FIFTH GRADE
CONTENT STANDARDS

Parent Handbook

Sacramento Diocese
of
Catholic Schools

Content Standards for

FIFTH GRADE

Why Content Standards?

With the adoption of content standards, California is stating–explicitly–the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

How to Improve Student Performance?

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

Goals for your Child's Education

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

How to Use this Parent Handbook

Use this handbook as a guide to your child's education in Fifth Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

Parent Handbook Components

This document contains:

- Fifth Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

RELIGION STANDARDS

Grade Five

THEME:

The sacraments are special gifts which nourish and strengthen us.

OBJECTIVES:

A. To understand that the sacraments are celebrated through the use of sacred signs and symbols.

B. To learn that Christ's presence in our lives is celebrated in the sacraments and through prayer.

1.0 MESSAGE: The seven sacraments as sacred signs, as well as celebrations.

1.1 God

1.1.1 To understand that the sacraments are encounters with Christ.

1.1.2 To understand that Jesus nourishes us through the sacraments.

1.1.3 To understand that Jesus reveals the Creator to us.

1.1.4 To experience God's revelation through creation, events, Jesus, and the Church (the people of God).

1.1.5 To understand that grace is the effect of God's presence.

1.2 Scripture

1.2.1 To be familiar with scripture that relates to the sacraments.

1.2.2 To experience the Psalms of Thanksgiving and Praise as models for prayer.

1.2.3 To be familiar with Revelation process as shown in scripture.

1.2.4 To experience Paul's letters to the early Christians.

1.2.5 To write letters based on the style of Christian Scriptures.

1.2.6 To practice finding chapter and verse in the Bible.

1.3 Doctrine

1.3.1 To understand that revelation is a two-way process and is ongoing.

1.3.2 To experience God's everlasting mercy and forgiveness.

1.3.3 To understand that the Church is the sacrament of God's presence in the world.

2.0 WORSHIP: Christ's presence in our lives is celebrated in the sacraments and in our prayer life.

2.1 Sacraments

2.1.1 To explore in depth the symbols of the sacraments: water, oil, light, white garments, hands, words, bread, wine, meals, sharing.

2.1.2 To explore in depth the meaning of the sacraments.

2.2 Prayer

2.2.1 To review traditional prayers, emphasizing their meaning: (1) Sign of the Cross; (2) Act of Contrition; (3) Lord's Prayer; (4) Creed; (5) Hail Mary; (6) Prayer of St. Francis; (7) Doxology (Glory to the Father...); (8) Acts of Faith, Hope, and Love; (9) Grace before and after meals; and (10) Prayer of the Holy Spirit

2.2.2 To have the opportunity to participate in a variety of prayer forms such as spontaneous prayer, guided meditation, gestures, song, and dance.
2.2.3 To write prayers such as blessings, psalms, and contemporary reflections on the Mysteries of the Rosary.
2.2.4 To learn to pray as Jesus did: where, when, how.

2.3 Liturgy

2.3.1 To review responses and prayers used in the celebration of the Eucharist.
2.3.2 To study the Mass as Liturgy of Word and Liturgy of Eucharist.
2.3.3 To celebrate sacraments liturgically or para-liturgically.
2.3.4 To prepare for the upcoming Sunday and Feast Day liturgies by studying the readings of that Sunday or Feast Day.

2.4 Liturgical Year

2.4.1 To understand the symbolic meaning of colors used liturgically.

2.4.2 To celebrate the events of the liturgical year.

2.4.3 To celebrate the seasons and solemnities of the Church year with particular emphasis on Lent as a time to join the catechumens in prayer, fasting, and almsgiving:

Advent	Triduum	
Christmas	Ascension Thursday	Epiphany
Pentecost		
Ash Wednesday	Corpus Christi	
Lent	Ordinary Time	
Passion Sunday		

2.5 Feast Days

2.5.1 To celebrate special feasts, days, and people.

2.6 Traditions

2.6.1 To experience a variety of Marian traditions.

3.0 <u>MORALITY</u>: We witness our faith by our life.

3.1 To understand that following Jesus means following God's Law of Love.

3.2 To understand that we need to show love, respect, and appreciation for others.

3.3 To understand that we are called to work together for the Kingdom of God.

3.4 To understand that we need to examine our choices in the light of the Christian message.

3.5 To practice decision-making by discussing moral dilemmas.

4.0 <u>CATHOLIC SOCIAL TEACHING</u>: The presence of the risen Christ is revealed by our actions.

4.1 Justice

4.1.1 To understand that social justice is based on human dignity, for all people are created in the image of God.

4.1.2 To understand that almsgiving is more self-giving than money-giving.

4.1.3 To understand the difference between charity and justice.

4.1.4 To explore the Beatitudes as the basis of social justice.

4.1.5 To explore means of respecting the environment as a justice issue.

4.2 Peace

4.2.1 To understand that world peace begins with respect for one another.

4.2.2 To practice conflict resolution skills.

4.2.3 To experience reconciliation within the classroom community.

4.3 Local Needs

4.3.1 To reinforce love in action by participation in local and global service.

5.0 <u>COMMUNITY:</u> The Church is the sacrament of Christ in the world.

5.1 Models of Church

5.1.1 To study Baptism as the sacrament of belonging to a community.

5.1.2 To understand the Church as a community of saints, past, present, and future.

5.1.3 To explore Church as sacramental, institutional, and servant.

5.2 Church History

5.2.1 To appreciate Mary as Mother of the Church.

5.2.2 To honor Mary as the first Christian, the Christ-bearer.

5.2.3 To continue to learn about saints as Christian heroes who are models of how to live.

6.0 <u>FAMILY LIFE</u>: Respect, responsibility, and decision making are all related.

6.1 Human Dignity

6.1.1 To understand what it means to belong to a family community, the rights and duties.

6.1.2 To explore the process of reconciliation within the family.

6.1.3 To discuss the need for respect for others, their gifts and disabilities.

7.0 <u>TERMINOLOGY:</u>

almsgiving	catechumens
Christian Scriptures	fasting
Liturgy of the Word	Liturgy of the Eucharist
paraliturgy	Psalm of Thanksgiving
revelation	symbol
Triduum	

8.0 <u>SCRIPTURE REFERENCES</u> to be used to develop the themes of the religion standards.

Genesis 6: 5-7, 22	Great Flood (Baptism, people saved through water)
Exodus 14: 15, 15:1	People of Israel saved at the Red Sea, image of freedom through Baptism
Joshua 3	People of Israel cross the Jordan River into the Promised Land
Isaiah 11: 2	Confirmation; the Spirit of the Lord rests on the hoped-for Messiah
Exodus 12: 1-28	Eucharist; Passover ritual described
Psalm 51: 1-19	Reconciliation
Ezekial 36: 26-27	God will give us a new heart
Isaiah 38	Anointing of the Sick; illness, healing, and thanksgiving
Numbers 11: 24-25	Holy Orders; spirit of Moses extended to seventy wise men
Leviticus 8: 1-13	Ordination of Aaron and his sons
Genesis 2: 18-24	Matrimony; marriage is a union between man and woman
John 3: 5	Baptism
Matthew 28: 19	Baptism
Galatians 3: 27	Baptism
Acts 2: 1-4, 19: 5-6	Confirmation
Luke 22: 14-20	Eucharist
John 6: 51	Eucharist
John 20: 22-23	Penance
Luke 5: 17-26	Penance
Luke 15: 11-15	Penance
James 5: 14-15	Anointing of the Sick
Matthew 14: 14	Anointing of the Sick
Luke 7: 11-15	Anointing of the Sick
Matthew 19: 5-5	Matrimony
Ephesians 5: 25-32	Matrimony
2 Timothy 1: 6	Holy Orders
Acts 6: 1-6,	Holy Orders
Matthew 5: 1-12	Holy Orders

LANGUAGE ARTS STANDARDS

Grade Five

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

By the end of fifth grade, your child will:

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
1.2 Use word origins to determine the meaning of unknown words.
1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words. (e.g., controversial).
1.5 Understand and explain the figurative and metaphorical use of words in context.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material and grade-level Bibles. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

By the end of fifth grade, your child will:

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
2.2 Analyze text that is organized in sequential or chronological order.
2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
2.5 Distinguish facts, supported inferences, and opinions in text.
2.6 Analyze and identify the teachings of parable in the Bible.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature and the Bible. They begin to find ways to clarify the ideas and make connections between literary works.

By the end of fifth grade, your child will:

3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
3.5 Describe the function and effect of common literary devices (e.g., imagery,

metaphor, symbolism).

3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

1.1 Create multiple-paragraph narrative compositions:
   a. Establish and develop a situation or plot.
   b. Describe the setting.
   c. Present an ending.

1.2 Create multiple-paragraph expository compositions:
   a. Establish a topic, important ideas, or events in sequence or chronological order.
   b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
   c. Offer a concluding paragraph that summarizes important ideas and details.

1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.

1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks).

1.5 Use a thesaurus to identify alternative word choices and meanings.

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

1.7 Write fluidly and legibly in cursive or joined italic. Copy scripture passages.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

2.1 Write narratives:
   a. Establish a plot, point of view, setting and conflict.
   b. Show, rather than tell, the events of the story.

2.2 Write responses to literature and the Bible:
   a. Demonstrate an understanding of a literary work.
   b. Support judgments through references to the text and to prior knowledge.
   c. Develop interpretations that exhibit careful reading and understanding.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
   a. Frame questions that direct the investigation.

b. Establish a controlling idea or topic.
c. Develop the topic with simple facts, details, examples, and explanations.

2.4 Write persuasive letters or compositions:
a. State a clear position in support of a proposal.
b. Support a position with relevant evidence.
c. Follow a simple organizational pattern.
d. Address reader concerns.
e. Use a moral issue noting Church teachings.

2.5 Write a Church petition.

2.6 Write an original prayer.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions appropriate to this grade level.

By the end of fifth grade, your child will :

1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.
1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.
1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.
1.4 Use correct punctuation for Bible Verses.
1.5 Use correct capitalization.
1.6 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

By the end of fifth grade, your child will:

1.1 Ask questions that seek information not already discussed.
1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
1.3 Make inferences or draw conclusions based on an oral report.
1.4 Select a focus, organizational structure, and point of view for an oral report.
1.5 Clarify and support spoken ideas with evidence and examples.
1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.
1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.
1.9 Weigh media messages against the moral and religious standards of the Catholic Church.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery stages outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and speaking

Standard 1.0, students:

2.1 Deliver narrative presentations:
   a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
   b. Show, rather than tell, the listener what happens.

2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
   a. Frame questions to direct the investigation.
   b. Establish a controlling idea or topic.
   c. Develop the topic with simple facts, details, examples, and explanations.

2.3 Deliver oral responses to literature:
   a. Summarize significant events and details.
   b. Articulate an understanding of several ideas or images communicated by the literary work.
   c. Use examples or textual evidence from the work to support conclusions.

2.4 Read in Mass or present a Mass reading in class.

MATHEMATICS STANDARDS

Grade Five

Number Sense

1.0 Relative Magnitude of Numbers

By the end of Fifth Grade, your child will:

1.1 Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.

1.2 Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.

1.3 Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.

1.4 Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., 24 = 2 x 2 x 2 x 3 = 23 x 3).

1.5 Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.

2.0 Computation

By the end of Fifth Grade, your child will:

2.1 Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.

2.2 Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.

2.3 Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.

2.4 Understand the concept of multiplication and division of fractions.

2.5 Compute and perform simple multiplication and division of fractions, and apply these procedures to solving problems.

Algebra and Functions

1.0 Simple Expressions

By the end of Fifth Grade, your child will:

1.1 Use information taken from a graph or equation to answer questions about a problem situation.

1.2 Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.

1.3 Know and use the distributive property in equations and expressions with variables.

1.4 Identify and graph ordered pairs in the four quadrants of the coordinate plane.

1.5 Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

Measurement and Geometry

1.0 Area and Volume

By the end of Fifth Grade, your child will:

1.1 Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).

1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.

1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm3], cubic meter [m3], cubic inch [in3], and cubic yard [yd3]) to compute the volume of rectangular solids.

1.4 Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume).

2.0 Geometry

By the end of Fifth Grade, your child will:

2.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).

2.2 Know that the sum of the angles of any triangle is 180 and the sum of the angles of any quadrilateral is 360 and use this information to solve problems.

2.3 Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

Statistics, Data Analysis, and Probability

1.0 Data

By the end of Fifth Grade, your child will:

1.1 Know the concepts of mean, median, and mode; computing and comparing simple examples to show that they may differ.

1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.

1.3 Use fractions and percentages to compare data sets of different sizes.

1.4 Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.

1.5 Know how to write ordered pairs correctly; for example, *(x,y)*.

Mathematical Reasoning

1.0 Making Decisions about a Problem

By the end of Fifth Grade, your child will:

1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

1.2 Determine when and how to break a problem into simpler parts.

2.0 Solve Problems and Justify Reasoning

By the end of Fifth Grade, your child will:

2.1 Use estimation to verify the reasonableness of calculated results.

2.2 Apply strategies and results from simpler problems to more complex problems.

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning.

2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms, and clear language; supporting solutions with evidence in both verbal and symbolic work.

2.5 Indicate the relative advantages of exact and approximate solutions to problems and giving answers to a specified degree of accuracy.

2.6 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Make Connections

By the end of Fifth Grade, your child will:

3.1 Evaluate the reasonableness of the solution in the context of the original situation.

3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.

3.3 Develop generalizations of the results obtained and apply them in other circumstances.

HISTORY/SOCIAL SCIENCE STANDARDS
Grade Five

United States History and Geography: Making a New Nation

Students in grade five study the development of the nation up to 1850 with an emphasis on the population: who was already here, when and from where others arrived, and why people came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced the conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

5.1 Students tract the routes and describe the early explorations of the Americas, in terms of:

1. The entrepreneurial characteristics of early explorers (e.g., biographies of Columbus, Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).
2. The aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions, and the reasons Europeans chose to explore and colonize the globe (e.g., the Protestant Reformation, the Spanish Reconquista).
3. The routes of the major land explorers of the United States; the distances traveled by early explorers; and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.
4. Land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia on maps of North and South America.

5.2 Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers, in terms of:

1. The competition among the English, French, Spanish, Dutch, and Indian Nations for control of North America.
2. The cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., the fur trade, military alliances, treaties, cultural interchanges).
3. The conflicts before the Civil War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).
4. The role of broken treaties and massacres and the factors that lead to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
5. The internecine Indian conflicts, including the competing claims for control (e.g., actions of the Iroquois, Huron, Sioux/Lakota).
6. The influence and achievements of significant leaders of the time (e.g.,

biographies of Abraham Lincoln, John Marshall, Andrew Jackson, Chief Tecumuseh, Chief Logan, Chief john Ross, Sequoyah).

5.3 Students understand the political, religious, social, and economic institutions that evolved in the colonial era, in terms of:

1. The influence of location and physical setting on the founding of the original 13 colonies, their location on a map along with the location of the American Indian nations already inhabiting these areas.

2. The major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith and Virginia, Roger Williams and Rhode Island, William Penn and Pennsylvania, Lord Baltimore and Maryland, William Bradford and Plymouth, John Winthrop and Massachusetts).
3. The religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
    a. Discuss various reasons why Catholics settled in the New World.
    b. Give examples of how Catholics were forced to practice their faith in secret.
4. The significance and leaders of the First Great Awakening that marked a shift in religious ideas, practices and allegiances in the colonial period; the growth of religious toleration's and free exercise.
5. How the British colonial period created the basis for the development of political self government and a free market economic system, unlike Spanish and French colonial rule.
6. The introduction of slavery into America, the responses of slave families to the condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. Discuss the Catholic Teaching of respect for the dignity of all human life.
7. The early demographic ideas and practices that emerge during the colonial period, including the significance of representative assemblies and town meetings.

5.4 Students explain the causes of the American Revolution, in terms of:

1. How political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to the imperial policy, Stamp Act, Townshend Acts, tax on tea, Coercive Acts).
2. The significance of the first and second Continental Congress and the Committees of Correspondence.
3. The people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in serving ties with Great Britain.
4. The views, lives, and impact of key individuals during this period (e.g., biographies of King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

5.5 Students understand the course and consequences of the American Revolution, in terms of:

1. Identifying and mapping the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leader alliances on both sides.
2. The contributions of France and other nations and individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French Navy, the Treaty of Paris, The Netherlands, Russia, Marquis de Lafayette, Kosciuszko, Baron von Steuben,).
3. The different roles women played during the Revolution (e.g., Abigail Adams,

Martha Washington, Molly Pitcher, Phillis Wheatly, Mercy Otis Warren).

4. The personal impact and economic hardship on families, problems of financing the war, wartime inflation, and laws against hoarding and profiteering.
5. How state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. The significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and their impact on American Indian land.

5.6 Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the founding of the American republic, in terms of:

1. The shortcomings set fourth by the Articles of the Confederation's critics.
2. The significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. The fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty.
4. How the Constitution is designed to secure our Liberia by both empowering and limiting central government; the powers granted to citizens, Congress, the President, the Supreme Court, those reserved to the states.
5. The meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. The songs that express American ideals (e.g., know America the Beautiful, The Star Spangled Banner).

5.7 Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid 1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems, in terms of:

1. The waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steam boats).
2. The states and territories in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. The explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., draw maps, biographies and journals of Lewis and Clark, Zebulon Pike, John Fremont).
4. Experiences on the overland trails to the West (e.g., location of the routes, purpose of each journey; the influence of terrain, rivers, vegetation, and climate; life in the territories at the end of these trails.
5. The continued migration of Mexican territories of the West and Southwest.
6. How and when California, Texas, Oregon, and other western lands became part of the U.S., including the significance of the Texas War for Independence and the Mexican-American War.
7. The location of the current 50 states and the names of their capitals.

SCIENCE STANDARDS

Grade Five

Physical Sciences

1.0 God created the world and all its matter with an infinite sense of order.

Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept, students know:

1.1. during chemical reactions, the atoms in the reactants rearrange to form products with different properties.

1.2 all matter is made of atoms which may combine to form molecules.

1.3 metals are a group of substances that have shared properties such as electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), gold (Au), are pure elements while others, such as steel and brass, are composed of a combination of elemental metals.

1.4 each element is made of one kind of atom. These elements are organized in the Periodic Table by their chemical properties.
1.5 scientists have developed instruments that can create images of atoms and molecules showing that they are discrete and often occur in well ordered arrays.
1.6 differences in chemicals and physical properties of substances are used to separate mixtures and identify compounds.
1.7 properties of solid, liquid, and gaseous substances such as sugar ($C_6H_{12}O_6$), water (H_2O), helium (He), oxygen (O_2), nitrogen (N_2), and carbon dioxide (CO_2).
1.8 living organisms and most materials are composed of just a few elements.
1.9 common properties of salts, such as sodium chloride (NaCl).

Life Sciences

1.0 God made all life on Earth, creating plants and animals that have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept, students know:

1.1 many multi-cellular organisms have specialized structures to support the transport of materials.
1.2 how blood circulates through the heart chambers, lungs, and body, and how carbon dioxide (CO_2) and oxygen (O_2) are exchanged in the lungs and tissues.
1.3 the sequential steps of digestion, and how the teeth and mouth, esophagus, stomach, small intestine, large intestine, and colon are important in the function of the digestive system.
1.4 the role of the kidney in removing cellular wastes out of blood, which become urine stored in the bladder.
1.5 how sugar, water, and minerals are transported in a vascular plant.

1.6 plants use carbon dioxide (CO_2) and energy from sunlight to build molecules of sugar and release oxygen.
1.7 plant and animal cells break down sugar to obtain energy, forming carbon dioxide (CO_2) and water (respiration).

Earth Sciences

1.0 According to God's design, water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept, students know:

1.1 almost all of the Earth's water is present as salt water in the oceans which cover most of the Earth's surface.
1.2 when liquid water evaporates, it turns into water vapor (invisible) in the air and can reappear as a liquid when cooled, or as a solid if cooled below the freezing point of water.
1.3 water moves in the air from one place to another in the form of clouds or fog, which are tiny droplets of water or ice, and falls to the Earth as rain,

hail, sleet, or snow.

1.4 the amount of fresh water, located in rivers, lakes, underground sources, and glaciers, is limited, and its availability can be extended through recycling and decreased use.

1.5 the origin of water used by their local communities.

2.0 Our Creator designed our world so that energy from the sun heats the Earth unevenly, causing air movements resulting in changing weather patterns. As a basis for understanding this concept, students know:

2.1 uneven heating of the Earth causes air movements (convection currents).

2.2 how the angle of the sun affects weather, how latitude affects weather, the influence of the ocean on weather, and the role of the water cycle in weather.

2.3 causes and effects of different types of severe weather.
2.4 how to use weather maps and weather forecasts to predict local weather, and that prediction depends on many changing variables.
2.5 the Earth's atmosphere exerts a pressure that decreases with distance above the Earth's surface, and is the same in all directions.

3.0 The Creator's ordered design extends from the smallest atom on Earth, through our solar system, and to the furthest reaches of the universe. The solar system consists of planets and other bodies that orbit the sun in predictable paths. As a basis for understanding this concept, students know:

3.1 the sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
3.2 the solar system includes the Earth, moon, sun, eight other planets and their satellites, and smaller objects such as asteroids and comets.
3.3 that the path of a planet around the sun is due to the gravitational attraction between the sun and the planet.

Investigation and Experimentation

1.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content of the other three strands, students should develop their own questions and perform investigations. Students will:

1.1 classify objects (e.g., rocks, plants, leaves) based on appropriate criteria.
1.2 develop a testable question.

1.3 plan and conduct a simple investigation based on a student-developed question, and write instructions others can follow to carry out the procedure.
1.4. identify the dependent and controlled variables in an investigation.
1.5 identify a single independent variable in a scientific investigation and explain what will be learned by collecting data on this variable.
1.6 select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
1.7 record data using appropriate graphic representation (including charts, graphs, and labeled diagrams), and make inferences based on that data.
1.8 draw conclusions based on scientific evidence and indicate whether further information is needed to support a specific conclusion.
1.9 write a report of an investigation that includes tests conducted, data collected or evidence examined, and conclusions drawn.

ATMOSPHERE AT HOME

We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:

1. **Provide an appropriate work space that is:**
   - Quiet with appropriate lighting.
   - Contains supplies such as paper, pencils, resources, etc.

2. **Set up an atmosphere for studying by:**
   - Scheduling a regular, daily study time where all family members are studying.
   - Making sure the house is quiet during study time.
   - Working on establishing trust and accountability..

3. **Be involved in your child's education by:**
   - Being a role model, setting values, and modeling good Christian values.
   - Demonstrating a positive attitude.
   - Providing help, resources, and encouragement.
   - Showing interest and supporting your child's work.
   - Upholding the school's expectations.
   - Supporting and participating in school service opportunities.

4. **Strive to establish a Christian family atmosphere by:**
   - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
   - Encouraging regular family prayer and the celebration of religious experiences.
   - Modeling Christian values.
   - Acknowledging and supporting your child's efforts.
   - Reinforcing Christian behavior.
   - Providing opportunities for service to others.

5. **Strengthen communication with your child by:**
   - Spending quality time with your child often.
   - Sharing resources from your community.
   - Establishing/enforcing reasonable consequences for behavior.

HOME ACTIVITIES FOR LANGUAGE ARTS

<u>Reading</u>

- Listen to your child read.
- Visit the library and/or bookstore with your child.
- Provide comfortable reading level and age appropriate materials for your child.
- Subscribe to magazines of interest for different members of the family.
- Schedule a family reading time.
- Have your child read independently every night.
- Provide a variety of reference materials (e.g., atlas, almanac, dictionary, thesaurus).

<u>Reading Comprehension</u>

- Have family discussions about things read, including book reviews, various characters in a story, etc.
- Have your child read and follow directions for games, recipes, etc.
- After reading a story, ask your child questions about the story that relate to the main

idea, story details, sequence of events, different possible story endings, and the author's message.
- Share newspaper articles with your child and discuss the events.

Writing
- Encourage your child to keep a diary and/or vacation journal.
- Have your child write letters and thank you notes.
- Encourage your child to write to a pen pal.
- Have your child send E-mail messages.
- Have your child use a computer for writing, using various fonts, styles, margins, etc.
- Have your child write shopping lists.

Written and Oral English Language Conventions
- Play word games such as Scrabble, Probe, Scatergories, Pictionary with your child.
- Have your child look at newspaper articles and highlight pronouns, adverbs, and adjectives.
- Edit the letters your child has written looking for correct punctuation, capitalization, and sentence structure.
- Teach your child to use proper English when speaking.

Listening and Speaking
- When speaking, work to ensure that your child uses proper language and etiquette.
- Plan time (e.g., during a trip, dinner) for family discussions.
- Establish a time for family communication (e.g., dinner time).

HOME ACTIVITIES FOR MATHEMATICS

Number Sense
- Play number games, such as Domino's, and Racko, with your child.
- Help your child practice multiplication and division facts using flash cards.
- When shopping, give your child real and practical experiences such as weighing fruit, comparing prices, calculating discounts and figuring change.
- Have your child make a budget for his/her allowance, then have them keep track of their spending for a month and compare actual spending to their budget.
- Have your child plan a trip, including calculating the mileage and cost of gas.
- Find large numbers in daily life (e.g., population signs, elevation signs, lottery) and have your child say them.
- Have your child practice making change using large bills and coins.

Algebra and Functions
- Recognize patterns in nature and the world (e.g., leaf patterns, petals of a flower).

- Play "Fill in the Blank" game with your child saying, "4 times what number is 36," and "24 divided by what number is 8?"
- Analyze the phone bill to see how much phone calls cost per minute.
- Find the price per pound, ounce, gram, etc. of items purchased at the grocery store.

Measurement and Geometry

- Work with your child in planning home improvement projects such as measuring for a book case, finding the area of a room when purchasing floor covering, measuring for new curtains, etc.
- Encourage your child to acquire hobbies that involve measurement (e.g., sewing, cooking, building models, wood working).
- Have your child measure various objects using both metric and standard units (e.g., yard and meter for length, quarts and liters for volume).
- When cooking, have the child change the recipe by doubling or halving the amount of each ingredient.

Statistics, Data Analysis, and Probability

- Have your child keep track of sports statistical data for themselves, favorite sports team, or individual athletes.
- When working on a science project, have your child collect, record and explain the data.
- Have your child read periodicals and discuss the graphs/charts.
- Play card or dice games with your child and mathematically determine the probability of winning.
- Collect data and calculate the average of real-life situations (e.g., amount of time each family member watches T.V.).
- Have your child create a growth chart and record his/her height and weight for one year.

Mathematical Reasoning

- Play games such as "Connect Four," "Battleship," and "Chess" with your child.
- Work together to solve puzzles (e.g., riddles, crossword).
- Include your child in weekly family discussions about the budget.
- Give your child responsibilities for caring for a portion of the budget.

HOME ACTIVITIES FOR HISTORY/SOCIAL SCIENCE

Pre-Columbian Settlements

- When traveling with your child, talk about the location of different cities and why the location is ideal or undesirable for a city (e.g., climate, close to water, easy to build houses, etc.)

Early Explorers and Early Explorations of the Americas

- With your child, talk about the the distance Christopher Columbus sailed to reach the new world. Get a map of the Atlantic Ocean, and using the legend, find the answer.
- Research tells us that the size of the ship, sailed by Christopher Columbus, was about the same size as an average house. Talk with your child about living on a boat, that small, for months. For fun, spend one day, as a family, inside your house. No one is allowed to go outside. Talk about how it feels to live in a confined area for a length of time.

Conflict that Existed Among the American Indians and New Settlers

- With your child, read stories or see documentary films about the American Indians. Discuss how the Americans treated the Indians.
- With your child, talk about how the Indians might have felt when the American broke a treaty. Compare this with the feeling people have when a person breaks a promise.

Causes, Course and Consequences of the American Revolution

- On the Internet, with your child, do a search for the American Revolution. Look for pictures of the war, letters written by soldiers, articles about the war, etc. Review this information with your child.
- As a family, talk about why nations go to war. Relate this to children and adults fighting and to crime. Discuss ways of solving problems that do not include violence. As a family, practice solving conflicts without violence.

People and Events Associated with the Development of the U.S. Constitution

- With your child, discuss the different branches of our democratic government and their respective power.
- During an election, talk with your child about the process and responsibility of voting and why it is important to vote. Show your child the voting materials received through the mail and discuss the different issues.

Colonization, Immigration, and Settlement of the American People from 1789 to the mid-1800s

- During vacations, visit sites in the United States of historical interest.
- Have your child help plan a vacation, by marking the route on a map, identifying the places of interest to see, locating the places to stay overnight, etc.
- With your child, watch and discuss historical documentaries about United States History.

Location of States and Capitals

- Place a blank map of the United States on a wall. Help your child write in the names of the states and to memorize the names of each state.
- Purchase a puzzle of the United States and help your child put the puzzle together, saying the name of each state as it is put in the puzzle.
- With your child, build a concentration game using two colors of 3" x 3" cards. On each of one colored card, past the outline of a state. On each card of the other color, write the name of a state. With your child, play concentration. When playing, the player turns over one card of one color and another card of a different color. If the name of the state matches the drawing, that player gets another turn.
- Use the same concentration cards and help your child match the names of the states with their shape. (e.g., Put the cards with the shape of the state in rows. Next, have your child match the name card with the shape of the state card.)
- Using the blank map, mentioned in the first activity, write the names of the capitals for each state.
- With your child, make a second concentration game, this time putting the name of

the state on one colored card and the name of the capital on the other. With your child, play concentration.

HOME ACTIVITIES FOR SCIENCE

Physical Sciences

Elements and Their Combinations Account for all the Varied Types of Matter

- With your child, find examples of materials that are elements (e.g., aluminum, iron, nickel, silver, gold) and discuss their physical properties.
- Have your child compare one balloon filled with helium to one filled with air. Have them tell how the physical properties of the two balloons are similar and different.
- With your child, complete the following experiment. Take a glass of water and taste the water. Now add salt and stir. Notice the water looks the same as it did before but now it tastes salty. Let the water evaporate. Discuss what is left. Discuss with your child the idea of mixtures and compounds, saying that what they have done is to make and separate a mixture.

Life Sciences

Plants and animals have Structures for Respiration, Digestion, Waste Disposal, and Transport of Materials

- With your child, put a celery stock, with its leaves, in a glass of colored water. Observe, over a period of time, the parts that become colored. Talk about why this occurred.
- With your child, cover a plant with a clear plastic bag. See what collects on the inside of the bag. Talk about the experiment and the fact that plants take in carbon dioxide and give off oxygen.
- With your child, cover a portion of their arm with a plastic wrap. After an hour later, remove the plastic wrap. Have your child feel his/her skin and the inside of the plastic wrap. Discuss respiration.
- With your child, discuss the different steps of digestion, including the role of the teeth.

Earth Sciences

Water on Earth moves Through the Processes of Evaporation and Condensation

- With your child, tour a water recycling plant to learn about methods for purifying water.
- At home, help your child set up experiments to show two different ways to purify water. First put some ingredients, such as salt, sugar, food coloring in the water. Next, use a method to purify the water. When finished, look at and taste the water (e.g., Purify water by catching the steam from boiling water, pouring it through a mixture of sand and charcoal.).

- Have your child get a glass of ice water and set it on the counter. Watch the glass to see what happens on the outside. Talk about where this water came from. Relate this to the water cycle.

Energy from the Sun Heats the Earth Unevenly
- Each evening, watch the local weather report and discuss, with your child, reasons for the changes in the weather.
- On the Internet, check the temperature in various locations of the world going to **www.weather.com.** Repeat the activity every day for a week and record the temperatures. Have your child make conclusions from what he/she learned.

Solar System Consists of Planets and Other Bodies that Orbit the Sun
- Using a telescope or binoculars, look at the moon when it is a quarter full or less (Note: A full moon is too bright to look at using these devices). Discuss with your child what he/she saw.
- Sit outside at night and discuss the stars and planets, discussing why the plants look different than the stars.
- Watch for artificial satellites and discuss their probable functions.
- Roll a steel ball close to a magnet and see how the steel ball changes its path. Vary the distance between the ball and the magnet. Relate this to the gravitational pull of the sun on the earth and other planets.

<u>Investigation and Experimentation</u>

Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations
- Help your child to:

1. Use a thermometer to measure the temperature at a specific time during the day. Record the results.
2. Use measuring devices to measure ingredients for baking. Record the results.

- Using the information collected from the items above, have your child make predictions about the temperature and/or ingredients for baking.

STUDENT'S RECORDS

How is your child's progress in school? Is he/she learning the required skills for their grade level? Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

How to use the Student Records

As you see that your child has mastered one of the skills on the **Student Record,** write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school

year.

Using the Student Record During a Teacher Conference

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

Keys to Success

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.