
**Conscience**  
**Consecration**  
**Contrition**  
**Corporal Works of Mercy**  
**Covenant**  
**Creation**  
**Creator**  
**Creed**  
**Deacon**  
**Easter**  
**Eucharist**  
**Faith**  
**Fast**  
**Father**  
**Fixed Formula Prayer**  
**Forgiveness of Sin**  
**Genuflection**  
**God**  
**Gospel**  
**Grace**  
**Guardian Angel**  
**Heaven**  
**Hell**  
**Hero**  
**Holy Communion**  
**Holy Family**  
**Holy Spirit**  
**Holy Trinity**  
**Immaculate Conception**  
**Incarnation**  
**Jesus**  
**Joseph**  
**Justice**  
**Kingdom of God**  
**Laity**  
**Last Supper**  
**Lent**  
**Liturgy of the Eucharist**  
**Liturgy of the Word**

**Love of God & Love of Neighbor**  
**Manna**  
**Mary, Mother of God**  
**Mass**  
**Miracle**  
**Mysteries of the Rosary**  
**Mystery**  
**New Covenant**  
**New Testament**  
**Obedience**  
**Old Testament**  
**Original Sin**  
**Parable**  
**Parts of the Mass**  
**Pentecost**  
**Penance**  
**Pope**  
**Prayer**  
**Priest**  
**Prophet**  
**Purgatory**  
**Real Presence**  
**Redeemer**  
**Religious Community**  
**Respect**  
**Resurrection**  
**Reverence**  
**Sacrament**  
**Sacrifice**  
**Saint/Sainthood**  
**Salvation History**  
**Savior**  
**Sin (Mortal and Venial)**  
**Son**  
**Sorrow for Sin**  
**Spiritual Works of Mercy**  
**Spontaneous Prayer**  
**State of Grace**  
**Tabernacle**  
**Trinity**  
**Witness**  
**"Yes to God"**

**REL.5.6**

**PRAYERS AND CONCEPTS TO KNOW**

**New to Grade**

**Benediction**  
**Divine Praises**  
**Eucharistic Exposition and Benediction**  
**Hail Holy Queen (Salve Regina)**  
**Memorare**

**Cumulative List**

**Act of Contrition**  
**Acts of Faith, Hope and Love (Standard form)**  
**Apostles' Creed**  
**Examination of Conscience**  
**Genuflection (Method and Meaning)**  
**Glory Be**  
**Grace Before Meals**  
**Guardian Angel Prayer**  
**Hail Mary**  
**How to Say the Rosary**  
**Morning Offering (Some form)**  
**Our Father (The Lord's Prayer)**  
**Parts of the Mass**  
**Sign of the Cross**  
**Spiritual and Corporal Works of Mercy**  
**Ten Commandments**  
**Twenty Mysteries of the Rosary**  
**Two Commandments of Love**

## Grade 5

### **REL.5.V.1      VIRTUE: CHEERFULNESS**

**"Health is the condition of wisdom and the sign of cheerfulness"  
(Emerson, quoted in The World Book Dictionary 1969, Doubleday)**

**Cheerfulness is the virtue by which a person raises the spirits of others by giving comfort and encouragement or putting him in high spirits by giving him joy. It is shown by a smiling face and sparkling eyes.**

#### **SCRIPTURE/READINGS:**

**Phil 4:4; Luke 2:4; Luke 2:10-11; Luke 13:17; John 20:20; Is 49:13; Ps 71:7; John 16:22; 1 Cor 3:11; Luke 8:50; Gal 6:2; Luke 1:46-47; 2 Cor 7:4; Neh 8:10; Sir 30:23.**

#### **PRACTICES:**

- Make an effort to smile at others- even if you don't feel like it sometimes.
  
- Try to lift up the spirits of your friends if they are down - perhaps saying something cheerful or telling a joke.
  
- If someone says something hurtful or mean to you, try to turn it around into a joke or to say something pleasant back to them.
  
- Try not to have resentful or uncharitable thoughts about others at school or in the family. Try to make an excuse for what they have done, if it is hurtful or mean; forgive them in your heart.
  
- Carry out chores and other work, like homework, with a positive attitude, offering each task for the souls in purgatory or for the conversion of a soul, or for the change of heart of a sinner.

#### **RESOURCE: (from C. Burke, Authority and Freedom in the Church, p. 143)**

**"As Chesterton suggests, it is joy not because we are in the right place, but because we are in the wrong place. We were lost, but Someone has found us and is leading us home. It is joy not because we are alright- we are not- but because Someone can put us right. Christian joy comes from facing up to the one really sad fact of life, which is sin, and countering it with a joyful fact that is even realer and stronger than sin: God's love and mercy."**

### **REL.5.V.2      VIRTUE: PERSEVERANCE**

**Perseverance is the virtue by which we stick to our purpose or aim, never giving up what one has set out to do. Theologically it means continuing in a state of grace leading finally to eternal salvation.**

#### **SCRIPTURE/READINGS:**

**Mark 14:50; St. Augustine, On the gift of perseverance, "Receive the Faith and persevere in it to the end of your life."; cf Mat 11:30; Luke 18:1-8; cf Ex 34:6; Joel 2:13; Luke 1:4; 2 Mac 6:18-31; Rev 2:10; Matt 25:21-23.**

**PRACTICES:**

- Work diligently on homework, finishing it to the last small point necessary.
- Think about the Gospel story of the woman who kept asking the judge for her rights in the middle of the night. Because she persevered, he gave in to her. You can do the same with prayer - keep asking for what you need, even if it may seem to take a long time to get the answer.
- Try to make a resolution to improve - in just one area, such as picking up your clothes in your room, or tidying up a bookcase and keeping it that way.
- Go to receive the Sacrament of Penance frequently. This sacrament gives graces to help strengthen your spiritual and moral life.
- Work to improve study habits by doing something extra (not assigned by the teacher) each week - such as read a short story or do an extra math problem.
- Remember to say night prayers just before bed each evening. Make a brief Examination of Conscience and say an Act of Contrition.

**REL.5.V3      VIRTUE: INDUSTRIOUSNESS**

**Industriousness** is the virtue by which one is hardworking and diligent, carrying out one's jobs, whether large or small, in a zealous and assiduous manner.

**SCRIPTURE/READINGS:**

cf Mark 6:2-3; Matt 13:55; John Paul II, Encyclical, *Laborem exercens*, 27; Second Vatican Council, *Lumen Gentium*, 41; also *Gaudium et Spes*, 67; Mark 7:37; Col 3:17; Gen 2:15; 1 Cor 4:12; 1 Thess 3:8.

**PRACTICES:**

- Think of Jesus as a carpenter's apprentice, under St. Joseph, and then as a carpenter after the death of his foster father. He "did all things well" and was very industrious. We can imitate Him by setting about our tasks with enthusiasm.
- In the Gospel story of Martha and Mary, Jesus points out that Mary has "chosen a better part", because she was listening to Our Lord. Try to make your work a prayer by offering it to God and by doing it well for the love of God.
- Jesus spent 30 of his 33 years on earth doing normal ordinary tasks, not seeking to be noticed or praised for each job. Try to work quietly and not always to look for praise or to be noticed.
- The word "diligent" comes from the verb *diligo*, which means to love, to appreciate, to choose something after careful consideration and attention. A person who works diligently does not rush into things. He or she does work thoughtfully and lovingly. Try to put love into a chore which you don't like doing.
- Try to avoid putting off jobs or wasting time. Time is precious, because it is the treasure you can use to gain heaven.
- Remember to say the Morning Offering each day so that everything will be sanctified.

**RESOURCE:** "When we contemplate our Lord, we have a better understanding of the obligation that is ours to work well. We cannot pretend to sanctify badly done work. We have to learn to find God in our human occupations, to help our fellow citizens, and to contribute towards raising the standards of the whole of society and of creation." (Second Vatican Council, Lumen Gentium, #41)

**REL.5.V.4      VIRTUE: ORDERLINESS**

**Orderliness** is the virtue by which one is able to organize one's life in a systematic, step-by-step plan based on the goals which reflect God's plans.

**SCRIPTURE/READINGS:**

Mark 12:13-17; John 19:36; Luke 16:1-13; Phil 2:15; Luke 10:38-42; John Paul II, Apostolic Exhortation, Christifideles Laici, 30; Matt 6:33.

**PRACTICES:**

- Think about the passages in the gospels in which Our Lord points out that we must seek first the Kingdom of God and then everything else will be given to us, and that the lilies of the field neither sow or reap, but that God cares for them and they are arrayed better than Solomon in all his riches. Try to make God the beginning and end of everything you do, by saying a short prayer, e.g., "This is for you, Lord."
  
- Make time for some quiet time spent with Our Lord in prayer. A few minutes spent in this way, rather than taking away from time for other things, actually makes what you do more effective and sanctifies it.
  
- Organize your closet, or your drawers or desk or shelves. This will make your life easier, because you will save time when you try to find things.
  
- Do your homework before you watch T.V. or listen to the radio. Then you will be sure to have enough time and energy to do your work well.
  
- Plan ahead when you have a project to do for school and get the materials needed in plenty of time - books, poster board, markers, clay, etc.
  
- You will be truly happy if you put God first, then others, then yourself. You can remember this with the word JOY (Jesus - Others - Yourself)

**REL.5.V.5      VIRTUE: FORTITUDE**

Fortitude is a cardinal virtue which "ensures firmness in difficulties and constancy in the pursuit of the good."<sup>7</sup>

**SCRIPTURE:**

Jn 2:13-25, 16:33, Ps 16:2, 23:6, 27:13; Mt 5:1-10.

**PRACTICE:**

- **Be strong in doing what is right.**
- **Do and say what Jesus would say or do, even if you are tempted to do something that is wrong.**
- **Before saying or doing something, get into the good habit of asking yourself this question: Would Jesus say or do what I am about to say or do?**
- **When you are fearful, give your fear to the Lord.**

English





## READING LANGUAGE ARTS GRADE 5

### *Overview*

Fifth grade students will recognize and apply the integration of language arts daily. Skills will be modeled by the teacher and practiced by the student. Students will increase reading fluency and comprehension and further develop writing skills.

### MASTERY OF SKILLS

- Follow phonetic rules
- Recognize and use structural principles and spelling patterns
- Spell high frequency words
- Correct form, alignment and spacing using cursive writing
- Write multi-paragraph report
- Develop main idea and topic sentence/thesis/hypothesis
- Identify plot and structure (5 themes of literature)
- Recognize and develop correct sentence structure, specifically subject verb agreement

### Standard 1 – Oral Language & Listening Skills

#### **R/L.5.1 The student will develop listening skills**

- a. Develop an appreciation for the value of listening
- b. Respond to questions
- c. Follow multi-step directions
- d. Develop critical listening skills
- e. Distinguish fact from opinion
- f. Respond to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
- g. Listen for a specific purpose: information, appreciation, entertainment, directions, persuasion
- h. Identify speaker's main point and supporting details

#### **R/L.5.2 The student will speak effectively in oral communication and presentations**

- a. Present orally or take part in a book report, interview, telling of a fable, choral speaking, poetry recitation, personal opinions and directions with clear voice and at an appropriate pace
- b. Use language and style appropriate to the audience, topic, and purpose
- c. Use evidence to support opinions
- d. Organize and summarize content sequentially or around major ideas to paraphrase



- e. Determine appropriate content for audience
- f. Incorporate visual aids to support the presentation
- g. Maintain and use appropriate articulation skills through eye contact, facial expressions, and gestures
- h. Use pitch, stress, enunciation, projection, and posture appropriate for communication setting
- i. Make planned oral presentations
- j. Summarize main points before or after presentation
- k. When posed with a question, used stated question as part of the answer
- l. Use grammatically correct language and specific vocabulary
- m. Read with sufficient accuracy and fluency to support comprehension

## **Standard 2 – Reading/Literature**

### **R/L.5.3 The student will employ strategies to decode words and increase vocabulary**

- a. Develop word meanings of unfamiliar words and acquire multiple meanings of words
- b. Identify and use synonyms, antonyms, homophones and heteronyms
- c. Identify and utilize cognates

### **R/L.5.4 The student will work towards fluent reading**

- a. Read and reread stories, poems and passages with fluency and expression, self-corrects when necessary
- b. Use structural clues to construct meaning
- c. Utilize base/root words including Greek and Latin roots in variant word forms
- d. Demonstrate knowledge of roots, affixes, suffixes, synonyms, antonyms, and homophones
- e. Be familiar with syllabic generalizations
- f. Identify and use abbreviations
- g. Understand the use of figurative language (metaphor, simile, alliteration, personification, onomatopoeia, hyperbole, idioms)

### **R/L.5.5 The student will demonstrate comprehension of literature selections in fiction and nonfiction**

- a. Develop fluency, accuracy, set purpose for reading, activate background knowledge
- b. Analyze literary elements (character, plot, setting, mood, theme, point of view)
- c. Compare and contrast characters, setting, plot, point of view and theme
- d. Identify characteristics of common literary forms (fables, biography, autobiography, fantasy, historical fiction, patterned poetry, narrative verse, short stories, novels, drama, myths, tall tales, contemporary fiction)
- e. Identify and use figurative language (metaphor, simile, alliteration, personification, onomatopoeia, hyperbole, idioms)
- f. Raise vital questions about the text, formulating them clearly and precisely



- g. Gather and assess relevant information, using abstract ideas to interpret text effectively
- h. Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- i. Communicate effectively with others in figuring out solutions to complex problems presented in literature, both fiction and non-fiction

**R/L.5.6 Literary Elements and Genre**

- a. Identify distinguishing characteristics of literary genres
- b. Evaluate author's purpose/point of view
- c. Recognize techniques of persuasion and propaganda
- d. Make inferences
- e. Draw conclusions – identify cause and effect relationship
- f. Confirm/revise predictions
- g. Distinguish and be able to support fact/opinion
- h. Form generalizations to make judgments/decisions
- i. Organize information/content of a selection
- j. Identify main idea/supporting details/sequence of events
- k. Identify problem/solution
- l. Identify steps in a process

**R/L.5.7 Critical Thinking**

- a. Make multiple connections between texts and real world (text to self, text to text, text to world, text to media using reflection and reasoning)
- b. Raise vital questions about the text, formulating them clearly and precisely
- c. Gather and assess relevant information, using abstract ideas to interpret text effectively
- d. Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- e. Communicate effectively with others solving complex problems presented in literature, both fiction and non-fiction

**Standard 3 – Writing/Grammar**

**R/L.5.8 The student will write daily - demonstrating knowledge of the writing process**

- a. Generate ideas using a variety of graphic organizers
- b. Choose and narrow topics
- c. Identify purpose and audience
- d. Use proper structure when constructing various forms of writing



- i. Journal
  - ii. Paragraphs (descriptive, narrative, expository, persuasive)
  - iii. Social letter/postcard
  - iv. Thank you
  - v. Invitation and envelope
  - vi. Poem
  - vii. Book report
  - viii. Stories
  - ix. Outline
  - x. News story
  - xi. Forms
  - xii. Multi-paragraph composition/report
  - xiii. Multi-step instructions
  - xiv. Advertisement
  - xv. Summary
  - xvi. Critique/review
  - xvii. Comparison/contrast
  - xviii. Business letter
- e. Demonstrate knowledge of and use topic sentences, supporting, and concluding sentences
  - f. Vary sentence length and use of words within sentences
  - g. Use time-order and transitional words
  - h. Elaborate when constructing an effective message
  - i. Revise and evaluate writing for clarity/purpose by self as well as peer
  - j. Proofread to correct grammar, syntax, spelling, punctuation
  - k. Publish a minimum of two typed writing samples per trimester

**R/L.5.9**

**The student will apply grammatical rules when writing**

- a. Use correct sentence structure (simple, declarative, interrogative, imperative, exclamatory)
- b. Understand parts of a sentence (simple subject, simple predicate, direct object, understood subject, compound subject, and compound predicate)
- c. Identify and edit run-on sentences
- d. Diagram simple sentences
- e. Identify and use nouns
  - i. Common
  - ii. Proper
  - iii. Singular
  - iv. Plural
  - v. Possessives, as subject of sentence
  - vi. Gender
  - vii. Subjective complement
  - viii. Object of preposition
  - ix. Direct object



- f. Identify and use pronouns in or as
  - i. Person
  - ii. Number
  - iii. Gender
  - iv. Possessives
  - v. Subject
  - vi. Direct object
  - vii. Indirect object
  - viii. Compound personal pronouns
  - ix. Subjective complement
  - x. Object of preposition
- g. Identify and use adjectives
  - i. Descriptive
  - ii. Limiting
  - iii. Proper
  - iv. Comparison of
  - v. Demonstrative
  - vi. Articles
  - vii. Possessive
- h. Identify and use verbs
  - i. Action
  - ii. Auxiliary/helping, being, linking
  - iii. Simple tenses and form
  - iv. Present and past participle
- i. Identify and use adverbs
  - i. Time
  - ii. Place
  - iii. Manner
  - iv. Degree/comparison of
- j. Identify and use prepositions and prepositional phrases
  - i. Adjective phrases
  - ii. Adverb phrases
  - iii. Conjunctions and interjections within a prepositional phrase

**R/L.5.10 Follow the standards of capitalization**

- a. Pronoun *I*
- b. First word in a sentence
- c. Proper nouns
- d. Days of the week
- e. Months of the year
- f. Initials
- g. Salutation
- h. Closing of a letter
- i. Titles of books
- j. Poems



- k. Story titles
- l. Titles of honor and respect when preceding a name
- m. Pronouns relating to God
- n. Abbreviations of a word beginning with a capital letter
- o. First word in a quotation
- p. Proper adjectives

**R/L.5.11 Follow standards of punctuation**

- a. Use period after a declarative/imperative sentence, abbreviations, initials
- b. Use question mark after an interrogative sentence
- c. Use exclamation mark after an exclamatory sentence
- d. Use comma in a friendly letter, address, date, salutation, closing, to separate words in a series, direct quotations, after “yes” or “no”
- e. Use an apostrophe in contractions and to show singular/plural possession
- f. Use quotation marks before/after a direct quotation, title of a poem
- g. Use a comma before conjunctions when two simple sentences are joined
- h. Use quotation marks to enclose titles of short stories, magazine articles, television shows and radio programs
- i. Underline titles of books, magazines, newspapers, movies and works of art

**R/L.5.12 The student will use correct spelling**

- a. Use a multi-sensory approach
- b. Understand structural principles and spelling patterns
- c. Spell words learned in the content areas correctly
- d. Spell high frequency words correctly

**R/L.5.13 The student will write legibly**

- a. Write with correct form, alignment, and spacing
- b. Present work neatly done in cursive and manuscript

## **Standard 4 – Research**

**R/L.5.14 The student will locate information in reference sources and apply to research topic**

- a. Note format and parts of books
- b. Use alphabetical sequence to locate information
- c. Collect and record information from a variety of print and non-print sources including the internet
- d. Skim materials to develop a general overview of content or to locate specific information
- e. Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
- f. Learn and use correct MLA citation format both in-text and as a works-cited list
- g. Develop an understanding of plagiarism and its repercussions



## **Standard 5 – Media Literacy**

- R/L.5.15**    **The student will learn how media messages are constructed and for what purposes**
- a.     Differentiate between auditory, visual, and written media messages
  - b.     Identify the characteristics and effectiveness of a variety of media messages
  - c.     Examine forms of media by identifying main questions raised by using details within the text
  - d.     Create age-appropriate media messages for evaluation with focus on the effectiveness of the message

## **Standard 6 – Technology**

- R/L.5.16**    **The student will explore the uses of available technology in the Reading Language Arts program**
- a.     Use safe and correct security procedures (passwords, ID)
  - b.     Cite electronic sources of text and digital information properly
  - c.     Select relevant information (content and images) from appropriate technology resources (websites, library catalogs, electronic reference materials)
  - d.     Explain and use search strategies for age-appropriate Web search tools, library catalogs, electronic databases
  - e.     Use technology to communicate with and work collaboratively with groups in the school community and outside of the school community (e.g. students overseas)
  - f.     Create and present new documents to complete learning assignments and demonstrate new understanding through various formats (web pages, graphic organizers/spreadsheets, slide shows) appropriate for audience



## MIDDLE SCHOOL READING LANGUAGE ARTS CURRICULUM

### PREFACE

The diocesan curriculum for grades 6-8 is meant to be spiraled, meaning concepts taught in 6th grade will likely need to be repeated throughout the middle school years. If a specific concept is not listed in 7<sup>th</sup> grade, it does not mean that concept cannot be taught. The 6<sup>th</sup> grade curriculum lists all concepts common to middle school and 7<sup>th</sup> and 8<sup>th</sup> grade build upon those concepts – think depth not breadth. Whereas the previous document was identical in all three grades, the updated curriculum fleshes out concepts as students mature and can grasp more in-depth information.

#### Notable changes:

- The study skills section was removed as the committee felt that these skills should be taught as part of the total middle school curriculum and not just within the language arts classroom.
- A media literacy section has been added; students will first be exposed to this standard beginning in the 5<sup>th</sup> grade curriculum.
- The technology section has been expanded, taking from our diocesan technology curriculum.
- Non-fiction is a stand-alone standard (as opposed to combined with fiction elements).
- An extensive research paper has been added to 8<sup>th</sup> grade as the science fair requirement was removed from this grade level.



# Math



## MATHEMATICS

### Fifth Grade

#### *Overview*

The fifth grade Math curriculum is based on the skills introduced and mastered in Kindergarten through fourth grades, which spiral to the fifth grade level. Rising fifth graders should have mastered: 1) Addition/Subtraction of whole numbers, decimals and fractions; 2) Multiplication of three-digit whole numbers and decimals x whole numbers. Emphasis is placed on the following skills:

- Add, subtract, multiply and divide whole numbers with place values to the ten thousands (divisors to the hundreds);
- Add, subtract, multiply and divide decimals with place values to the thousandths;
- Add, subtract, multiply and divide fractions and mixed numbers, expressing answers in simplest form;
- Multiply and divide mentally by 10, 100, and 1,000
- Compare and convert among fractions, decimals, and percentages;
- Multiply two decimals to the thousandths place;
- Find and use the mean, median, mode and range of a given set of numbers;

#### MASTERY OF SKILLS

- Add, subtract, multiply and divide whole numbers with place values to the ten thousandths (divisors to the hundreds)
- Add, subtract fractions with unlike denominators
- Add, subtract decimals



## MATHEMATICS

### Standard 1 – Number Sense and Estimation

- M.5.1 Apply the following strategies to solve problems, including multi-step, non-routine, and real-life problems:
- Trial and error;
  - Lists or tables;
  - Diagrams;
  - Patterns;
  - Act it out;
  - Guess and test;
  - Use manipulatives;
  - Simplify the problem;
  - Write an equation;
  - Work backwards.
- M.5.2 Verify that a solution is reasonable with respect to the original problem situation.
- M.5.3 Understand the use of technology for appropriate problem-solving activities.
- M.5.4 Use mathematics to draw conclusions from concrete situations and to justify mathematical arguments.
- M.5.5 Express mathematical ideas in oral, written, pictorial, graphic, and symbolic forms.
- M.5.6 Understand the magnitude of whole numbers through millions (reading and writing in word, standard and expanded form).
- M.5.7 Apply the following properties when working with addition and multiplication: commutative; associative; zero; identity; and distributive.
- M.5.8 Round whole numbers to the nearest million, and decimals to the nearest thousandth.
- M.5.9 Read, write, and identify the place values of decimals, through ten-thousandths.
- M.5.10 Compare whole numbers, fractions, decimals, and (percents) “E”.
- M.5.11 Use 0 as a placeholder in decimals.



## MATHEMATICS

- M.5.12 Read and locate negative integers on a number line
- M.5.13 Understanding negative integers through familiar applications such as temperatures below zero, yards lost and gained in football, etc

### Standard 2 - Computation and Fluency

- M.5.14 Create and solve problems using the order of operations involving addition, subtraction, multiplication, and division of whole numbers and decimals, using paper and pencil, estimation, mental computation, and calculators.
- M.5.15 Given a dividend of four digits or less and a divisor of three digits or less, find the quotient and remainder.
- M.5.16 Find the product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.
- M.5.17 Given a dividend expressed as a decimal through ten-thousandths and a single-digit divisor, find the quotient.
- M.5.18 Make equivalent fractions for a given fraction.
- M.5.19 Add and subtract fractions and mixed numbers, with and without regrouping, and express answers in simplest form; problems will include like and unlike denominators.
- M.5.20 Multiply and divide fractions and mixed numbers.
- M.5.21 Use short division to divide 1, 2, 3, and 4-digit dividends by 1-digit divisors, with and without a remainder.



## MATHEMATICS

### Standard 3 – Measurement, Time, and Money

- M.5.22 Use appropriate measuring devices and units of measurement (customary and metric) to solve problems involving:
- Length (inches, feet, yards, centimeters, and meters);
  - Capacity (cups, pints, quarts, gallons, and liters);
  - Weight (ounces, pounds, and tons);
  - Mass (grams and kilograms); and
  - Temperature (degrees Fahrenheit and degrees Celsius).
- M.5.23 Develop strategies for estimating the perimeters, areas, and volumes of irregular shapes.
- M.5.24 Determine and use elapsed time to solve problems.
- M.5.25 Estimate the conversion of Fahrenheit and Celsius units relative to familiar situations (freezing and boiling points of water, normal body temperature, etc.).
- M.5.26 Identify and describe the diameter, radius, chord, and circumference of a circle.
- M.5.27 Describe and determine the perimeter of regular and irregular polygons, and find the area of squares, rectangles, parallelograms and triangles.
- M.5.28 Explore what happens to measurements of a two-dimensional figure, such as perimeter and area, when the shape is changed in some way.
- M.5.29 Develop strategies to determine the surface area (square units) and volume (cubic units) of rectangular solids.
- M.5.30 Use measurement to explore and describe the environment.



## MATHEMATICS

### Standard 4 - Geometry

- M.5.31 Recognize, draw and construct three-dimensional geometric figures from two-dimensional representations, or from nets.
- M.5.32 Identify, define, and represent points, lines, line segments, rays, angles, and planes.
- M.5.33 Identify the ordered pair for a point, and locate the point for an ordered pair in all four quadrants of a coordinate plane.
- M.5.34 Find the distance between points along horizontal and vertical lines of a coordinate graph.
- M.5.35 Identify, measure and draw acute, right, obtuse, and straight angles, using appropriate tools.
- M.5.36 Classify triangles by sides (scalene, isosceles, equilateral) and angles (acute, right and obtuse).
- M.5.37 Use geometrical figures to solve problems involving numbers and number sense, measurement, and real-life problem-solving situations.



## MATHEMATICS

### Standard 5 - Data Analysis and Probability

- M.5.38 Construct, collect, organize, read, and interpret data represented on bar graphs, line graphs, circle graphs, Venn diagrams, tables and coordinate graphs.
- M.5.39 Find and use the mean, median, mode and range of a data set.
- M.5.40 Understand that the measure of the likelihood of an event can be represented as a fraction or a decimal.



## MATHEMATICS

### Standard 6 - Patterns, Functions and Algebra

- M.5.41 Investigate, describe, and extend numerical and geometric patterns formed by:
- Powers of 10
  - Perfect squares
  - Triangular numbers
  - Arithmetic sequences.
- M.5.42 Investigate, describe, and apply the concept of variables.
- M.5.43 Use a variable to represent a given verbal quantitative expression, involving one operation.
- M.5.44 Solve problems involving pattern identification and completion of patterns.
- M.5.45 Write an open sentence with addition, subtraction, multiplication and division, using a variable to represent a missing number.
- M.5.46 Create a problem situation, based on a given open sentence using a single variable.
- M.5.47 Investigate how changes in one variable affect a second variable.



# Science



## SCIENCE FIFTH GRADE

### Scientific Investigation, Reasoning and Logic

- S.5.1** The student will plan and conduct investigations in which
- rocks and organisms are identified using various classification keys
  - estimations of length, mass, volume and temperature are made
  - appropriate instruments are selected and used for making accurate observations of length, mass, volume, elapsed time and temperature; cells are viewed using microscope
  - accurate SI measurements are made using basic tools (thermometer, meter stick, balance, graduated cylinder, stopwatch)
  - constants as well as independent and dependent variables are identified
  - data are collected, recorded and reported using the appropriate graphical representation (graphs, charts, diagrams)
  - predictions are made using patterns and simple graphical data are extrapolated
  - models are constructed to clarify explanations, demonstrate relationships and solve needs
  - inferences are made and conclusions are drawn
  - an understanding of the nature of science is developed and reinforced

### Physical Science

- S.5.2** The student will investigate and understand that matter is anything that takes up space and has mass
- Concepts include:
- matter has physical and chemical properties that can be measured
  - atoms are the building blocks of all matter (include proton, neutron, electron, nucleus)
  - atoms make up molecules
  - elements, compounds, mixtures including solutions
  - distinguishing properties of each phase of matter
  - atoms are always in motion, adding or removing heat will cause atoms to move faster or slower
  - effect of temperature on state of matter



**S.5.3**

The student will understand that energy is a property of many substances. The student will investigate and understand basic sources of energy, their origins, transformations, and uses.

**Concepts include:**

- a) potential and kinetic energy
- b) energy can take many forms including, thermal, light, electrical, mechanical motion, sound, nuclear and chemical
- c) energy transformations (heat/light to mechanical, chemical and electrical energy)
- d) the role of the sun in the formation of most energy sources on Earth
- e) nonrenewable energy sources (fossil fuels including petroleum, natural gas and coal)
- f) renewable energy sources (wood, wind, hydro, geothermal, tidal and solar)
- g) a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans and the atmosphere

**S.5.4**

The student will investigate and understand how sound is transmitted and is used as a means of communication.

**Concepts include:**

- a) compression/longitudinal waves (rarefaction)
- b) vibration, frequency, pitch, amplitude
- c) the ability of different media (solids, liquids and gases) to transmit sound
- d) uses and applications (voice, sonar, animal sounds and musical instruments)
- e) structure of the ear and mechanics of hearing

**S.5.5**

The student will investigate and understand basic characteristics of visible light

**Concepts include:**

- a) the visible spectrum and light waves (transverse)
- b) opaque, transparent and translucent
- c) refraction of light through water and prisms
- d) reflection of light from reflective surfaces (mirrors)
- e) structure of the eye and mechanics of sight



**S.5.6** The student will investigate and understand the structures and functions of the internal skeletal system and muscular system of the human body.

**Concepts include:**

- a) skeletal system's primary functions include provides shape and support, protects internal organs, works with muscular system to move
- b) cartilage, ligaments, tendons and joints (ball and socket, hinge and pivot)
- c) voluntary, involuntary and cardiac muscle
- d) nutrients, exercise and rest are needed to keep the skeletal and muscular systems healthy
- e) drugs are chemicals that can cause a change in almost any part of the body

**S.5.7** The student will identify plants as being vascular or non-vascular

**Concepts include:**

- a) simple plants (mosses) have no vessels
- b) vascular plants include ferns that produce spores and seed plants that are either flowering or non-flowering
- c) transpiration is the passage of water through a plant

## Life Science

**S.5.8** The student will investigate and understand interactions in a biological community.

**Concepts include:**

- a) the relationships among producers, consumers and decomposers in food webs
- b) the relationship between predators and prey
- c) energy flow in food webs and energy pyramids
- d) competition, cooperation, social hierarchy and territorial imperative within a population
- e) symbiotic relationships
- f) niches

**S.5.9** The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem.

**Concepts include:**

- a) differences between ecosystems and biomes
- b) characteristics of land, freshwater and marine ecosystems
- c) adaptations that enable organisms to survive within a specific ecosystem
- d) complex relationships within land, freshwater and marine ecosystems
- e) the carbon, water and nitrogen cycles



**S.5.10**

The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and respond to daily, seasonal and long-term changes in their environment.

Concepts include:

- a) phototropism, hibernation and dormancy
- b) factors that increase or decrease population size
- c) eutrophication, climate changes and catastrophic disturbances

**S.5.11**

The student will investigate and understand the relationships between ecosystem dynamics and human activity.

Concepts include:

- a) food production and harvest
- b) change in habitat size, quality or structure
- c) change in species competition
- d) population disturbances and factors that threaten or enhance species survival
- e) review of environmental issues (water supply, air quality, energy production and waste management)

# Social Studies



## SOCIAL STUDIES FIFTH GRADE

### *Overview*

Social Studies students in the fifth grade will have an opportunity this year to look at the world community and develop a global perspective. Through the study of history and government, map skills, and integration with their other subjects, students will develop an understanding and an appreciation of all God's people. The world will be studied through the seven continents. The students should be able to integrate writing skills into the curriculum, as well as making links to other curriculum areas.



## SOCIAL STUDIES APPLICATION OF SKILLS

### Standard 1 – Catholic Identity

- SS.5.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum with an emphasis on:
    1. Options for the poor and vulnerable
  - b) employ age-appropriate higher-order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
  - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Cheerfulness, Perseverance, Industriousness and Orderliness)
- SS.5.2 The student will be able to demonstrate an understanding of the nature and importance of geography by:
- a) exploring what geography is and what geographers study
  - b) identifying the five themes of geography
  - c) describing why geography is important in today's world





## SOCIAL STUDIES

### Standard 2 – Map Skills

- SS.5.3 The student will use maps, globes, photographs, illustrations, graphs, and graphic organizers to:
- review basic map skills unit (latitude/longitude, map keys, scales, different types of maps)
  - obtain geographical information
  - develop and refine mental maps of the world
  - create and compare political, physical, and thematic maps
  - analyze and explain how cultures develop different perspectives on the world and its problems
  - recognize different map projections
    - population density maps
- SS.5.4 The student will study the following areas regarding North America:
- People
    - Brief overview of the region's history, government, and religious composition:
  - Location:
    - relative location (e.g. locate in relation to areas near-by)
  - Place:
    - physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
    - human characteristics (language, customs, traditions, food, literature, entertainment, education, religion, values, the arts, etc.)
  - Region:
    - common, unifying characteristics in the region
    - contrasting characteristics in the region
    - difference of location from nearby areas
- SS.5.5 The student will study the following areas regarding South America:
- brief overview of the region's history, government, and religious composition:
  - Location:
    - relative location (e.g. locate in relation to areas near-by)
  - Place:
    - physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
    - human characteristics (language, customs, traditions, food, literature, entertainment, religion, education, values, the arts, etc.)



- d) Region:
  - 1. common, unifying characteristics in the region
  - 2. contrasting characteristics in the region
  - 3. difference of location from nearby areas

SS.5.6

The student will study the following areas regarding Europe:

- a) brief overview of the region's history, government, and religious composition:
- b) Location: Where are we?
  - 1. relative location (e.g. locate in relation to areas nearby)
- c) Place:
  - 1. physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
  - 2. human characteristics ((language, customs, traditions, food, literature, entertainment, religion, education, values, the arts, etc.)
- d) Region:
  - 1. common, unifying characteristics in the region
  - 2. contrasting characteristics in the region
  - 3. difference of location from nearby areas

SS 5.7

The student will study the following areas regarding Asia:

- a) Brief overview of the region's history, government, and religious composition
- b) Location:
  - 1. relative location (e.g. locate in relation to areas near-by)
- c) Place:
  - 1. Physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
  - 2. human characteristics (language, customs, traditions, food, literature, entertainment, religion, education, values, the arts, etc.)
- d) Region:
  - 1. common, unifying characteristics in the region
  - 2. contrasting characteristics in the region
  - 3. difference of location from nearby areas

SS 5.8

The student will study the following areas regarding Middle East:

- a) brief overview of the region's history, government, and religious composition
- b) Location:
  - 1. relative location (e.g. locate in relation to areas near-by)



- c) Place:
  - 1. physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
  - 2. human characteristics (language, customs, traditions, food, literature, entertainment, religion, education, values, the arts, etc.)
- d) Region:
  - 1. common, unifying characteristics in the region
  - 2. contrasting characteristics in the region
  - 3. difference of location from nearby areas

SS.5.9

The student will study the following areas regarding Africa:

- a) Brief overview of the region's history, government, and religious composition:
- b) Location:
  - 1. relative location (e.g. locate in relation to areas near-by)
- c) Place:
  - 1. physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
  - 2. human characteristics (language, customs, traditions, food, literature, entertainment, religion, education, values, the arts, etc.)
- d) Region:
  - 1. common, unifying characteristics in the region
  - 2. contrasting characteristics in the region
  - 3. difference of location from nearby areas

SS 5.10

The student will study the following areas regarding Australia:

- a) Brief overview of the region's history, government, and religious composition
- b) Location:
  - 1. relative location (e.g. locate in relation to areas near-by)
- c) Place:
  - 1. physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
  - 2. human characteristics (language, customs, traditions, food, literature, entertainment, religion, education, values, the arts, etc.)
- d) Region:
  - 1. common, unifying characteristics in the region
  - 2. contrasting characteristics in the region
  - 3. difference of location from nearby areas



SS 5.11

The student will study the following areas regarding Antarctica:

- a) brief overview of the region's history, government, and religious composition
- b) Location:
  - 1. relative location (e.g. locate in relation to areas near-by)
- c) Place:
  - 1. physical characteristics (water features, land features, wildlife, climate, vegetation, etc.)
  - 2. human characteristics (language, customs, traditions, food, literature, entertainment, religion, education, values, the arts, etc.)
- d) Region:
  - 1. common, unifying characteristics in the region
  - 2. contrasting characteristics in the region
  - 3. difference of location from nearby areas



## SOCIAL STUDIES

### Standard 3 – Technology

- SS 5.12 Instructor will plan and implement lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings
- a) Engaging students in exploring real-world issues and solving authentic problems using digital tools and resources

**P.E.**

## **Grade Five Grade Level Objectives**

(Refer to monitoring sheets for guided breakdown skills.)

### **Skilled Movement**

P.5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities.

- a) Demonstrate proficiency in locomotor, non-locomotor, and manipulative skill combinations in more complex environments and modified sports activities.
- b) Perform tumbling sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, speed, and flow.
- c) Perform different types of rhythm/dance sequences including American and international dances.

### **Movement Principles and Concepts**

P.5.2 The student will understand and apply movement principles and concepts in complex movement activities.

- a) Apply movement concepts of body, space, effort, and relationship to movement.
- b) Apply principles of accuracy, force, and follow-through when projecting objects.
- c) Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding).
- d) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).
- e) Use feedback, including available technology, to improve performance.

### **Personal Fitness**

P.5.3 The student will describe short- and long-term benefits of engaging in regular physical activity.

P.5.4 The student will use personal fitness assessment data to enhance understanding of physical fitness.

- a) Identify sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers).
- b) Identify and explain the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals
- c) The student will participate in an annual standardized physical fitness assessment. (For example, Presidential Youth Fitness Program).

### **Responsible Behaviors**

P.5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities.

- a) Work independently and with others to improve learning during physical activity.
- b) Display appropriate cooperative and competitive behaviors.

### **Physically Active Lifestyle**

P.5.6 The student will identify and participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge).

# Health



## Grade Five

Students in grade five continue to recognize the dignity and self-worth of the human person as a child of God. They will distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They focus on the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.

### Essential Health Concepts

5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.

- a) Identify the major structures and functions of the integumentary (skin, hair, and nails) system.
- b) Examine the health risks associated with unprotected sun exposure.
- c) Explain the impact of personal health habits and behaviors on cardiorespiratory fitness.
- d) Describe why some food groups have a greater number of recommended servings than other food groups.
- e) Explain the concepts of eating in moderation and energy balance.
- f) Identify the influence of marketing techniques on food and beverage choices.
- g) Analyze the physical, academic, mental, and social benefits of regular physical activity.
- h) Describe how physical activity, sleep, and good health are related.
- i) Explain the importance of sleep.
- j) Recognize the importance of good hygiene habits.
- k) Describe ways to prevent vision and hearing loss.
- l) Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.
- m) Analyze why people choose to follow or not follow safety rules at home, at school, and in the community.
- n) Identify strategies for managing stress.
- o) Recognize the development of positive social skills as essential for building and sustaining relationships.
- p) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.
- q) Analyze the role of active listening in refusal and conflict resolution.
- r) Examine the influence of violence in the media on health behaviors.
- s) Examine community health issues.
- t) Assess environmental health and safety issues in the community.

## Healthy Decisions

5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.

- a) Determine strategies to protect against the harmful effects of the sun.
- b) Practice personal health habits that promote cardiorespiratory fitness.
- c) Select healthy foods and beverages for breakfast and lunch.
- d) Interpret information on food labels.
- e) Identify connections between nutritional guidelines and weight management.
- f) Explain the importance of exercise and recreation.
- g) Analyze the physical, academic, social, and emotional benefits of getting enough sleep.
- h) Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants, and other drugs are being abused.
- i) Practice strategies for managing stress.
- j) Explain the relationship between health promotion and disease prevention.
- k) Demonstrate dental care, hand washing, and other personal hygiene habits.
- l) Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.
- m) Demonstrate appropriate behaviors during fire, tornado, earthquake, lightning storm, or other disaster drills.
- n) Show effective communication skills in emergency situations.
- o) Manage emotions appropriately in a variety of situations.
- p) Recognize the importance of developing and maintaining a positive self-image.
- q) Demonstrate effective communication skills to address harassing behaviors.
- r) Describe how to report harassing behaviors at school and at home.
- s) Demonstrate how to show respect for individual differences.
- t) Describe the consequences of an unhealthy environment.

## Advocacy and Health Promotion

5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

- a) Identify strategies that you will employ to protect against the harmful effects of the sun.
- b) Support others in making positive food, physical activity, and sleep choices.
- c) Identify physical activities that students can do with friends and family to build positive relationships.
- d) Develop a plan to prevent the spread of disease.
- e) Encourage others not to use alcohol, tobacco, or other drugs.

- f) Examine the role of self and others in causing or preventing injuries.
- g) Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community.
- h) Identify how culture, family, friends, and the media influence health practices.
- i) Explain the benefits of having positive relationships with family, friends, and neighbors.
- j) Describe ways to offer friendship and support to someone who was bullied.
- k) Promote the value of community health and wellness.
- l) Advocate for a caring school environment.
- m) Identify community health projects for peers and community groups to work on together.
- n) Promote volunteerism and community service.
- o) Recognize that all individuals have a responsibility to protect and preserve the environment.
- p) Develop a plan to work collaboratively with peers, families, and community groups to address community environmental issues.

Spanish

## 5<sup>th</sup> grade Spanish

- \_\_\_ FL.5.1 Exchanging greetings and expressions of courtesy
- \_\_\_ FL.5.2 Incorporating colors as adjectives
- \_\_\_ FL.5.3 Identifying and applying body parts vocabulary in dialogue setting
- \_\_\_ FL.5.4 Identifying and applying clothing vocabulary in dialogue setting
- \_\_\_ FL.5.5 Identifying and applying classroom objects vocabulary in dialogue setting
- \_\_\_ FL.5.6 Writing and counting numbers 1-100 (Latin includes ordinals 1-12)
- \_\_\_ FL.5.7 Telling time (Present and Time of events e.g. the show starts at 4 o'clock)
- \_\_\_ FL.5.8 Reciting days of week and months of year, in and out of sequence
- \_\_\_ FL.5.9 Identifying and applying academic subjects vocabulary in dialogue setting
- \_\_\_ FL.5.10 Describing daily/weekly schedules
- \_\_\_ FL.5.11 Describing weather and seasons
- \_\_\_ FL.5.12 Identifying and applying family members (parents, grandparents, siblings, aunts, uncles, cousins) in dialogue setting
- \_\_\_ FL.5.13 Identifying and applying rooms of a house vocabulary in dialogue setting
- \_\_\_ FL.5.14 Describing daily life
- \_\_\_ FL.5.15 Identifying common occupations vocabulary in dialogue setting
- \_\_\_ FL.5.16 Describing places in a city in dialogue setting in target culture
- \_\_\_ FL.5.17 Identifying and describing leisure and recreation activities vocabulary in dialogue setting in target culture
- \_\_\_ FL.5.18 Identifying and applying shopping vocabulary in dialogue setting

- \_\_\_ FL.5.19 Identifying and applying modes of transportation vocabulary in dialogue setting
- \_\_\_ FL.5.20 Identifying plural subject pronouns in sequential order
- \_\_\_ FL.5.21 Conjugating commonly used verbs in the singular and plural (e.g.: to have, to be, to make, to go)
- \_\_\_ FL.5.22 Conjugating verbs used in idiomatic expressions (e.g.: I'm hungry. I'm cold. I'm ten years old)
- \_\_\_ FL.5.23 Applying gender and number of nouns
- \_\_\_ FL.5.24 Applying gender and number of definite articles (n/a in Latin)
- \_\_\_ FL.5.25 Applying gender and number of indefinite articles (n/a in Latin)
- \_\_\_ FL.5.26 Applying commonly used adjectives
- \_\_\_ FL.5.27 Applying singular possessive adjectives (my, your, his/her, it)
- \_\_\_ FL.5.28 Applying rules for noun-adjective agreement
- \_\_\_ FL.5.29 Applying rules for noun-adjective placement
- \_\_\_ FL.5.30 Identifying subject pronouns: singular and plural
- \_\_\_ FL.5.31 Spelling in target language
- \_\_\_ FL.5.32 Pronouncing words correctly
- \_\_\_ FL.5.33 Applying correct intonation in statements and questions
- \_\_\_ FL.5.34 Responding to simple spoken statements and questions
- \_\_\_ FL.5.35 Responding to classroom commands (singular and plural)
- \_\_\_ FL.5.36 Praying in target language (e.g. Hail Mary, Our Father, Glory Be and Sign of the Cross)

- \_\_\_\_\_ FL.5.37 Producing and responding to questions using interrogatives
- \_\_\_\_\_ FL.5.38 Applying unit vocabulary through activities emphasizing oral communication
- \_\_\_\_\_ FL.5.39 Reading and comprehending simple written text
- \_\_\_\_\_ FL.5.40 Answering questions with complete sentences
- \_\_\_\_\_ FL.5.41 Creating a paragraph using correct grammar and appropriate vocabulary
- \_\_\_\_\_ FL.5.42 Identifying examples of art, music, literature, history and geography

# Music





## APPLICATION OF SKILLS: FIFTH GRADE

### Standard 1 – Performance

- 5.1 The student will sing and/or play a repertoire of songs in tune with a clear tone quality.
  - 5.1.1 Sing and/or play songs with expression using indicated dynamics and phrasing
  - 5.1.2 Sing and/or play in a group performing songs in more complex harmony
  - 5.1.3 Sing and/or music from a traditional score
  - 5.1.4 Continue to demonstrate choral behaviors and skills (i.e. proper vowel sounds, breathing, posture, volume, articulation)
  - 5.1.5 Sing liturgical songs and common parts of the Mass
  
- 5.2 The student will perform rhythmic patterns.
  - 5.2.1 Identify and perform sixteenth notes and dotted quarter notes (review)
  - 5.2.2 Identify and perform a dotted eighth note followed by a sixteenth note
  
- 5.3 The student will respond to music with movement.
  - 5.3.1 Perform choreographed and non-choreographed movements
  - 5.3.2 Perform using body percussion
  - 5.3.3 Create movement to illustrate meter and form



## Standard 2 – Compose & Improvise

- 5.4 The student will notate and perform melodies from the treble staff, using music composition software, if available.
- 5.4.1 Create and perform a rhythmic composition including dotted eighth note followed by sixteenth notes
  - 5.4.2 Create rhythms in simple and compound time signatures
  - 5.4.3 Create more complex melodic compositions
- 5.5 The student will improvise melodies and rhythms.
- 5.5.1 Improvise variations of a theme
  - 5.5.2 Improvise using call and response form (review)

## Standard 3 – Music Theory

- 5.6 The student will explore meter.
- 5.6.1 Recall function of the top and bottom number of a time signature (review)
  - 5.6.2 Identify the difference between simple and compound meter
  - 5.6.3 Explore music in 6/8 time
- 5.7 The student will identify theme and variation form.
- 5.7.1 Use music terminology to describe the theme
  - 5.7.2 Use music terminology to describe the methods of variation
- 5.8 The student will identify and perform all previously learned terms and symbols for musical expression. Include all dynamics, phrasing, and tempo markings.
- 5.9 The student will identify and describe the difference between melody and harmony.



- 5.10 The student will identify/describe the difference between major and minor tonality.
- 5.10.1 Identify a major scale aurally
- 5.11 The student will identify intervals in melodies and harmonies including thirds, fifths, and octaves by sight.
- 5.11.1 Recall *treble clef notation* (review)

#### **Standard 4 – Analysis and Critique**

- 5.12 The student will recognize a composer and his/her music composition.
- 5.12.1 Use music terminology to describe his/her music
- 5.12.2 Place musical style in a broad category of style or genre

#### **Standard 5 – Music Culture**

- 5.13 The student will identify, compare and contrast music from Asia, Africa, and/or South America to traditional European music.
- 5.13.1 Identify traditional instruments from the culture
- 5.13.2 Sing and/or play traditional songs from the culture
- 5.13.3 Identify musical characteristics of each world culture

#### **Standard 6 – Cross-Curricular Connection**

- 5.14 The student will compare and contrast the relationships between music and other disciplines.

#### **Standard 7 – Citizenship**

- 5.15 Students will demonstrate appropriate etiquette for the context and style of music being performed as a participant and/or listener.
- 5.15.1 Exhibit respect for the contributions of self and others in a music setting

Art

**Examples are given as suggestions and not meant as requirements.**

## **Visual Art – 5<sup>th</sup> Grade**

The standards for grade three, four and five emphasize learning through inquiry. Students will examine aspects of the artistic process: generation of ideas, problem solving, and self- assessment. Skills and concepts can vary among these three grade levels, with all achieved by the end of fifth grade.

The standards for grade 5 will enable students to use their knowledge and skill to produce and respond to works of art. Cross curricular activities may relate to social studies world geography. Students will gain fluency in using and understanding the elements of art and principles of design.

**Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.**

### **Skills**

- A.5.1. Demonstrate safety and stewardship of materials
- A.5.2. Identify and use the elements of art
  - A.5.2.a. Line -- suggestive, implied, contour
  - A.5.2.b. Space – Use atmospheric perspective
  - A.5.2.c. Value – Create a black/white, and color value scales
  - A.5.2.d. Use highlight, value and shadow accurately according to light source
  - A.5.2.e. Form – Use one point perspective to depict form
- A.5.3. Identify and use the principles of design
- A.5.4. Painting
  - A.5.4.a. Use color value to create depth (*Example-atmospheric perspective*)
- A.5.5. Drawing
  - A.5.5.a. Use value to create texture, use value to shade
  - A.5.5.b. Draw objects from a variety of perspectives (*Example: directly beneath, bird's eye view*)

### **Creative Expression**

***Students should be encouraged to incorporate their own unique style and elements into their artwork to emphasize their individuality and avoid "cookie cutter artwork."***

- A.5.6. Demonstrate self-expression by creating a work of art based on:
  - A.5.6.a. the Catholic faith
  - A.5.6.b. a social or cultural event

- A.5.6.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.5.7. Create a work of art which reflects the art or architecture of another culture
- A.5.8. Use masterpieces/famous works as inspiration to create a work of art
- A.5.9. Use thumbnail sketches to initiate creative process
- A.5.10. Create a 3D work of art (*Example: Boruca Mask sculpture with patterned paper or papier mache*)
- A.5.11. Discuss artistic choices made in the creation of your artwork

### Art Heritage

- A.5.12. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art
- A.5.13. Compare art, artifacts, and architecture of other cultures with our own
- A.5.14. Discuss characteristics of art from various cultures and periods (*Example: Pre-Columbian, Central American, South American, African, European, Australian, Asian, Middle Eastern, and North American*)
- A.5.15. Identify the influences of historic events on subject matter and media in works of art

### Aesthetic Judgment

- A.5.16. Use age appropriate art vocabulary to:
  - A.5.16.a. Critique an artwork emphasizing the elements of art and the principles of design
  - A.5.16.b. Discuss a work of art in relationship to its historical, cultural and functional context (*Example: masks, pottery baskets, textiles etc.*)
- A.5.17. Explore careers in the visual arts (*Example: explore art careers around the world that provide income such as potters, weavers, painters, etc.*)

Library



## LIBRARY

### Fifth Grade

- L.5.1A.1 (M) Explain that libraries (school, public, other) are places to store and retrieve ideas and information
- L.5.1.A.2 (D) Explain that libraries can be virtual or physical spaces with both print and digital content
- L.5.1.A.3 (D) Explain that libraries are places to collaborate, create and share information
- L.5.1.B.2 (D) Identify different sections of the library as grade appropriate (Fic, NF, Ref, Easy, Biography, according to local organization)
- L.5.1.B.3 (D) Locate catalog/automated catalog OPAC
- L.5.1.C.1 (M) Replace materials (books, etc.) in proper place when finished
- L.5.1.C.2 (R) Use and care for library materials appropriately
- L.5.1.C.3 (R) Follow local circulation procedures
- L.5.1.D.3 (D) Identify types of print and digital media available in libraries (books, periodicals, databases, digital resources)
- L.5.3.1 (M) Identify and read books of various genres and formats
- L.5.2.A.1 (D) Explain how books are shelved in the library
- L.5.2.A.2 (D) Use local classification schemes to find library materials (Dewey, genre, other)
- L.5.2.B.1 (D) Search by author, title, subject, and/or keyword, series
- L.5.2.B.2 (I) Use advanced search strategies
- L.5.2.B.3 (D) Identify call number and circulation status of library materials
- L.5.2.B.4 (I) Identify bibliographic information in a catalog record as it relates to title page/verso of a book (publisher, copyright date)
- L.5.2.B.5 (I) Identify additional information in a catalog record (summary, subjects, awards, reviews, etc.)
- L.5.2.B.6 (I) Access patron account to use individualized features (Ebook, holds, write reviews, etc.) as available
- L.5.3.1 (M) Identify and read books of various genres and formats
- L.5.3.2 (D) Identify author's purpose
- L.5.3.3 (M) Identify and explain the significance of appropriate notable awards for children's literature
- L.5.3.4 (M) Use self-assessment tools for selecting books of appropriate reading levels for enjoyment and information
- L.5.3.5 (M) Distinguish between contemporary and classic literature





- L.5.3.6 (D) Discuss how illustrations and other features (ex: endpapers, cover, etc.) tell story and/or extend the text
- L.5.3.7 (D) Explain how artwork expresses mood and tone of the work
- L.5.4.A.1 (D) Recognize the need for information and research ideas
- L.5.4.A.2 (D) Verify and Use Background Knowledge
- L.5.4.B.1 (I) Match information needed with appropriate sources
- L.5.4.B.2 (D) Identify resources available through the public library and other institutions
- L.5.4.B.3 (I) Locate bibliographic information for citation
- L.5.4.B.6 (I) Identify and use text features to enhance understanding (ex: captions, graphs, table of contents, index, glossary, etc.)
- L.5.4.C.1 (I) Compare and analyze digital and print information gathered
- L.5.4.C.2 (I) Evaluate purpose, scope, authority of information resources
- L.5.4.D.2 (I) Discriminate among relevant and irrelevant information
- L.5.4.D.4 (D) Collaborate with others to broaden and deepen understanding of information
- L.5.4.D.5 (D) Create new product based on information gathered
- L.5.5.1 (D) Abide by Acceptable Use Policy guidelines of school and understand the Internet is a global community
- L.5.5.2 (D) Apply Christian values to maintaining a positive digital footprint (respecting privacy, Internet habits, etc.)
- L.5.5.3 (D) Define the term "copyright" and explain Creative Commons
- L.5.5.5 (M) Define the term "plagiarism" and the consequences of plagiarism
- L.5.5.6 (D) Credit sources using a Works Cited page or bibliography for classroom assignments (MLA, APA, etc.)

# Technology



## FIFTH GRADE TECHNOLOGY STANDARDS

**Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.**

**T.5.1.A Demonstrate knowledge of the nature and operation of technology systems**

- T.5.1.A.1 Identify and understand the functions of computing (Input, Output, Storage, Processing) and describe the advantages and disadvantages of various storage techniques
- T.5.1.A.2 Demonstrate the proper care of the computer hardware and software
- T.5.1.A.3 Demonstrate basic understanding of computer theory (Bits and Bytes)

**T.5.1.B Demonstrate proficiency in the use of technology**

- T.5.1.B.1 Access and navigate within application software and understand basic file management functions. Reinforce the concept of the hierarchy of storage so students understand not only how to save but where to save and save as in other formats such as PDF, CSV, etc.)
- T.5.1.B.2 Use tools, menus and dialog boxes in application software
- T.5.1.B.3 Develop keyboarding skills (Identify and use navigation keys, alphabet keys, special function keys, shift, caps lock, space bar, enter, control, backspace, delete, arrows, and punctuation) know shortcut keys
- T.5.1.B.4 Use correct keyboarding techniques (such as proper home row and fingering positions and posture)
- T.5.1.B.5 Use appropriate applications to perform an assigned task (word processing, spreadsheet, graphics, presentation)

**Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

**T.5.2.A Technology and Society: Explain how technology affects the individual and society**

- T.5.2.A.1 Explain technology's influence on the individual and society
- T.5.2.A.2 Identify examples of technology's impact on the environment
- T.5.2.A.3 Explain how technology tools have been used to meet the needs of societies
- T.5.2.A.4 Reinforce taking our Catholic values that we use in our real world into the digital world.
- T.5.2.A.5 Address the permanence of uploads, including email and social media.

**T.5.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information**

- T.5.2.B.1 Explain the purpose of and follow the acceptable use policy



- T.5.2.B.2 Recognize the potential harm of intrusive applications (such as worms, viruses, malware, spyware, pop-up windows, etc.)
- T.5.2.B.3 Use safe and correct security procedures (such as protecting/updating password and user ID)

**T.5.2.C Ethical and Legal Issues: Demonstrate an understanding of current legal standards**

- T.5.2.C.1 Comply with copyright laws and fair use provisions when using digital content
- T.5.2.C.2 Use electronic resources appropriately (such as paraphrasing)
- T.5.2.C.3 Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago)

**T.5.2.D Ethical and Legal Issues: Understand current online safety guidelines**

- T.5.2.D.1 Understand that the Internet offers access to multiple digital communities with differing guidelines
- T.5.2.D.2 Explain and practice safety and privacy issues related to using the Internet
- T.5.2.D.3 Use safe and correct security procedures when online (such as not disclosing personal information and protecting passwords)
- T.5.2.D.4 Describe procedures for exiting an inappropriate site (such as clicking the home or back button, or turning off the monitor, and then notifying an adult)
- T.5.2.D.5 Understand the purpose of technology protection measures including filtering systems
- T.5.2.D.6 Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

**Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.**

**T.5.3.A Use technology to locate, evaluate, and organize information from a variety of sources**

- T.5.3.A.1 Select relevant information (content and images) from appropriate technology resources (such as websites, library catalogs, or electronic reference materials)
- T.5.3.A.2 Explain and evaluate electronic resources (such as publication date, fact vs. fiction, author, ease of use) and use print sources to verify and supplement electronic sources
- T.5.3.A.3 Explain and use search strategies for age-appropriate Web search tools, library catalogs, or electronic databases
- T.5.3.A.4 Collect and organize information using technology tools (such as word processor, graphics program, presentation tool, and spreadsheet)
- T.5.3.A.5 Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks
- T.5.3.A.6 Describe telecommunications terminology and capabilities (website, URL, homepage, link, Internet, browser, search engine, etc.)



**Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.**

**T.5.4.A Creativity/Innovation – Multimedia/Idea Presentation/Editing/Evaluating: Select and use technology to express ideas**

- T.5.4.A.1 Multimedia: Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings
- T.5.4.A.2 Idea Presentation: Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience
- T.5.4.A.3 Editing: Change, edit, and revise graphs, graphics, presentations, and word processing documents
- T.5.4.A.4 Evaluating: Evaluate student-created product design based on purpose, audience, and format

**T.5.4.B Learning: Select and use technology tools to enhance learning**

- T.5.4.B.1 Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills
- T.5.4.B.2 Explain why specific technology tools were selected to support learning
- T.5.4.B.3 Assess the use of the selected technology for individual learning of the specific task

**Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**

**T.5.5.A Productivity and Problem Solving: Select and use technology tools to increase productivity**

- T.5.5.A.1 Explain why the selected technology tools are being used to accomplish tasks efficiently
- T.5.5.A.2 Create new documents to complete learning assignments and demonstrate new understanding
- T.5.5.A.3 Use word processing technology when appropriate
- T.5.5.A.4 Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation
- T.5.5.A.5 Collect, analyze, and display data and information using tools, such as calculators, computers, spreadsheets, graphing programs, and databases
- T.5.5.A.6 Evaluate ways that different algorithms may be used to solve the same problem
- T.5.5.A.7 Create an algorithm (e.g., Hour of Code, Scratch, Made with Code)



**Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.**

**T.5.6.A Communication – Tools: Select and use technology for communication**

- T.5.6.A.1 Use communication tools (such as email, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions
- T.5.6.A.2 Present information independently to various audiences

**T.5.6.B Communication - Media Formats: Use and explain the purposes of different media formats**

- T.5.6.B.1 Communicate independently with various audiences using different media formats
- T.5.6.B.2 Evaluate the appropriateness of media formats for various purposes

**Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**

**T.5.7.A Collaboration: Select and use technology tools to encourage collaboration**

- T.5.7.A.1 Use technology tools to work collaboratively within the school community
- T.5.7.A.2 Use technology tools to exchange ideas with individuals or groups outside of the school community
- T.5.7.A.3 Articulate the advantages of collaboration supported by technology tools