



ARCHDIOCESE
of MILWAUKEE

CURRICULUM
Guide
FOR PARENTS

GRADE 5

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Before you get started...

What is a Curriculum Guide?

Academic excellence is a hallmark of Catholic schools in the Archdiocese of Milwaukee. To assist schools in maintaining academic excellence, the archdiocese's Office for Schools has developed curriculum guides for grades 4K-8th that identify what we want our students to know and be able to do at the end of each grade based on national, state, and local standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade. This process of "fine tuning" results in a school specific standards-based curriculum that guides teaching and learning.

Characteristics of a 5th Grader

- Can be critical of adults who appear to be insincere in their faith
- Begins to think about questions of ethics and morality in the context of love, loyalty, promises, etc.
- Can perform special roles in the liturgy and prayer services
- Is becoming open to learning about other cultures and may be more accepting of differences in others
- Has the capacity to be reflective and is more inclined than younger children to look inward
- Transitions into puberty with rapid physical and emotional changes
- Demonstrates marked differences between boys and girls and even among the same gender
- Becomes aware of past, present, and future community experiences
- Belongs to one or more groups because of commitments; e.g., sports, fun, service
- Belongs to peer groups who often develop their own codes of behavior
- Begins to make choices independent of adults
- Recognizes signs and symbols in games, sports, clothes, and professions
- Appreciates and develops personal talents and abilities
- Practices problem-solving
- Begins to be aware of different customs and rituals among people
- Values success in sports and is influenced by sports figures



CREED

- Knows that God is the Creator, all-powerful, who made the world good
- Knows the meaning of the Ascension and that Jesus will come again to judge the living and the dead
- Knows the meaning of the Incarnation and expresses belief that Jesus is the Son of God and the Word Made Flesh.
- Knows that the Holy Spirit works in the Church, in the Scriptures, and in the lives of people as at Pentecost
- Identifies ways that the Church carries on the mission of Jesus under the leadership of the pope and the bishops
- Explains the Communion of Saints
- Explains that the Assumption celebrates Mary taken to heaven, body and soul
- Knows after death comes God's judgment, truth coming to light, and accepting or rejecting the divine grace in which leads to heaven, hell, or purgatory
- Knows an overview of the Bible, understanding that the Old Testament covenant is fulfilled in the New Testament

LITURGY AND SACRAMENTS

- Knows and explains the names, meanings, signs, gestures, and symbols of each of the seven Sacraments
- Demonstrates knowledge of the liturgical calendar by explaining the seasons of the Church Year, their meanings and colors
- Recognizes the meaning and celebration of the Sacred Triduum and Easter as our central feast
- Understands why and what Holy Days of Obligation are
- Summarizes why the Sacraments were given to the Church by Christ and how they impact our daily lives
- Understands the Sacrament of Holy Orders as the way Christ continues to preach and sanctify
- Articulates the meaning of the Sacraments of Initiation, Sacraments of Healing, and Sacraments at the Service of Communion
- Knows that Baptism forgives original and personal sin through the story of Nicodemus (Jn 3: 1-21)
- Understands the healing power of Christ in the Sacrament of the Anointing of the Sick (Jas 5: 14-15)

MORAL LIFE

- Understands that the presence of sin or evil in the world is “original sin” into which we are all born

CHRISTIAN PRAYER

- Describes how the statements of Catholic beliefs found in the Nicene and Apostles Creeds relates to one's prayer life
- Understands the difference between the Mass, communal prayer, and private prayer
- Composes prayers of praise, thanksgiving, contrition, and petition (Prayers of the Faithful)
- Uses Scripture as a source of prayer/reflection (Lectio Divina)
- Researches Saints and relates the Saints to one's prayer life

FAMILY

- Recognizes that parents have the responsibility to care for their children

FRIENDSHIPS AND RELATIONSHIPS

- Analyzes relationships with boys and girls, and applies understanding of friendship to both genders
- Understands dating as a time to develop deeper friendships

HUMAN SEXUALITY

- Understands human sexual development and its sacredness
- Applies this knowledge in respect for the human body, and God's plan for us
- Understands life is sacred

MARRIAGE

- Understands that marriage is a sacred relationship between a man and a woman
- Recognizes the giftedness men and women bring to marriage

MORAL DECISION MAKING

- Shows decision-making and problem-solving skills
- Understands that the Church helps us to know and live by the truth, and that God helps us to choose what is true, good and beautiful
- Understands that the virtues allow us to do what's good, right, and loving in the areas of relationships and sexuality, and applies to own life

RESPECT FOR LIFE

- Knows and lives the belief that all life is sacred, and is to be respected
- Understands that sometimes people make bad choices that don't respect life
- Understands that the consequence of bad choices is sin

VIRTUES

- Can practice and give examples of Modesty, Respect, Honesty, Generosity, Prudence, Temperance, Justice, and Fortitude

READING: LITERATURE

- Determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text
- Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)
- Determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- Explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
- Describes how a narrator's or speaker's point of view influences how events are described

READING: INFORMATIONAL TEXT

- Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text
- Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
- Determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area
- Compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
- Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably

READING: FOUNDATIONAL SKILLS

- Knows and applies grade-level phonics and word analysis skills in decoding words
- Reads with sufficient accuracy and fluency to support comprehension

WRITING

- Writes opinion pieces on topics or texts, supporting a point of view with reasons and information
- Writes informative/explanatory texts to examine a topic and conveys ideas and information clearly
- Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences
- Recalls relevant information from experiences or gather relevant information from print and digital sources; summarizes or paraphrases information in notes and finished work, and provides a list of sources
- Draws evidence from literary or informational texts to support analysis, reflection, and research

SPEAKING AND LISTENING

- Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly
- Summarizes a written text read aloud or information presented in diverse media and formats
- Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence
- Reports on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace

LANGUAGE

- Demonstrates command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Determines or clarifies the meaning of unknown and multiple-meaning words and phrases
- Demonstrates understanding of figurative language, word relationships, and nuances in word meanings

Fifth grade is a milestone and a pivot point for students. The classroom focus on arithmetic during the elementary grades will develop into a more formal study of algebra in middle school. To be ready for algebra, students must have an understanding of fractional arithmetic, in part because even simple equations cannot be solved without fractions. Because of this, whole-number arithmetic comes mostly to a close in 5th grade, while multiplying and dividing fractions becomes a major focus.

HELP YOUR CHILD LEARN AT HOME

Look for “word problems” in real life. Some 5th grade examples might include:

- Doing arithmetic with decimals, for example when balancing a checkbook.
- Multiplying with fractions – for example, if you used about $\frac{2}{3}$ of a $\frac{3}{4}$ -cup measure of vegetable stock, then how much stock did you use? About how much is left?
- Using the length, width, and depth of a garden plot to determine how many bags of garden soil to buy.

NUMBER AND OPERATIONS: BASE 10

- Uses whole number exponents to denote powers of ten
- Fluently multiplies multi-digit whole numbers
- Divides whole numbers by up to two-digit divisors
- Computes decimals to the hundredths' place using four operations

OPERATIONS AND ALGEBRAIC THINKING

- Uses parentheses, brackets, or braces in numerical expressions
- Writes and interprets simple expressions

NUMBER AND OPERATIONS: FRACTIONS

- Adds and subtracts fractions with unlike denominators
- Solves problems involving addition and subtraction of fractions
- Multiplies fractions
- Solves problems involving multiplication of fractions
- Divides fractions

MEASUREMENT AND DATA

- Converts units of measurement
- Solves problems involving volume

GEOMETRY

- Graphs points on a coordinate plane
- Classifies two-dimensional figures



Social Studies

- Investigates and interprets interactions between individuals and groups.
- Assesses the role that human behavior and cultures play in the development of social interactions.
- Analyzes how decisions are made and interactions occur among individuals, households, and firms/businesses.
- Analyzes how an economy functions as a whole.
- Uses geographic tools and ways of thinking to analyze the world.
- Analyzes human movement and population patterns.
- Examines the impacts of global interconnections and relationships.
- Uses historical evidence for determining cause and effect.
- Analyzes, recognizes, and evaluates patterns of continuity and change over time in the context of historical events.
- Evaluates the historical context of a primary or secondary source.
- Identifies and analyzes democratic principles and ideals.
- Analyzes and evaluates the powers and processes of political and civic institutions.
- Examines and interprets rights, privileges, and responsibilities in society.

CATHOLIC SOCIAL TEACHINGS

Call to Family, Community, and Participation - "The person is not only sacred but also social. How we organize our society - in economics and politics, in law and policy - directly affects human dignity and the capacity of individuals to grow in community."

Rights and Responsibilities - "The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met."

Option for the Poor and Vulnerable- "A basic moral test is how our most vulnerable members are faring."

Solidarity - "We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers and sisters keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world."

Care for God's Creation - "We are called to protect people and the planet, living our faith in relationship with all of God's creation."

The Dignity of Work and the Rights of Workers - "The economy must serve people, not the other way around."

Dear Parents:

A strong foundation in science, technology, engineering, and mathematics is essential for preparing our students to be well informed citizens as well as prepared for college and the work force. Our traditional science programs have focused on content, facts, and vocabulary, but have lacked the ability for students to engage in the actual application of scientific concepts. The Next Generation Science Standards (NGSS) have refocused K-12 science education to focus on the big ideas through an emphasis on firsthand experiences such as investigation, design, and modeling, to help make more meaningful connections to the concepts that will stay with our children for a lifetime. The NGSS promote a new way of teaching and learning that allows students to experience science in a meaningful way. This is accomplished by integrating three dimensions of learning as well as technology and engineering principles:

- **Core Disciplinary Concepts:** This is the content that is being covered (ex. Biology).
- **Science and Engineering Practices:** This focuses on the process of how science is conducted in the real world, such as through planning and carrying out investigations.
- **Cross Cutting Concepts:** These are science ideas, like *cause and effect*, that permeate all the sciences.

Your child/children will experience instruction in the classroom that emphasizes scientific exploration and experimentation. Children will be engaged in questioning, exploring and discussing possible solutions, investigating science concepts, using argumentation, and being fully active in the learning process. This approach mirrors real-world science practices and engages students in a more meaningful way. Not only will our students be immersed in investigative experiences, but they will also be developing important critical-thinking skills that will cultivate the great thinkers and innovators of tomorrow.

PHYSICAL SCIENCE

- Develop a model to demonstrate that matter is made of particles too small to be seen
- Identify through an experiment that molecules are present
- Identify a change occurred from heating, cooling, and mixing of substances
- Measure a substance's weight before and after a change
- Conclude that a substance's weight remains the same after a change
- Recognize properties of substances
- Distinguish materials based on their properties
- Investigate to tell whether the mixing of two or more substances results in the new substances
- Identify the relationship between the strength of a force and its effect on an object
- Provide evidence that Earth's gravity pulls objects down
- Argue that the force exerted by Earth on an object is directed down
- Create a model to show the movement of energy from the sun, to plants, to animals
- Identify that animals use food for body repair, growth, motion, and to maintain body warmth

LIFE SCIENCE

- Explain the process of seed development
- Design an investigation to test which materials plants need for growth
- Provide evidence that plants acquire their materials for growth from water and air
- Describe how energy is transferred through an ecosystem
- Make a model showing the movement of matter through different cycles in nature

EARTH SCIENCE

- Conduct an investigation to explore the relationship between distance and brightness of an object. (not size)
- Conclude that objects further away from Earth appear smaller
- Observe patterns in the length of shadows and the time of day
- Observe patterns regarding the appearance of some stars in the night sky
- Identify the relationship between the position of Earth with respect to the sun and the amount of daylight
- Prepare a graphical representation of the relationship between the position of Earth with respect to the sun and the amount of daylight
- Explain the interconnectedness between two of the four major systems of Earth
- Diagram how two of the four major systems of Earth work together
- Identify the processes of each major system
- Identify the different places that water is found on Earth
- Compare the amount of saltwater to freshwater on Earth by creating a graph
- Obtain information about ways individual communities use science ideas to protect the Earth's resources and environment
- Combine information about the ways individual communities protect Earth's resources
- Communicate information about protecting Earth's resources and environment

SCIENCE AND ENGINEERING PRACTICES

- Obtain, evaluate, and communicate information
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Develop and use models
- Engage in an argument based on evidence

CATHOLIC SOCIAL TEACHINGS

- Work collaboratively and respect my classmates' ideas, roles, and abilities
- Demonstrate stewardship inspired by Catholic values in the care of local and global environments

Art

- CREATING: Combines ideas to generate an innovative idea for art-making
- CREATING: Demonstrates quality craftsmanship through care for and use of materials, tools, and equipment
- PRESENTING: Develops a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- RESPONDING: Recognizes differences in criteria used to evaluate works of art depending on styles, genre, and media as well as historical and cultural contexts
- CONNECTING: Applies formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making

Physical Education

- Demonstrates competency in a variety of skills and movement patterns
- Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance

World Language

- INTERPERSONAL COMMUNICATION: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions
- INTERPRETIVE COMMUNICATION: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- RELATING CULTURAL PRACTICES TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied
- RELATING CULTURAL PRODUCTS TO PERSPECTIVES: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied

Music

- CREATING: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas
- PERFORMING: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation
- RESPONDING: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical)
- CONNECTING: Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations
- CONNECTING: Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components